

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

1. GENERAL SCHOOL STORY

General Brock Elementary is in Vancouver, British Columbia and serves students in Kindergarten to Grade 7. The school is organized into three separate buildings – ‘A’ building is the original Brock School House, ‘B’ building is home to four classrooms and the C building is where the main office, library and gym are located. There are 250 students enrolled into 12 divisions. 86% of our students speak English at home.

Brock offers a variety of programs and services to support and enrich student learning. The Reading Recovery Program, an early intervention literacy initiative, addresses children’s reading needs and provides literacy strategies to support student learning. We are a Heart-Mind Well-Being school with all staff committed to helping students develop strong social and emotional skills. Heart-Mind Well Being schools aim to create a balance between educating the mind and educating the heart.

A dedicated staff of teachers and support staff work together to provide a strong learning environment including academic, social, sports, and music education for all students and an up to date, well-stocked library. Our vision of success for learning is that our students become independent, responsible, and confident learners who are willing to take risks, think critically and solve problems peacefully. The school Code of Conduct is “Be Safe,” “Be Fair,” “Be Kind.” Our Code of Conduct provides students and parents with in-depth information regarding expectations and consequences for student behavior.

In addition to the regular Kindergarten to Grade 7 program we are home to four district programs: Elementary Learning Support Program (ELSP), Social Emotional Learning Class (SELC), Intensive French for Grades 6 and 7 and the Challenge Centre. The two district special education programs support children with learning disabilities and students with social and emotional needs. Intensive French offers an accelerated Core French language program in addition to a compacted and enriched curriculum. The Challenge Centre provides a variety of enrichment opportunities for students across the district.

There are a variety of after school and extra-curricular activities offered for our students which include sports, physical literacy and enrichment programs. Brock has developed strong relationships with Tupper Secondary School, the Community Schools Team as well as our community partner, Little Mountain Neighbourhood House (LMNH). These partnerships offer a variety of after-school programs for students. We also have onsite after school care provided by Brock Junction.

Brock School has been fortunate to have established strong partnerships with our parents, through the Parent Advisory Council. Our vibrant Brock PAC (Parent Advisory Council) fundraises to support many school initiatives, equipment, and programs. Along with all other Vancouver schools, our school supports the district’s Aboriginal Enhancement Agreement. Throughout the grades, we incorporate Indigenous content in a wide variety of curriculum areas.

Brock’s School Plan:

GOAL 1: To support our students in developing social emotional skills and strategies to increase their resilience and foster a stronger sense of belonging in our community

GOAL 2: District-Wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures, and contributions among all students

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

Brock has an energetic and curious student body. They love to volunteer and join lunchtime clubs and sports. Brock families are incredibly supportive and enroll their children in many after school opportunities. Our students are independent thinkers but are willing to listen to other viewpoints. They are free to question their perceptions of who they are and how they identify in society. We have strong learners who, at times, can be dis-regulated by social-emotional worries, anxieties, and learning difficulties. Many of our students have benefited from increased social-emotional learning strategies both within the classroom setting and during unstructured times, such as including recess and lunch time. The Ready Bodies Learning Minds, Zones of Regulation, Mind Up and Second Step have been used throughout the school over the last few years to help support our learners.

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

The Grade 6 MDI (Middle Years Development Instrument) data suggests that our students experience some anxieties and worries. In the Absence of Sadness category, they scored about 3 percentile points below the district average. The Grade 4 and 7 Student Learning Survey conducted through UBC suggested that there is work to do in the area of mental health. In grade 4 and 7 most students reported that sometimes they feel stressed or worried and a few indicated 'most of the time' or 'all of the time'.

Informal conversations with students, playground behavior reports, School Based Team data and anecdotal staff observations also support the MDI findings. Since the Covid pandemic, staff report they hear students have decreased their face-to-face socialization and moved more online.

This year staff accessed programs and supports such as, the VSB UIP Team, RBLM (Ready Bodies Learning Minds), our Calm Room, Zones of Regulation, Mindfulness, WITS & LEADS, Open Parachute, Mind Up, Blinja, Taps and Second Step.

Students

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

- Our students would benefit from increasing their ability to self-regulate, build their self-confidence, improve their friendship connections, connection to school and staff and increase their personal health choices.
- We have also noticed that for intermediate students, much of their socialization has moved from face-to-face to online. Students have expressed that there is a perceived “anonymous freedom to speak your mind without consequence,” which has resulted in higher rates of peer conflict, sleep deprivation, anxiety, and depression.
- There is also a connection to our VSB district Education Plan. This goal relates to goal number 1 of our VSB Education Plan 2026 - “improving student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families.”
- This goal relates to Goal number 1 in the Aboriginal Education Enhancement Agreement. Belonging - To increase Aboriginal students’ sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. As a district, we want to ensure all students feel safe and welcome in our schools.
- This coincides with the two BC Curriculum Core Competencies: 1) Personal Awareness & Responsibility, and 2) Social Responsibility with emphasis on ‘self-regulation’, ‘well-being’, and ‘solving problems in peaceful ways’.

5. INQUIRY QUESTION (FOCUSING)

- Our Big Question: How can we support our students in developing social emotional skills and strategies to increase their resilience and foster a stronger sense of belonging in our community?

To provide a framework for behavioural expectations the staff has created a clear behavior expectation chart in all settings that will teach our students to become respectful, caring, and safe citizens in our entire school community.

Staff members are building their understanding and knowledge around self-regulation skills, helping students to: further develop their executive functioning skills, regulate their emotions, develop problem solving and positive thinking skills, and active listening skills. Staff are also helping students recognize triggers and antecedents, declutter workspaces and are using visuals to support social emotionally fragile students to gain some concrete skills to cope with daily stress and friendship challenges. Together with the students, we are all learning and using the language from the Zones of Regulation. This consistent language supports students as they move grade to grade.

6. WHAT IS OUR PLAN? (PLANNING)

- Staff will teach the Zones language and hang posters on the Zones of Regulation and self-regulation.
- Staff will engage in SEL (Social Emotional Learning) professional development through reading and attending workshops
- Staff will complete the DESSA Mini before the end of December and then once again in spring. Most classes completed both the fall and spring assessments. In our primary classes, the data shows minor increases in the areas of Relationship Skills, Optimistic Thinking, Self-Management and Goal Directed Behaviour. In Intermediate, there were slight increases across all areas. These include Personal Responsibility, Relationship Skills, Optimistic Thinking, Self-Awareness, Social Awareness, Self-Management, Goal Directed Behaviour and Decision Making.
- Principal to provide coloured self-regulation school-wide signage to enforce the concepts taught around how to recognize what zone you are in and strategies to support self-regulation.
- SSA's work together to create "The Brock Way" (steps to support success while playing during unstructured time at recess and lunch).

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- We will need to purchase more Zones of Regulation books
- Visits from Deanna Barreira District Resource Teacher of SEL
- Our DRT (District Resource Teachers) SEL also presented a Lunch and Learn in the school Library on the program called EASE
- Regarding the curriculum, we are aiming to increase students' personal awareness & social responsibility, with an emphasis on 'self-regulation' and 'well-being'
- We are extremely fortunate to have a District Program called SELC – Social Emotional Learning Class. The staff are very well versed in self-regulation strategies. We will utilize our in-house SEL staff for ideas on strategies and equipment that could be helpful.

8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

- Reduced reports of student self-regulation issues by our Teachers, Principal and School Counsellor
- 2022/2023 MDI data
- DESSA results
- Core Competencies Self-evaluations
- Decreased incident reports to office and from staff and student
- A growing awareness of the consistent Zones language
- At the beginning of the school year, I would like to ask classes to list at least three self-regulation strategies. By the end of the year, we would like to see an increase in students reporting 3 or more self-regulation strategies

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

- Newsletters
- PA announcements
- Bulletin Boards
- Student oral presentations
- Assemblies
- MS TEAMS Classrooms
- My Blueprint
- Regular communication with parents (i.e., MS TEAMS Classroom, conferences, email, phone calls, websites, newsletters, reminder notices, PAC meetings)
- Showcase student work in the school newsletter, TEAMS Classrooms
- Communicate student learning and progress (i.e., PAC meetings, staff meetings, primary/intermediate meetings, resource team, SBT)
- Classroom and hallway displays that focus on SEL



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?

- Professional development activities - speakers and district workshops
- Our librarian purchased more books for students and professional resources
- Increase use of Indigenous resources/materials in our library collection (moving the resources from their own section and integrating them into our full catalogue.)
- Indigenous acknowledgement at assemblies
- Indigenous acknowledgement read by students to start our daily morning announcements
- Classroom teachers conducting novel studies (i.e., reading Indigenous stories/novels – Fatty Legs, sharing legends, 7 Sacred Teachings)
- School-wide participation in Orange Shirt Day, including placing orange tape on our school fences
- Indigenous Projects (art, novel studies, writing, etc.) with work displayed on bulletin boards throughout the school
- Teachers embedded Indigenous content in cross-curricular activities and reading and discussing the First Peoples’ Principles of Learning
- Sharing of Indigenous perspectives when discussing different issues (i.e., environment and pollution and its impact on plants, animals, river – salmon)
- Teaching units (i.e., Art –Artifacts, Coast Salish twining and form line drawing)
- Staff Pro D – Weaving
- Visit from Davita Marsden, District Vice Principal of Indigenous Education
- Staff Book Club – Wayi Wah! Indigenous Pedagogies by Jo Chrona
- Worked collaboratively with the VSB Indigenous Department on projects (i.e., Drum Making, Drum Beater Workshops)
- Intermediate teachers will consider Axis Theatre videos
- Primary teachers will consider playing Raven Tales through You Tube

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

- Teachers will be using learnings from professional development, books and activities, speakers and district workshops and world events to hold discussions with their classes to understand indigenous perspectives.
- Intermediate students will discuss the significance of the unmarked graves
- Indigenous author talk and/or performances
- Davita Marsden came to our school on December 5 to hold a drumming unit with one of our classes. They used the drums that she had created with our students in previous years.
- Connect with district Indigenous Education Department to work with teachers and classes (eg: special projects, weaving, medicine wheel, etc.)
- All students will understand and be familiar with the Indigenous Land Acknowledgement as it is now embedded daily in our day
- We will continue to watch for school-wide opportunities for students (i.e., storytelling, performances, field trips)
- Register classes for events such as, Talking Stick Festival, First Peoples' Festival, Children's Festival Indigenous Play)

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

- Staff created a book club to gain a better understanding of current indigenous issues and events and will continue their learning based on the "Taking Action" sections and resource suggestions laid out in the book Wayi Wah!.
- Teachers to create First Peoples Principles of learning posters for their classrooms
- Teachers will bravely continue to move forward in their work around Indigenous lesson planning and execution without worrying if they are "doing it right." Often educators feel they are not "qualified" to take on sensitive topics, such as Residential Schools. It is time for us to do the work and move forward in a thoughtful way to ensure the true story is told, with the hope that we will not make the same mistakes.