

2023-2024 School Learning Plan

SCHOOL STORY

Situated on the lands of the x̣ẉməθḳẉəỵəm | Musqueam, Ṣḳwx̣ẉú7mesh | Squamish & səliẉətaʔ | Tsleil-Waututh Nations, Bayview School is located near the site of a former Musqueam village called iy'a'l'mexw. The school enjoys a location within walking distance of Jericho Beach Park and 4th Avenue and Broadway. Surrounded by a mix of single dwelling and multi-dwelling homes, the school is an integral part of the community.

Bayview has a current population of 277 students and 37 staff. In addition to the educational program that is available to the students who live in the neighbourhood, the district CORE program is also part of our learning community. Originally constructed in 1914, Bayview School underwent a comprehensive rebuild, symbolizing a commitment to modernity while preserving the historical essence of the community. The school proudly reopened its doors in 2023, providing students with a contemporary learning environment that incorporated elements of the original building.

Bayview School thrives with the support of an outstanding school community. Our Parent Advisory Committee (PAC) takes the lead in coordinating events and fundraising initiatives for the school. Their efforts have significantly contributed to financing crucial elements such as our new playground, the gym score clock, and the development of the grass field. All Bayview families are warmly welcomed and encouraged to actively participate in our vibrant school community.

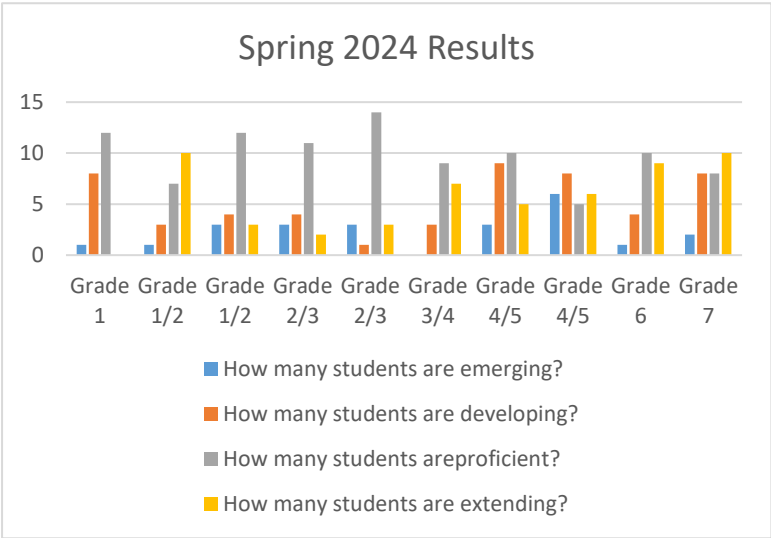
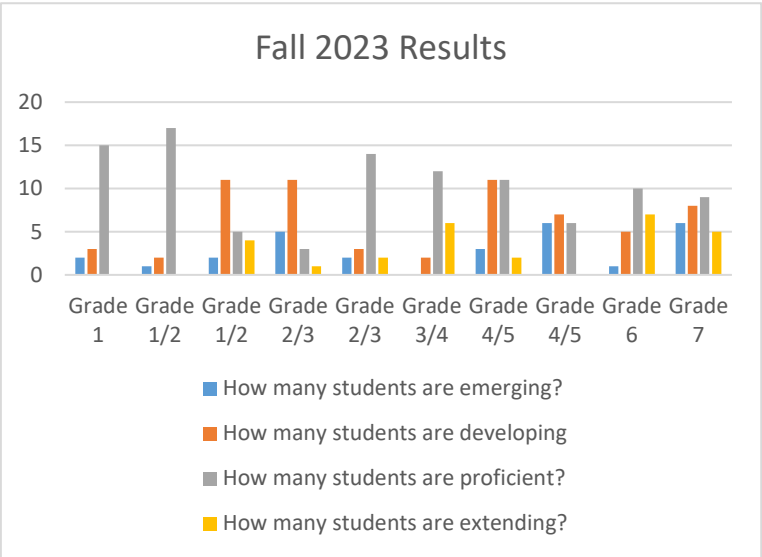
Bayview School is an engaging community where various activities and programs are offered as a means of increasing belonging and connection to the school. Unique to our school, are weekly student-led assemblies, where student achievement is celebrated through performances and slideshows. Run by a dedicated volunteer, the Knitting Club is one such example, bringing together individuals who share a passion for knitting. The commitment to literacy is evident in the One-to-One reading program, emphasizing personalized support for students. Students are also welcome to join the parent-led choir or take part in various extracurricular sports. Through school-wide drumming, Coast Salish weaving, and Orange Heart Day art, students are gaining a greater appreciation and understanding of the richness of local Indigenous communities.

Beyond the classroom, Bayview engages in initiatives like the Terry Fox Run, instilling a sense of community service and participation in charitable events. In-class field trips, both run by UBC student volunteers and paid options, provide hands-on learning experiences. The diversity of experiences extends to guest speakers, government officials, and local artistic performances who contribute to a well-rounded education.

The strong collaboration between Bayview School and the Jericho Kids Club (JKC), before and after school care, emphasizes a holistic approach to child development, ensuring support before and after school. This interconnected web of activities and partnerships underscores Bayview School's commitment to fostering a well-rounded, supportive, and dynamic community for its students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy: We have been focusing on writing as a goal for two years, and we have learned a great deal about the students at Bayview as writers. We conducted a school-wide write in the fall and in the spring and we noticed improvements between the two assessments.



By comparing these two charts of data, we notice that more students are either meeting or exceeding expectations. In discussions regarding our writing goal, many staff observed that students were feeling more confident and comfortable to write for longer periods of time. We notice similar results when looking at CSL data. For example, looking at Grade 2 data, in term 1, there were 15 students developing, and 3 extending. That changed to 19 who were proficient, and 4 who were extending in term 2, and then in term 3, there were 24 students who were proficient and 6 who were extending. This data was typical across the grades with some variation in Grade 1 and Grade 7. Overall, though, we feel that we have noticed positive changes in both attitudes towards writing, and in performance.

B) Equity: We are a very open school, and all families are welcome to be in our building at the start of the day, and end of the day, and for performances and weekly assemblies. This culture enhances the feeling of belonging, ensuring that all community members feel welcome.

In our student learning survey, 75% of Grade 4 students, and 99% of Grade 7 students, feel that adults in the school treat students fairly all of the time, or most of the time. We would like to investigate this a bit more for our grade 4 students. It is important to us, that as a school community, we are demonstrating what equity looks like in action, and that we are teaching about equity and incorporating culturally responsive pedagogy. We can gather some evidence to show how we are doing when we look at the student learning and the responses to the following questions. In response to the question: Students in my school treat each other with respect, even if they are not friends, 44% of Grade 4 students responded with All of the Time or Most of the Time, and 20%

responded with sometimes. We are curious to unpack this a bit more as this is an area worth learning more about. The Grade 7 question: At school, do you respect people who are different from you? 87% responded with All of the Time or Most of the Time. These results are much more encouraging.

C) **Reconciliation:** By looking at the student learning survey results for both Grades 4 and 7, we can see that the work around reconciliation we have been doing as a school is having a positive impact. 81% of grade 4 students say that they are sometimes, all of the time or most of the time learning about Indigenous people. The numbers are not quite as high (78%) when students are asked about learning about local First Nations. For our Grade 7 students, the numbers also are very positive with 84% of students saying that sometimes, most of the time, or all of the time they are learning about Indigenous people. The response to learning about local First Nations is much lower with 73% indicating that sometimes, most or all of the time they are learning about local First Nations.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Literacy: In relation to our writing goal, we still have some questions:

- How to motivate the reluctant ones?
- How to persevere more frequently through writing and editing?
- How can we teach them different genres?
- What do they need to be motivated to keep writing and to see writing as a fun activity
- How do we make sure to schedule writing in our programs?
- Do they like it?
- Are they writing at home?
- If we had more adults in the room during writing time if it would improve skills/learning?
- How do we get them to apply conventions?
- How do we encourage those students who don't want to write?

For 2024-2025 we will continue to support literacy through:

- Continued work with the District's Responsive Literacy Framework by using both the resources on the website, and the ones in the box we received
- Focusing our efforts more intentionally on the students who are emerging to help them progress
- Narrowing our focus to perhaps just one specific area of writing

Improve equity

We would like to explore the results from the Grade 4 student learning survey data that was mentioned above. We need to get a better understanding of how students view each other and how we continue to celebrate each other. Having a staff inquiry of culturally responsive pedagogy would be one way to support staff with their understanding of this area, and how student inclusion and equity can be supported.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

We have had the opportunity to have Indigenous cultural presentations at our school and we will continue to do that, but we would also like to explore developing a relationship with an Indigenous elder, or community member to be able to support our staff and Indigenous students better. Staff will also continue with their own learning journey. We will continue to begin assemblies with The Coast Salish anthem and we have noticed that most students are now singing along. We also begin our morning message with a land acknowledgment, but we would like to see how these can be more personalized. We will work towards deepening the connection to the land acknowledgement next year.

HOW WILL WE KNOW WE'RE ON TRACK?

Literacy

We will continue to do school-wide write to maintain the focus on the work that we have been doing even though, there may be a shift to another academic achievement goal. We will also continue to use CSL and SLS data, as well as our own attitudinal survey data from students.

Equity

We will continue to use SLS data, and perhaps do a similar survey with more students beyond Grades 4 and 7. There are some school practices that we would like to examine from an equity lens, such as hot lunches and increasing access to our playground.

Reconciliation

We will continue to use SLS data. Also, this year, we did a small sample survey asking students what they had learned about Indigenous people and we would like to do more of that next year in a more purposeful way. In particular, I am interested in asking our Indigenous students how they feel about the work we are doing and if they see themselves in the work.

With all of our work and our data, we will continue to share this with our school community through PAC meetings and newsletters.