

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (Tseil-Waututh Nation).

Dr. Annie B. Jamieson Elementary School is located just south of Oakridge at 6350 Tisdall Street, adjacent to Tisdall Park. A seismic upgrade was completed in November of 2018.

Our school enrolled approximately 508 students for the 2023-24 school year. Twenty-seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our ELL students.

Jamieson is home to an award winning Strings Program, which has received consecutive accolades from the CBC Canadian Music Challenge dating back to 2016. Strings is provided through our school prep schedule to Grade 4-7 students. Approximately 265 Jamieson students participate in the program.

Jamieson has a staff of 53 who are committed to fostering a safe and caring environment for our students. They are dedicated to supporting student academic growth and achievement and overall wellbeing. Our school resource teachers work collaboratively with classroom teachers to support student learning needs. In addition, Jamieson staff are committed to working with parents as partners in education and connect regularly, both formally and informally, to support student learning and growth.

Jamieson offers a range of sports and extra-curricular activities. This year, we had Junior and Senior Basketball, Badminton, Cross Country, Volleyball, Soccer and Track and Field. We also have other activities focused on social responsibility and leadership, including the Jamieson Playground Buddies (intermediate student helpers), Library Monitors, Student Announcers, Lunch Buddies (intermediate student helpers) and School Safety Patrol (crosswalk).

Jamieson has a strong and actively engaged Parent Advisory Council (PAC). Many parents volunteer to support a variety of activities such as field trips, our hot lunch program, and other special events at our school. The PAC funded our school mural, which was installed in 2023, next to our school garden. The PAC runs a hot lunch program three days a week to raise funds to support programs offered at the school.

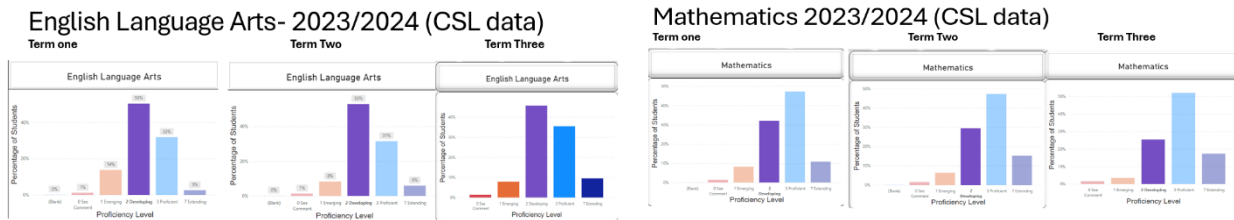
The Jamieson School Code of Conduct is based on Respect: Respect for Self, Respect for Others, Respect for the Community. Our code of conduct is embedded into our school planning, school culture and school activities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Jamieson is a diverse and vibrant community of learners with 49% of our students speaking a language other than English at home. Twenty- seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our English Language Learners (ELL). There are no students who self- identify as Indigenous. In our school, 5% of our students are diverse learners with a Ministry designation.

We have an experienced Resource team who work with students who are learning English. Through close collaboration with classroom teachers and our Student Support Workers (SSWs), the Resource team help to identify early and work with, students who need additional academic, social- emotional, medical and behavioural support.

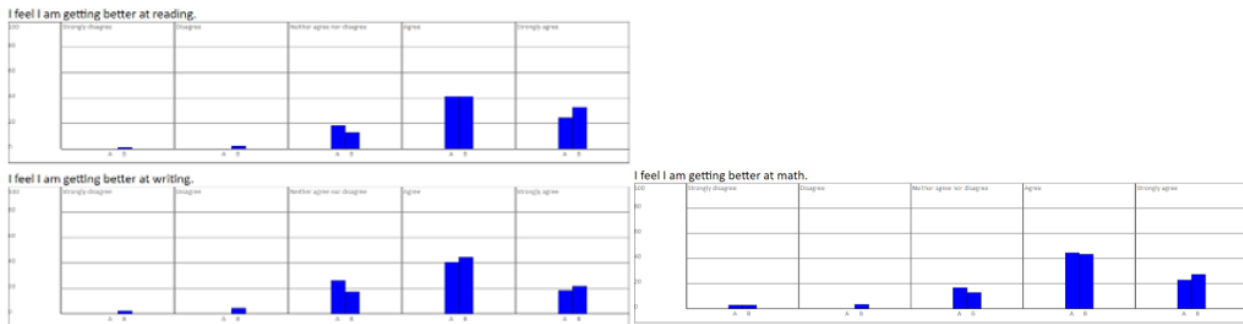
Students at Jamieson are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic and social success. Report card data shows that they possess a growth mindset, are academically strong, motivated, and work hard to achieve high academic performance. Report card data through the Communicating Student Learning tool shows that our students make steady progress throughout the school year in Language Arts and Math.



Data from the Grade 4 and Grade 7 Student Learning Surveys shows that our students are confident that they are making progress in these subjects. This confidence is reflected in the number of students volunteering to present their projects in whole school assemblies and who choose to enter the GAUSS Math contest.

Grade 4 Student Learning Survey

A: Dr Annie B Jamieson Elementary
B: District

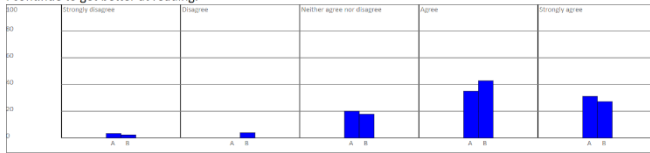


Grade 7 Student Learning Survey

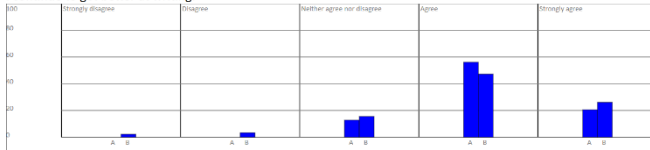
A: Dr Annie B Jamieson Elementary

B: District

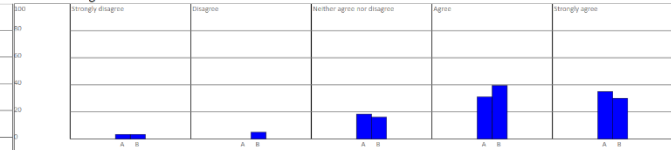
I continue to get better at reading.



I continue to get better at writing.



I continue to get better at math.



Student voice, from the Open Parachute social-emotional learning program (Intermediate students) the mini-DESSA (Primary students) student learning surveys (grades 4 and 7) and the Middle Years Development Instrument (MDI) show that the learners at Jamieson continue to work on digital literacy, critical thinking, time management, prioritizing, conflict resolution, and creativity. Students also continue to learn strategies to solve problems, to focus during class time and to be accepting and patient of those students who have diverse needs and learning challenges.

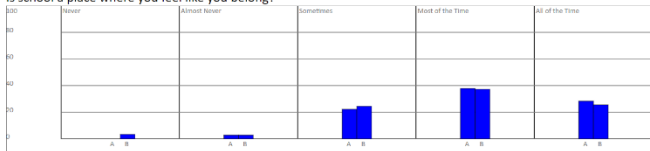
Data from the Grade 4 and Grade 7 Student Learning Surveys show that most students at Jamieson have a strong sense of belonging and feel happy at school.

Grade 4 Student Learning Survey

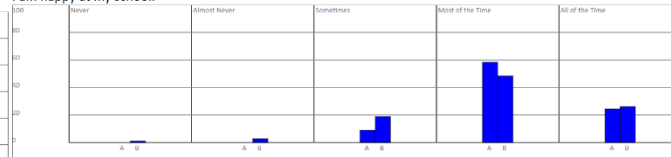
A: Dr Annie B Jamieson Elementary

B: District

Is school a place where you feel like you belong?



I am happy at my school.



Grade 7 Student Learning Survey

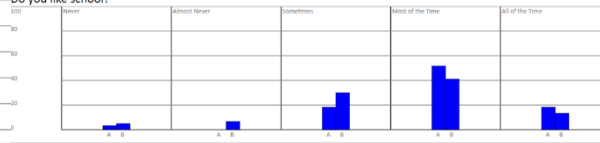
A: Dr Annie B Jamieson Elementary

B: District

Is school a place where you feel like you belong?



Do you like school?



Anecdotal evidence is that our students are respectful to their teachers and peers, kind-hearted, and interact positively with others, displaying good interpersonal skills. Our learners are dedicated, productive, dependable, and welcome friendly competition. Additionally, they are enthusiastic, motivated, and polite, with a strong sense of community and acceptance, recognizing their privilege and willing to help those in need.

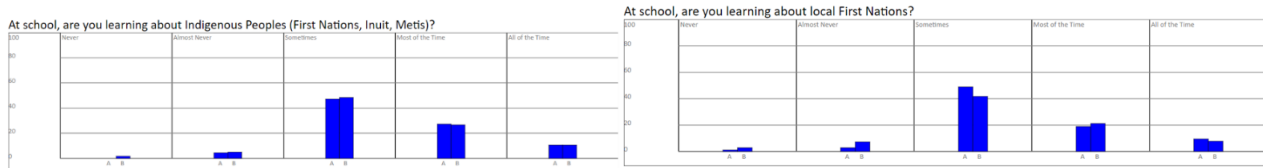
For many years, Jamieson Elementary was a dual track school, housing the District Mandarin Bilingual Program. The program was phased out and this is the first year without the program. As a result, there has been a change

in the student population with an increase in the number of students with Ministry designations. Staff is accessing District personnel and resources to ensure that the curriculum meets the needs of these learners and to ensure that the community is inclusive of their needs.

The results of the Grade 4 and Grade 7 Student Learning Surveys show that while our learners report that they are learning about Indigenous Peoples and local First Nations, there are opportunities for us to increase our works towards reconciliation.

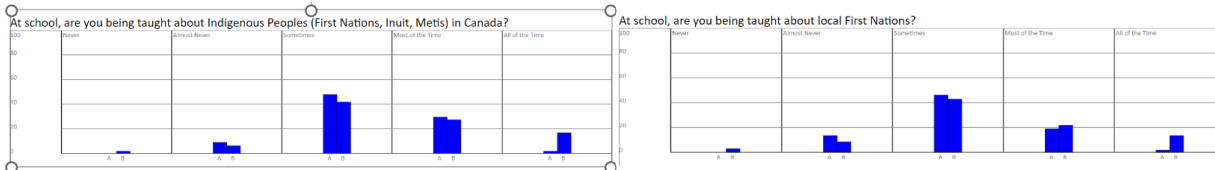
Grade 4 Student Learning Survey

A: Dr Annie B Jamieson Elementary
 B: District



Grade 7 Student Learning Survey

A: Dr Annie B Jamieson Elementary
 B: District



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

The school goals have been selected to address the three aspects of the Vancouver School District Education Plan.

At Jamieson Elementary school, we recognize that literacy and numeracy skills are essential foundations for lifelong learning. To improve student achievement, we ensure that there are opportunities for developing, consolidating and extending these skills by embedding them into our extensive Science Technology Engineering Art and Math (STEAM) programs. Experiential learning through projects such as the Young Entrepreneur Show, the BC Heritage Fair, the District Science Fair and the outdoor garden are especially valuable for our students who are English Language Learners.

We plan to expand our use of outdoor spaces and local natural areas such as beaches and parks. We would like to explore how outdoor education can facilitate more cross-curricular teaching opportunities, environmental stewardship and make greater connections to the First Peoples Principles of Learning, including learning about the history of the land on which Jamieson Elementary School is situated.

To promote students' physical and mental wellbeing and to promote teamwork and sportsmanship, the school offers physical activities such as a popular Track and Field program, Cross country, badminton and basketball, the Hip Hop dance program and the Saleema Noon Sexual Health Education program. After school programming from the Community School Team has a focus on physical literacy for Primary students. Parents have supported the organisation of a Junior and Senior choir program, and we have an annual Talent Show in which students share their creative and sporting passions. In addition to the Strings program, enrichment opportunities offered by the school include the STEAM Destination Imagination program, in which the school has experienced success at a Provincial level for the past several years.

There are opportunities for students to learn about social justice issues, to become more empathetic, caring and knowledgeable citizens through student leadership, service to the community and volunteering. Almost all Intermediate students participate in at least one of the following activities: the Spirit Team, the Grade 7 Graduation Committee, Assembly leaders, PA Announcers, Safety Patrol, Playground Buddies, Library Monitors Lunch Monitors. There is a group of grade five students who have successfully applied for District funds to sponsor their peer group digital story illustration initiative.

Improve equity

At Jamieson Elementary, equity is a fundamental principle that guides our educational approach. It means ensuring that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English Language Learner, has a Ministry designation, or comes from a different cultural background, we provide targeted assistance to help them succeed.

We allocate resources fairly and strategically. This includes access to technology, learning materials, field trips, extracurricular activities, and support services. Through our connections and knowledge of families, we actively seek out opportunities to bridge any gaps.

Our educators engage in culturally responsive teaching practices. Staff participate in Professional Development to improve understanding of diversity, equity and inclusion. We celebrate diversity, promote understanding and incorporate students' cultural backgrounds into the curriculum. By doing so, we honour their identities and create a positive learning atmosphere.

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

We will continue to integrate Indigenous learning into the curriculum through various activities and lessons while incorporating the First Peoples Principles of Learning. Activities include and are not limited to, planting in the school garden, arts projects, field trips to the Musqueam First Nation and The Museum of Vancouver, guest speakers and performances, theatre trips, P.A. announcements, First Nations Feast and flag raising ceremonies.

Our Professional Development days next year have been organised to address our identified needs in continuing our learning as a staff towards embedding Indigenous content and knowledge across the curriculum. We will be attending the Hiwus Feasthouse First Nations experience on Grouse Mountain and participating in a Drum making workshop.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor the student results in academic achievement through report card data, FSA results, School Based Team discussions, Grade Wide Writes and the Student Learning Surveys.

To monitor our journey towards equity and greater Indigenous understanding, we will be also using Student Learning surveys, as well as information from Open Parachute. A further important way of gathering information will be 'street level data' as presented by Shane Safir (2021). *Street data is the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. Street data is asset based, building on culturally responsive education by focusing on what's right in our students, schools, and communities instead of seeking out what's wrong.*

Continued monitoring of school climate and interactions between students, staff, and parents offer realistic and authentic indicators of success, and reflect staff, student and parent voices. When there is a positive energy in the building, and a willingness and excitement to be involved, it is a signal that we are on the right track. Staff engagement and discussions about equity, demonstrated applications of the First Peoples Principals of Learning in class activities, displays and learning overviews, as well as in staff meeting and informal discussions are an important way to track progress in this area. These conversations are also a natural way to readjust our approaches by monitoring small successes and struggles. Readjustment can also take place when we receive formal results from formal testing, and this will be done by staff discussions through staff meetings and informal conversations.

To share learning and successes we will use some or all of the following avenues: monthly assemblies sharing student voice and celebrating the diversity, bulletin boards highlighting student work and learning, morning announcements shared by student teams over the PA system, progress reports and family conferences, staff regularly engaging each other and parents in conversations related to student social emotional development, communication skills, thinking and achievement newsletters.