

## 2023-2024 School Learning Plan

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### SCHOOL STORY

Kerrisdale Elementary Annex is an early primary school for the English Program Kindergarten to Grade Two students in the Kerrisdale Elementary School catchment. The students and staff are fortunate to be learning and growing together at a school with a beautiful outdoor learning space, situated next to Malkin Park, that includes an expansive field, trees, a playground and a large under covered area. This outdoor space is used extensively to extend and enhance student and community learning. With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation) and the students make this acknowledgement daily during our morning announcements. The school currently has five divisions with ninety six students in attendance. Fifty seven percent of Kerrisdale Annex students are English Language Learners with Armenian, Bengali, Cantonese, Croatian, Kurdish, Turkish, Dutch, Korean, German, Indonesian, Japanese, Mandarin, Persian, Filipino, Spanish, Vietnamese and English among the first languages spoken by our families. Less than ten percent of the students have a ministry designation.

Kerrisdale Annex provides a safe learning environment where all staff know the names of the students and work together with the children to create a sense of belonging that respects and nurtures the development of the whole child as outlined as a primary goal in the District's Education Plan. The staff work collaboratively to build strong foundations in Literacy and Numeracy, and this year they are also focused on strengthening the social emotional well-being of the students. Emotional literacy is explicitly taught, and students are called on to support each other in creating a home away from home where all are happy to spend their days. Effective classroom literacy programs are supplemented with our Reading Recovery Program and our One-to-One Reading program which currently benefits from 2 community volunteers. Opportunities for student leadership include daily announcers, MCs at assemblies and playground helpers. Opportunities for curricular and extracurricular enrichment are available and over a third of our student population were on the cross-county team and are presently involved in floor hockey intramurals twice a week after school. The library is open to students and their families on Wednesday afternoons, and you can see parents, grandparents and caregivers enjoying a book together with their child/ren.

Kerrisdale Annex is a tight knit community with actively involved families and a hard-working PAC that is striving to provide fun, entertaining opportunities to build further connections within and between Kerrisdale Main School and the Annex as families often straddle the two campuses.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

All the students at Kerrisdale Annex can name more than one adult who believes in them and who they feel confident will support them when they need help. The students express that they are happy to be at school, show excitement for learning, and are generally eager to try new things such as field hockey, hip hop, track and field, Maker Club and baseball this year. Through our focused SEL goal this year, students are becoming better able to identify their feelings and are learning to identify what they can do to make amends when they have a disagreement with a friend.

SEL was chosen as the primary goal for Kerrisdale Annex as, since the pandemic, the staff noted that students were struggling to solve problems independently, accept responsibility for their actions, and lacked perseverance and resilience in the classroom and on the playground, resulting in more daily interventions and support from staff to work through issues after recess and lunch recess. The results of the EDI (Early Development Instrument) from 2021-2022 show that thirty eight percent of kindergarten students at Kerrisdale Annex are considered vulnerable on one or more of the five scales of the EDI compared to the VSB average of thirty five percent. Two of the scores on the EDI fell under the VSB averages for vulnerable students including Language and Cognitive Development and Communication Skills and General Knowledge. The first administration of the Devereux Student Strengths Assessment (DESSA) at the school also showed that almost twenty five percent of students at Kerrisdale Annex had an overall score in their Social Emotional Learning (SEL) that was lower than the school average.

Kerrisdale Annex is a CELI (collaborative early literacy intervention) school that has spent many years focusing on the literacy skills of the learners. Early literacy intervention continues to be a shared focus this year and the staff acknowledge the support and growth that the Reading Recovery program has provided for students. With an increase in the percentage of ELL students at the school this year (almost 60%), early intervention and targeted, high yield literacy strategies and programs become even more important.

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## 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 Kerrisdale Annex staff continues to value the significant positive impact that Reading Recovery has on the literacy achievements of students. With a significantly higher number of ELL students than projected (57%), some CELI time this year was used to support ELL learners in their classrooms, and staff have decided to recommit the time to fully implement CELI for the 2024-2025 school year. Two classes are already implementing and having success with some of the strategies and resources that were shared with the school in the Responsive Literacy Framework Kit, and we hope to support each other in further implementation of the grade level strategies in the spring and 2024-2025 school year. Performance Scale assessments on learning updates show that most students are either at the developing or proficient stages in Language Arts, with the biggest growth from term one to term two in the 2023-2024 school year being at the Grade One level which Reading Recovery, CELI, and our One-to-One Reading volunteers target. Based on the last 4 years of summative learning update data shared with families, literacy achievements are quite steady at the annex with only 1 to 3 students at the Emergent level in any grade and 46% to 57%\* of students at the proficient or extending level in any grade (\*Some fluctuation in percentage can be accounted for by past practices of placing students between performance scales). The staff see literacy as the primary focus in the school and have chosen to focus on developing a collaborative strategic model for implementing best practices through professional development for the 2024-2025 school year.

To address the social emotional needs of the students, teachers are implementing Second Step, Zones, The Little Spot Program, Circles, and a school wide positive behaviour support program that focuses on highlighting examples of kindness, growth mindset, teamwork and SEL skill sets with a different focus each month. The staff are working to create a common language to use with the students so that SEL skills can transfer more easily.

### **Improve equity**

This year, the Annex welcomed a record number of students from the New Welcome Centre, many of whom are out of the Annex catchment. These families have been readily welcomed and supported by existing families. Recently, it has been noted that some families struggle with food security and other financial issues such as the extra cost of transit to get out of catchment students to and from school.

The school and PAC have found and continue to look for ways to ensure that all students receive what they need to be the best learners they can be, thus supporting another key focus of the District Education Plan: Equity for all learners. In the 2023-2024 school year Kerrisdale Annex had families supported by the district hot lunch program.

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

The Kerrisdale staff explicitly teaches students about reconciliation and Indigenous ways of knowing, learning and being with each other using picture books and other resources written by and representative of Indigenous people.

Most prevalently students have been practicing being in circle together to plan activities, set norms and goals for working together, and to work through problems/conflict. Along with reflecting on what each person can do for themselves to help them learn, we have also spent time discussing how we can support each other on our learning journeys. The students make a land acknowledgement to start each day through morning announcements as well as at all assemblies and will write their own class land acknowledgements in the spring. The newly established Kerrisdale Annex Leadership Team is also interested in working with a Musqueam elder or knowledge keeper to help them translate our school motto from Latin into hən̓q̓əmiñəm and to consider having the motto have a more community centered focus (currently the motto is, 'Nihil Nisi Optimum' which translates to, 'Only our Best'). Follow up discussions with Kerrisdale Main have inspired the development of a joint committee to work on this endeavor. This year, two art projects displayed at the school had the students experimenting with colours, shapes, concepts and techniques modeled after well-known Haida artists. Students also used Indigenous ways of knowing when making self-reflections, such as a grade 1 student who stated that they use critical thinking like the salmon, stating, "I can be like the salmon by doing hard things. I think things through. I can find my way."

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## **HOW WILL WE KNOW WE'RE ON TRACK?**

We will know that we have made further progress with our SEL goal when the students can name their feelings and use a common language and process to work through disagreements, solve small problems independently, and approach learning challenges with an open and resilient mindset. We will also use interval administrations of the DESSA to track progress over time.