

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Kerrisdale Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səilwətaʔ (Tseil-Waututh Nation). Physically, the school building is situated on the traditional, ancestral, and unceded lands of the xʷməθkʷəy̓əm (Musqueam Nation). It is a multi-program school comprised of an English, French Immersion, and District FI MACC Program. The mainstream English program encompasses Grades 3-7 and complements the Kerrisdale Annex K-2 program. The French Immersion program incorporates Grades K-7. The FI MACC is a district program for High Ability Learners in Grades 5-7. Kerrisdale also participates in the International Student Program. The current population of the school is made up of an enrollment of 471 students and of 48 staff members. With PAC-funded playgrounds, outdoor classroom space, and community gardens, there are many opportunities for students to be a part of the school community and to engage in dynamic learning. These facilities and the school grounds at large allow for students to engage in diverse activities as individual classes, multi-class groupings, and in free play.

Our school mottos, Nihil Nisi Optimum (“Nothing but the Best”), and Is it kind? Is it safe? Is it fair? guide the students to develop both personally and as part of the greater community. Students are encouraged to reflect on their personal mission and set individual, academic, and social goals. This is enacted through student engagement in community-based activities such as class buddies, volunteering, leadership, extra-curricular activities and fundraising initiatives. We celebrate our learning through individual class, multi-class, and whole-school events and activities which include performances, assemblies, fairs and exhibits, theme days, and collaborative events.

Students are encouraged to participate in leadership initiatives through such engagements as Student Council and to maintain and develop a voice for students in the community by becoming involved in the initiation, planning, and creation of activities and events. The community is also supported by a very engaged PAC which helps to support students, staff, and the greater community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Kerrisdale is a diverse and vibrant community of learners with almost 40% of our students speaking a language other than English at home. Mandarin Chinese is the most predominant first language of our English Language Learners (ELL). There are a number of students who self-identify as Indigenous. In our school, 10% of our students are diverse learners with a Ministry designation. This information combines demographic data from all

of our programs – namely, mainstream English, district choice French Immersion, and district French Immersion MACC class.

We have an experienced team of educators who work with students from both mainstream English and choice French Immersion programs. Through close collaboration between classroom teachers, resource teachers, and Student Support Workers (SSWs), our learning team helps to identify early and work with all students, especially those who need additional academic, social-emotional, and behavioural support.

Students at Kerrisdale 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. Anecdotal evidence is that they are respectful to their teachers and peers, kind-hearted, and interact positively with others, displaying good interpersonal skills.

Student voice, from the student learning surveys (grades 4 and 7) and the Middle Years Development Instrument (MDI) show that the learners at Kerrisdale 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.

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

Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge and phonemic awareness, which can support student's overall academic growth and their communication skills outside of school.

Examination of the demonstration of student through the indicated proficiency levels for English Language Arts in the CSL reports show the following trends:

Grade 3: Term 1

- Emerging: 28% (i.e. 28% of grade 3 students were at this proficiency level)
- Developing: 28%
- Proficient: 28%
- Extending: 14%

Grade 3: Term 3

- Emerging: 15%
- Developing: 38%
- Proficient: 28%
- Extending: 19%

Grade 6 & 7: Term 1

- Emerging: 12%
- Developing: 55%
- Proficient: 30%
- Extending: <5%

Grade 6 & 7: Term 3

- Emerging: 8%
- Developing: 43%
- Proficient: 32%
- Extending: 9%

It is positive to see that there is significant growth within the grade levels from the start of the year to the end of the year. We would like to focus on strategies to improve on students' literacy levels such that there isn't such an increased percentage of students who are at the developing level at the start of their intermediate years.

Building student vocabulary and comprehension skills will provide an equitable opportunity to access knowledge and decrease the gap between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework, one specific focus will be to support our students who are English Language Learners and continue to learn how to adapt programs throughout the year to meet these student needs.

Improve equity

At Kerrisdale, we strive to ensure that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. We recognize that each student is unique. 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 disability, or comes from a different cultural background, we provide targeted assistance to help them succeed.

Equity requires us to identify and dismantle barriers that hinder student progress. These barriers can be related to race, culture, gender, religion, socioeconomic status, or individual experiences. By addressing these obstacles head-on, we create an inclusive environment where all students can participate fully. All students have equitable access to field trips and school experiences.

We allocate resources fairly and strategically. This includes access to technology, learning materials, extracurricular activities, and support services.

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 honor their identities and create a positive learning atmosphere.

Our goal is to ensure that every learner has an equal chance to succeed academically and thrive personally.

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

Our school is committed to support and enhance understanding of Indigenous worldview and knowledge. Students and staff have been engaged in various activities to increase empathy and awareness of indigenous histories and cultures.

We are very proud that place-based learning has been our school's learning plan for the past few years. We continue to further explore how to engage learners in better understanding the diversity of our local heritage,

cultures, and environment. We continue to strive in strengthening traditional ties with our Annex and expand new ties with the community and the Musqueam people. Our students will continue to be encouraged to develop their citizenship and stewardship within their school, city, province, country and environment.

As a staff we will continue to engage in on-going professional development which included Indigenous focus days both on and offsite, book clubs and collaborative discussions with regards to place based learning opportunities.

Moving forward, we need to look at whole school reconciliation activities, in and outside of the classroom. Our most recent student learning surveys show that even though teachers are committed to our reconciliation journey, not enough in-class learning is happening in this area. While over 70% of our Grade 4 students answered that they sometimes/most of the time/all of the time learn about Indigenous Peoples at school, less than 25% of our Grade 7s could say the same. Our staff is looking at having professional development days next year focused on developing whole school learning events for our school. Another idea the staff is exploring is to focus on the National Truth and Reconciliation Commission's Calls to Action as a staff and make recommendations on what we can do at our school to support these actions.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our Student Learning Surveys, MDI/EDI, FSA, school-based surveys to parents, staff, and students. For our literacy goal, we will specifically look at student achievement data including the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports and see if we have made overall improvement in reading scores and communication. For our equity goal we hope to see that all students feel they can better access the curriculum with more direct teaching of vocabulary and access to technology. Finally, we hope to see more students reporting that they are learning more about Indigenous cultures, languages and history next year.