

## 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 x̱m̱əθḵw̱əy̱əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (Tsleil-Waututh Nation). Our school is located on the westside of Vancouver near the UBC endowment lands, Pacific Spirit Park and the Musqueam First Nations reserve. The original Lord Kitchener Elementary School opened in the Dunbar neighbourhood of Vancouver in 1914. In October 2012, a striking seismically upgraded school that incorporated the original 1914 frame school building was opened. The new school's design enables students and staff to work together in a school environment that is bright, innovative, modern, visually stimulating, and physically accessible. Our school has a strong focus on outdoor learning with an outdoor garden space, which is supported by students, parents and the Earth Bites programming to keep the garden beds thriving year-round.

The school is comprised of six learning communities. Each community features a professional office, learning spaces, and learning commons; a space where students and staff can meet and work together. During the 2023-2024 school year an average of 450 students from Kindergarten through Grade Seven enrolled at Lord Kitchener School. The school culture is vibrant and caring, where the staff and students work together to foster an environment that is based upon respect.

Our school community includes families from a rich diversity of cultural backgrounds and the students speak a variety of languages. The students do very well in all aspects of the curriculum and many of them are proficient or extending in the Ministry of Education expectations in academic areas. Lord Kitchener has a Parent Advisory Council that is actively involved in many ways to support the school and community. The staff of Lord Kitchener is a dedicated group of educators who are passionate about engaging students in relevant, active learning experiences, while maintaining high expectations for each student's academic and social development.

Kitchener has a strong athletics program, and a variety of extracurricular athletic activities are offered to intermediate students in cross country, basketball, soccer, track and volleyball. Staff offer lunchtime clubs including Diversity Club, Music Club, Writing Club, Minecraft Club and Chess Club. Many leadership opportunities are offered to our students including Office Monitors, Library Monitors, Peer Helpers, Morning Announcers, and Assembly Leaders. We also offer Ready Bodies, Learning Minds and a cooking club to meet the needs of our diverse learners. To assist the youngest learners and their families make the transition into kindergarten as positive as possible we host a Welcome to Kindergarten event in the spring.

Parents are actively involved as partners in our school. In the fall, parents organize Bingo Nights to bring families together and help raise money for the school. In December, the PAC organizes a Winter Market which includes games, singing and crafts. In the winter, with the support of our Settlement Worker, parents organize a Lunar New Year festival. Students and parents are involved in the celebration with dancing, music, and a fashion show.

Parents organize a dance for intermediate students and in May, parents and community members participate as guest readers for our Camp Read. In the spring, the parents organize a yearend celebration with games, music and food. During the year parent volunteers organize hot lunch two days a week and help with donations to our sister school.

---

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

Based on data from the Student Learning Survey, MDI, FSA and staff observation and student and parent feedback we know the following about our learners:

### **Strengths:**

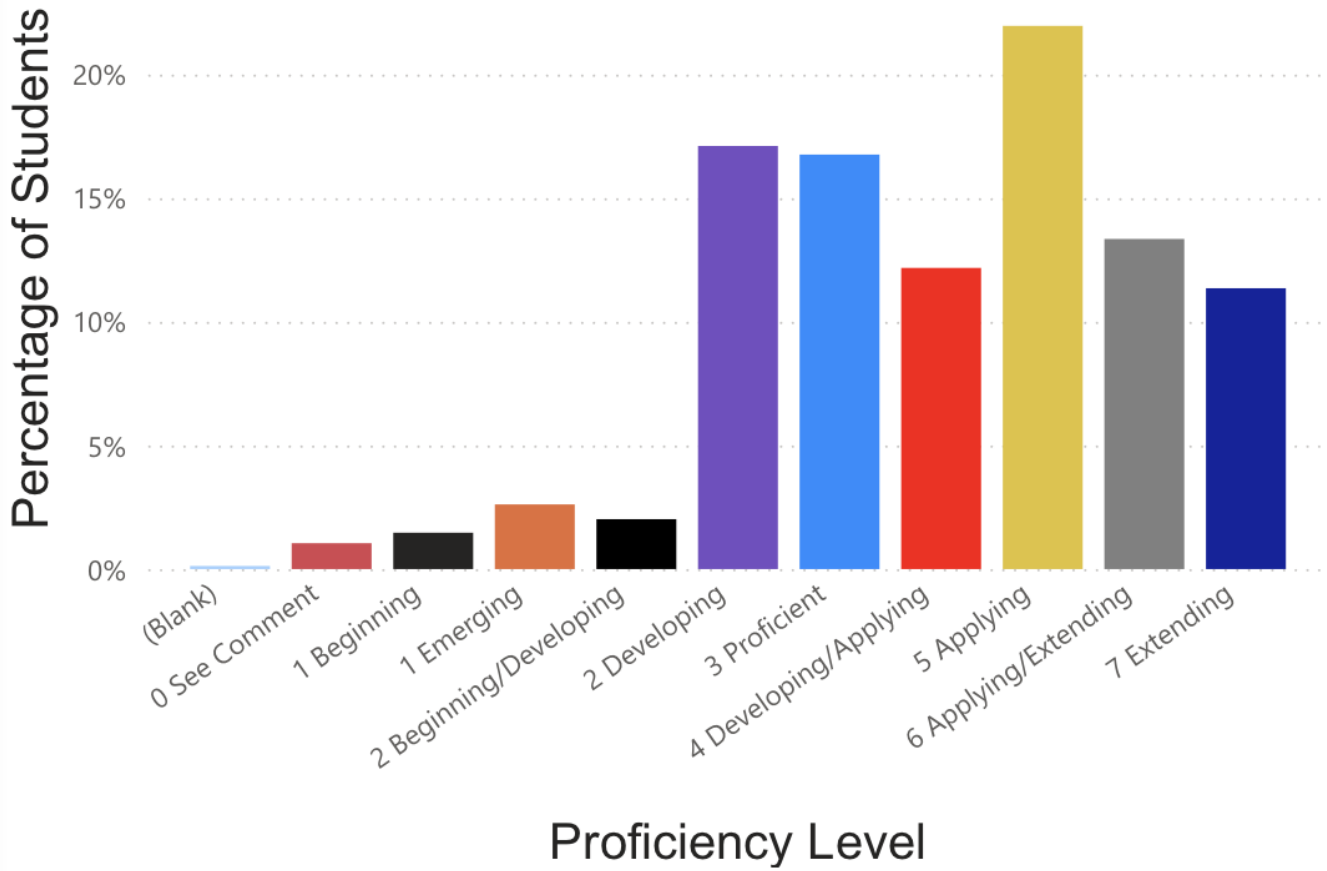
- A strong sense of voice
- Supportive families
- Diverse family cultures and backgrounds
- Expansive background knowledge/experience outside of the home
- Strong leadership skills
- Community service and leadership valued
- Willingness to use learned tools and skills
- Ability to approach adults for support
- Overall high academic ability, especially in math
- A sense of community (consistently willing to volunteer to support school programs)

### **Needs:**

- Build stronger resiliency and grit when facing a challenge
- Improve problem solving and critical thinking skills
- Improve conflict resolution, sharing, turn taking
- Understanding that physical violence is not a means for conflict resolution
- Continue to build positive friendship skills
- Demonstrate more kindness towards each other
- Using respectful tone and language with peers and adults
  - More time to eat breakfast daily and get enough sleep

Communicating Student Learning Data (English Language Arts, Grades K-7, 2023-2024):

# English Language Arts



Student Learning Survey Data

I continue to get better at reading.	Agree	Strongly Agree
Gr. 4s	28%	34%
Gr. 7s.	45%	31%
I continue to get better at writing	Agree	Strongly Agree
Gr. 4s	40%	20%
Gr. 7s	52%	26%

Do you feel welcome at school?	Most of the time	All of the time
Gr. 4s	46%	18%
Gr. 7s	40%	50%
Do you feel you belong at school?	Most of the time	All of the time
Gr. 4s	54%	10%
Gr. 7s	35%	39%
Do you feel safe at school?	Most of the time	All of the time
Gr. 4s	32%	30%
Gr. 7s	26%	61%
Are you learning to care for your mental health at school?	Most of the time	All of the time
Gr. 4s	26%	4%
Gr. 7s	41%	16%
Are you learning how to solve problems in peaceful ways?	Most of the time	All of the time
Gr. 4s	35%	12%
Gr. 7s	42%	16%

You can see from the data, we still have much work to do in the areas above, especially at the younger grade levels. We have previously focused on creating a culture of care and shared responsibility; responsibility for action and words and respecting differing perspectives. While lots of work has been done on teaching kindness, there is still room for growth. Staff, students, and parents report a need to focus on helping students develop positive friendships and conflict resolution skills and we will continue to do so next year. Teachers have observed growth in compassion and self-regulation, the development of interpersonal skills to solve problems in peaceful ways, sharing stories of how problems were solved and offering feedback. We will also be tracking how we are doing with anti-racism, by surveying students, staff and parents at the end of the year for feedback.

We will use CSL data and Student Learning Data to track if we make improvements with our literacy and vocabulary goal.

Indigenous Learning	Sometimes	Most or All of the time
Gr. 4s	42%	14%
Gr. 7s	39%	38%
Indigenous Languages	Sometimes	Most or All of the time
Gr. 4s	16%	4%
Gr. 7s	32%	5%

We notice on our Student Learning Survey for the last two years, students have rated low for learning about Indigenous Languages at school. We will address this as a focus in our goals for next year.

---

## 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 Goal:

Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge, which can support student's overall academic growth; and their communication skills outside of school. 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. This year our resource team worked with the New Welcome Center on units and teaching strategies to best support students who are learning English as a Second Language. Some of our staff also received Sheltered Instruction Observation Protocol (SIOP) training and more are interested in taking this next year to support our students who are ELL and continue to learn how to adapt programs throughout the year to meet student needs.

#### Mental Well-Being and Belonging Goal:

Our goal is for students to continue improving their self-regulation, conflict resolution and friendship skills. The evidence for the need for this goal was driven by the results in previous DESSA Mini Assessments, Student Learning Survey, parent survey and staff observations. This goal supports the VSB Education Plan's goal to improve student achievement, physical and mental well-being, and belonging by encouraging students to reach beyond previous boundaries in knowledge and experience and improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

Next year our staff will continue working with Hannah Beach at one of our school-based Pro-Ds for staff to learn more about the importance of play for students' social and emotional development. We will continue to dedicate counselling and resource time to support class-wide, small group and 1-1 SEL lessons including Little Spot, Zones of Regulation, Superflex, EASE Anti-Anxiety Program, Worry Dragons, Second Step, TAPS, and Open Parachute. We will also continue to do presentations at assemblies about conflict resolution and friendship skills.

### Improve equity

Building student vocabulary and comprehension skills will additionally work towards providing an equitable opportunity to access knowledge and the ability to decrease the gap growth between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework. We have ordered decodable books, wordless books, and high interest/low vocabulary books to help make the curriculum more accessible to all students. Increased technology also allows for more students to access the curriculum. We are investing in more laptops, iPads and projectors to help our students have the tools they need to scaffold their learning. Next year, working with our Multicultural Worker and Settlement Worker, we are creating a *Welcome to Canada* presentation for families new to Canada to increase feelings of inclusion and understanding of the Canadian school system. When families new to Canada were surveyed 86% said they would find a *Welcome to Canada* presentation helpful with most wanting to know more

about assessment and reporting, transition to Grade 8, Anti-Racism and Multiculturalism and Code of Conduct. Student leadership will continue be promoted to support confidence in students and foster self-growth.

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

Kitchener is committed to building a school culture that accepts and celebrates diverse cultures. By increasing awareness of Indigenous stories, traditions, languages and cultures students and staff will be able to build their knowledge and ability to feel in relationship with the Indigenous knowledge and practices and people. Students will continue to participate in daily Land Acknowledgements during our morning announcements and assemblies. Students will continue to have opportunities to learn more about Indigenous culture through activities on Orange Shirt Day and Indigenous Peoples Day, as well as through the curriculum throughout the year. We have many Indigenous resources in our school library and students learned about the vast number of Indigenous groups using the Giant Indigenous Peoples Map of Canada. The Coast Salish anthem is played at the beginning of every assembly and students learn more about the earth in our school garden during Earthbites and in our outdoor classroom space. We were also fortunate to welcome members from VSB Indigenous Education Department this year to teach Indigenous focused workshops to students.

We would like to become more aware and acknowledge Indigenous languages next year by teaching various words and phrases to students in class, at assemblies and morning announcements.

---

## 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 mental health and well-being goal, we will continue to use student learning survey, MDI/EDI data, staff observation, and student/parent feedback to see if we have been able to increase the number of students who feel they are learning about how to take care of their mental health, feel safe at school, and know how to resolve conflict with peers peacefully and respectfully. For our equity goal we hope to see that students who are learning English as a second language 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. We will add additional questions to our Student Learning Survey to collect more data on these goals. We will celebrate our progress by sharing successes in our school newsletter, at staff and PAC meetings, at school assemblies and on morning announcements.