

2023-2024 School Learning Plan

SCHOOL STORY

Tillicum Community Annex is located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tseil-Waututh) Nations and respects and supports Indigenous ways of knowing and learning.

Tillicum is part of the dynamic Hastings Sunrise neighbourhood in East Vancouver. It is under the umbrella of the Templeton family of schools. We are home to a catchment that is comprised of two schools; Hastings Elementary and Tillicum Community Annex. Presently, Tillicum has 108 students and 6 divisions. The school population remains steady in the last few years. The students come from diverse backgrounds with 14% Indigenous ancestry, 20% as identified ELL, and 16 % with a Ministry designation. Tillicum school staff are committed to supporting the meaningful inclusion of all the students in all aspects of school life.

Tillicum Annex, which has been identified as an enhanced services school, has been provided with additional supports such as a Youth and Family Worker (YFW) four-days-per week, an Indigenous Enhancement Worker (IEW) one-day-per week, and a hot lunch program available to all students who self-identify as needing this support. The Community Schools Team (CST) serves our school community by connecting families to various programs offered in our area, many of those programs are subsidized for our students.

Tillicum school has maintained a strong list of returning volunteers, some have been volunteering their time for over 20 years. We welcome various programs such as One to One Literacy, Book Buddies, and Books for Me to enhance our literacy programs. Kiwassa Neighbourhood House is our closest community partner and neighbour, situated directly behind the school. Kiwassa offers numerous afterschool programs some free of cost for our families that may require this service. Kiwassa hosts a free breakfast program every morning and a low-cost produce market for everyone to benefit from. Tillicum is supported further for food insecurity with programs such as weekly Backpack Buddies, Snacks For Kids Firefighters charities, and Cause we Care Holiday Hampers.

Within the school building, we have a Strong Start Centre for families with children aged 0-5 years. It is open daily and provides children and their families with opportunities to increase school readiness. The Strong Start is woven into the school community and is often involved in providing leadership opportunities for our students, participating in Sports Say, Welcome to Kindergarten, Books for Me, school safety drills, and attending our performances.

Our school excels in the teaching and modelling of social responsibility, self awareness and social emotional learning. The development of self-regulation strategies is integrated throughout all activities at Tillicum Annex. Each student's ability to engage in classroom learning is enhanced when paired with strong self-regulation skills. Schoolwide Jumpstart, Mind-Up, and silent lunch are offered daily at the school to support the development and awareness of self-regulation.

Tillicum Annex staff and students are committed to Truth and Reconciliation and continue to add authentic voices to our library collection that represent all students, by caring and learning about our Indigenous garden, and continuing to learn with our IEW regarding Indigenous ways of knowing.

Tillicum students have an opportunity to take active pride in their school and community as they volunteer for leadership opportunities offered throughout the year, such as contributing to assemblies as presenters for Black History Month and Remembrance Day, Green Crew, Library Monitors, Tech helpers, Strong Start volunteers and Buddy Readers. We also celebrate student success and achievement throughout the year at Student of the Month Assemblies and Blast Off For Books reading ribbons. Our staff strives to involve families in school activities to promote continued growth in student learning. Activities such as BINGO night, Talent Show, Performances, Camp Read-a-lot, Be Excited About Reading (BEAR) events, Student-Led Conferences have all been well attended. Tillicum Annex has a committed and active Parent Advisory Council (PAC) who enrich the school experiences for students through fundraising and collaborative efforts.

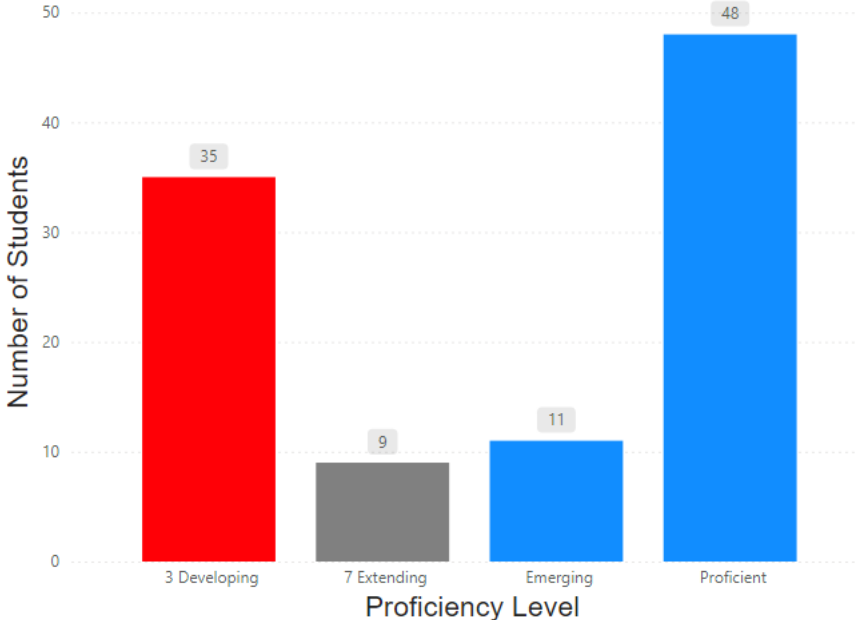
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

Our learners are a diverse group of students who have many strengths. As a group, they are curious, caring, hard-working, creative, and willing to learn. They are developing strong self-regulation behaviours that are continually reinforced and supported through daily activities with visual and common language to convey the expectations. As individuals, they range in need, with 11% identified as At-Risk learners in Literacy who benefit from extra learning supports. We have seen a significant growth in Language Arts proficiency. Most notably, 47% of our students are proficient in English Language Arts and 34% of students are working at the Developing level. Of the total population.

Student Achievement Data

English Language Arts

Proficiency Scale Breakdown



Further to this data, 20% of our students have ministry designations, 11% are learners who are Indigenous, and 20% are ELL. We are a CELI school and focus on early literacy interventions such as Reading Recovery for students who require extra support and attention. Staff have begun to align and explore the VSB Responsive Literacy Framework and are drawn to the elements of Oral Languages for early learners. Our staff continues to see increases in anxiety and the need for social skill development for many of our students. Food insecurity, and home and emotional security have a great impact on the social and academic development of a learner.

Street Data:

Many families reached out for support with the rising costs of groceries and inflation for food support, winter gear, eyeglasses. An increased number of holiday hampers

and multiple orders of Snacks For Kids took place during the 2023-2024 school year.

Tillicum staff recognize that learning can only occur if students feel a deep sense of belonging in a safe setting before academics can be developed. Therefore, staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Student voice has informed our trajectory on many levels. It is impressive to note the Tillicum school community is integral in making students feel safe and happy at school. When polled on the Student Learning Survey, the majority of Grade 4 students indicated that they felt like they belonged at Tillicum. They feel safe and secure in our school community.

Student Voice:

Do you feel safe at school?

	Percent
Never	1%
Almost Never	2%
Sometimes	12%
Most of the time	34%
All of the Time	45%
Don't know	3%
No Answer	0%
Total	99%

The Tillicum community is committed to our active journey toward Truth and Reconciliation. Students and Staff continue to work on Call to Action #14, with specific attention to clause i. *Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.* Students, staff and now families have been learning to pronounce the three host nations correctly, with intention. However, there is considerable work to be done as indicated in our School Learning Survey which indicates that 26% of students believe we are not learning about Indigenous languages regularly.

At school, are you learning about local First Nations?

	Percent
Never	2%
Almost Never	7%
Sometimes	42%
Most of the Time	21%
All of the Time	7%
Don't know	18%
No Answer	0%
Total	98%

At school, are you learning about local First Nations' language(s)?

	Percent
Never	28%
Almost Never	26%
Sometimes	22%
Most of the Time	5%
All of the Time	1%
Don't know	16%
No Answer	0%
Total	98%

We acknowledge the wisdom, traditions, and experiences of the Host Nations as invaluable sources of insight and guidance on the path toward reconciliation.

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

As the student voice has suggested, students feel safe at our school solidifying the essential belief of Tillicum, creating a safe, inclusive and positive school environment. Further to this, student achievement for all learners will be a focus that brings our staff together for constructive conversation that leads to action in the classroom.

- Tillicum will continue its work with students around taking risks in their writing and viewing themselves as writers.
- We will explore the Responsive Literacy Framework to visit strategies in oral language, storytelling, and representing knowledge in different ways.
- We will notice trends in student data and find ways to bridge learning
- We will continue to teach with the end in mind and utilize the Universal Design for Learning framework
- We will provide opportunity to collaborate to further our professional development in this area

Improve equity

Tillicum staff will remember that the most important work we can do to improve our students' success is to increase equity and narrow gaps that challenge marginalized community members. We will continue to provide our students with the capacity of impactful and interconnected individuals contributing to group success as a community. We are committed to serving each other and ourselves.

- Tillicum staff are exploring equity-based assessment for learning; we will examine what fits for our community and lean into student centered and student driven assessment
- We will use collaboration to focus on calibrating our proficiency when examining the proficiency index
- We will take measures to improve student attendance with support of our food and nutrition programs, Youth and Family worker, Counsellor and Indigenous Enhancement Worker.

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

In the Aboriginal Education Enhancement Agreement one of the tenets states: a focus on Belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. We will continue to provide all opportunities for students to be seen and heard as individuals through an equitable lens. Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into the daily activities and across curricular areas such as weaving, salmon study, field studies in land-based learning, and traditional hoop dancers.

After examining the gaps that exist in our teachings of Indigenous culture in our Student Learning Surveys, there is an increased level of awareness to promote Indigenous languages and integrate these teachings in our curriculum. Tillicum is committed to learning from the Indigenous community and will consciously look for

opportunities to invite local Elders and Wisdom Keepers into our school to share that learning is embedded in memory, history and story (First Peoples Principles of Learning). Tillicum school takes great pride in learning about our established Indigenous plant garden and focuses on how traditional plants are used for food and healing around the seasons. Moving deeper into this study, Tillicum can enrich this experience by including a traditional healer or Elder to have this knowledge be imparted from an authentic source.

- Tillicum continues to work on deep and impactful work during the Indigenous Focus Day as a team of dedicated educators.
- Students have learned to respect the roles of Indigenous women as mothers, daughters, sisters and warriors through authentic texts and artwork
- Tillicum dedicates a month long in-depth student of residential schooling, Truth and Reconciliation Day, and Indigenous Excellence in September
- Staff is working on developing their own Land Acknowledgements that represents their commitment to Truth and Reconciliation and the Calls to Action
- Staff continues to weed out outdated and inauthentic representations of Indigenous culture in the Library
- Staff continues to collaborate with our IEW on a weekly basis to integrate customs, traditions, texts, art and teachings into the classroom

HOW WILL WE KNOW WE'RE ON TRACK?

- We will continue to look back at a plethora of data to examine our strengths and our stretches
- CSL data to see how we can support our students' mathematics and literacy needs
- We will track attendance and notice peak and valley patterns by term
- We will continue to test where students are at early in the fall to determine a course of student need specific instruction
- Reading levels will be tested 2-3 times per year for the entire school population
- MDI, and SLS data can help track student Social Emotional health and well-being
- The EDI for Kindergarten level students and the Kindergarten Protocol will continue to provide us with vital data on our early learners.
- Student led conferences will continue to have students take the lead in their trajectory of learning, highlighting their growth, passions and potential for improvement
- We will continue to share data and student growth with student celebrations and without school community through PAC meetings, numerous annual events and eNews.