



Vancouver School District
School Plan for Sir Wilfrid Laurier Elementary School
Year 1: 2018 of 3 Year Plan, 2018 - 2021

“Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.”

1. GENERAL SCHOOL STORY

Sir Wilfrid Laurier Elementary School is located on Laurel Street on the corner of 57th Avenue, three blocks west of Cambie Street. The neighbourhood is primarily residential, with a main local shopping area located on Cambie Street and a main Community Center, Marpole located on 59th. W 70th Ave is the approximate divide between low-rise apartments to the south and single family and duplex homes to the north.

Sir Wilfrid Laurier Elementary School promotes a safe, caring, and respectful climate within a neighborhood rich in multicultural diversity. We support a diverse and changing community that welcomes students from varied socio-economic and linguistic backgrounds. In 2018-2019, 70% of the students have a home language other than English and about 39% of our students are designated as ELL learners. Twenty different language groups are represented at Laurier Elementary. A number of our families have one parent living and working in Asia. There has also been an increase in immigrants from Mainland China and Eastern Europe which has increased and enriched the cultural diversity of our school community. We celebrate these different cultures in a variety of ways throughout the school year and provide opportunities for cultural exchange and learning.

We currently enroll 309 students from Kindergarten to Grade 7. Our students generally work hard and are engaged learners, despite the language challenges that exist for some of them. Over the past three years we have seen a significant increase in the number of students entering Kindergarten, who need additional support with their learning and behavioural needs. The staff members at Laurier visualize success for our students and understand that intellectual development, social skills and physical well-being are all valued as components of a well-rounded whole child. With this in mind, the staff have implemented a school-wide approach to social-emotional learning to help students develop a social and emotional skill set that will serve them now and in the future.

Sir Wilfrid Laurier Elementary School is actively involved in the Collaborative Early Literacy Intervention, which targets support for our early learners in Kindergarten and Grade One by providing one-to-one support through Reading Recovery, small group instruction and strong classroom practice. We are also involved in the Leveled Literacy Intervention.

At Laurier, there is strong family support for school initiatives and student achievement. We have a very supportive and involved Parent Advisory Council (PAC), that provides financial support for a variety of enrichment activities and programs. They organize school wide events such as multicultural dinner and celebrations, movie nights, craft fairs, winter breakfast and hotlunches and fundraise to contribute to programs such as performing arts presentations and outdoor gardening as well as tennis and dance lessons taught by outside organizations.

Our focus of inquiry has been the Critical Thinking needs of our diverse learners and the awareness of and appreciation for Aboriginal cultures. The following reflect our school goals, as part of our three-year plan:

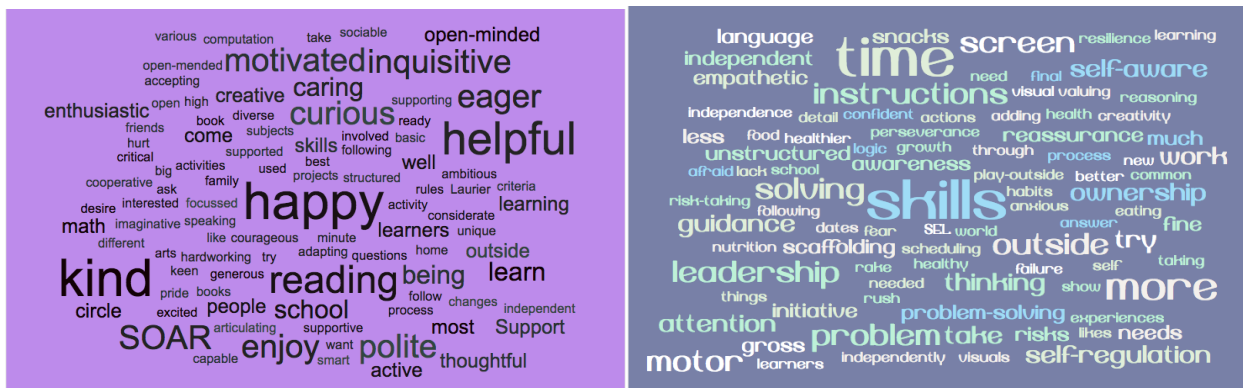
- 1) To develop critical thinking skills in our students, focussing specifically on the facets of “Analyze/Critique”, “Question/Investigate” and “Develop/Design” and guided by the principles of Formative Assessment to support student self-assessment
- 2) To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

2. WHAT DO WE KNOW ABOUT OUR LEARNERS? (SCANNING)

At Sir Wilfrid Laurier Elementary School, we have a very diverse population of learners with a range of social emotional and academic strengths and needs.

Based on our staff members' observations, feedback and conversations with students, we believe that our students have a strong sense of belonging to their school community. They have keen interest in their teachers and are helpful, polite, kind and empathetic. They are diverse, ambitious, curious, imaginative, supportive, open-minded and respectful. Considerate and friendly, they are generous with people outside of their circle. They are focussed and keen to do well and motivated to learn. They enjoy reading and are involved in various school activities. They are mostly well-supported at home and come to school ready.

We also believe that our students should continue to build the necessary skills required to apply what is learned, take risks and solve problems independently. In order to build confidence and become more independent learners, they need to acquire good listening, thinking and reasoning skills. After thoughtful reflections and conversations and based on our daily observations and interactions with our students, we believe that one of the areas of needs in our school is supporting the *Critical Thinking* skills of our students. We need to continue to teach our students *Skills for Learning* to enable them to focus their attention and become responsible critical thinkers, who are able to solve problems independently and peacefully.



Strengths & Needs Based on Staff's Observations and Conversations

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

-Each year, Vancouver School Board participates in the Ministry of Education Student Learning Survey in cooperation with other school districts throughout the Province of British Columbia. This survey has been administered annually in BC public schools since 2001. Our Grade 4 (29) and 7 (46) students participated in the survey in the Spring of 2018. Some of the questions in the survey were focussed on the thinking and self-assessment abilities of the students as well as the necessary teaching that should support the the skill building process. Based on the results of this survey (Students were to select one of the following answers: Never, Few Times, Sometimes, Most of the Time, All of the Times, Don't know, No Answer or Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree, Don't know, No Answer):

In May 2018:

- 43% of our Gr. 7 students thought they were learning to be a critical thinker *many times* and can analyze, make connections, ask questions and challenging assumptions, 14% *sometimes* to *few times*.
- 40% of our Gr. 4 students thought they learned to explain the way they solved problems *all to most of the time*, 2% *sometimes* and 13% *did not know*. As for our Gr. 7 students, 82%, *many to all of the time*, 16% *sometimes* to *few times* and 4% *didn't know*.

- 54% of our Gr. 4 students thought that they were learning how to solve problems in peaceful ways *most to all of the time*. 56% of our Gr. 7 students *agreed* that at school, they were learning how to solve problems in peaceful ways, 21% *strongly*, 15% *neither agreed nor disagreed* and 4% *didn't know*.
- 27% of our Gr. 4 students felt that they were getting better at self-assessing their learning *most of the time*, 10 % *all the time*, 26% *sometimes to few times*.
- 36% of our Gr. 7 students thought they were helped *many times* to understand important ideas, for example, ideas that were critical for understanding such as scientific laws, 30% *all the time* and 19% *sometimes*.

Overall, these results show that a focus on critical thinking would be beneficial to our student population, as they should become stronger and skilled critical thinkers and move to the higher assessment scales of the survey.

-In addition to the results of the Ministry Student Learning Survey, a school survey of our students across the grade levels in January 2019 offered us more evidence to inform our critical thinking focus. A questionnaire was developed based on the facet of “Develop and Design” of the core competency of Critical Thinking and included the four corresponding statements as follow – The choice of this facet will be discussed in more details in section 6:

SAMPLE “I” STATEMENTS

- I can experiment with different ways of doing things.
- I can develop criteria for evaluating design options.
- I can monitor my progress and adjust my actions to make sure I achieve what I want.
- I can make choices that will help me create my intended impact on an audience or situation.

Retrieved on May 11 2019 from <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CriticalThinkingCompetencyProfiles.pdf>

The school goal committee in collaboration with interested teachers created a Critical Thinking Student Self-Assessment template for the facet of ‘Develop and Design’ which was also aligned with the assessment scale used across the grade levels at school, as follow:

I’m learning and I need help.	Off to a good start. I sometimes need help.	I got it! I can do it by myself.	I got it and I can teach a friend
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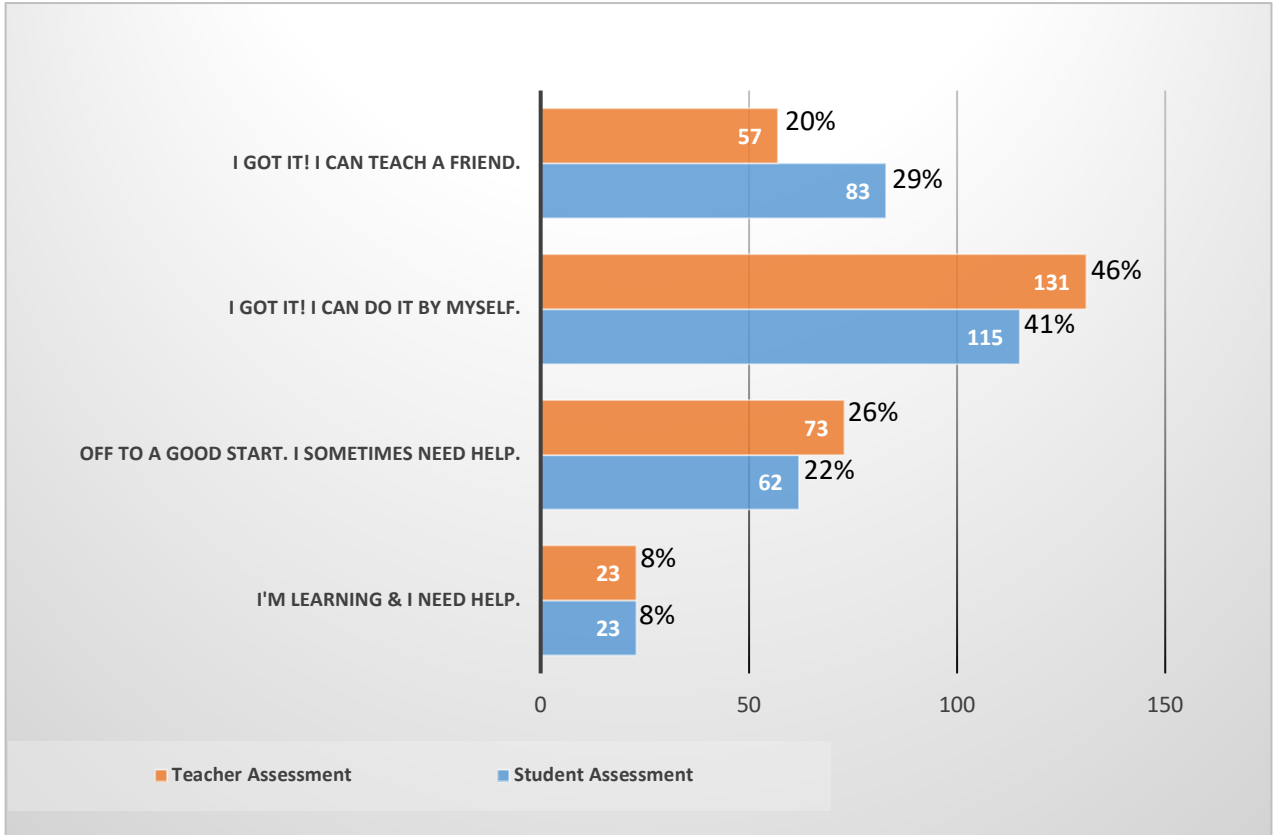
Our first data collection of student self- and teacher assessment of the facet of ‘Develop and Design’ gave us some more insights into the self-assessment skills and abilities of our students and informed our teaching and the directions we needed to take.

The following is a snapshot of the outcomes of this first survey that provided us with further evidence and a baseline to support the choice of our school goal. Our first survey gave us an estimate of the level the critical thinking skills and self-assessment abilities of our students. Overall, based on the results of the survey, as a staff, we thrive to see our students move to the higher levels of our assessment scale. We would like to achieve this through direct and explicit teaching of each facet of the core competency of Critical Thinking.

K-3 Student Self-Assessment and Teacher Assessment of Critical Thinking: Develop and Design

Statement #1: *I can Experiment with different ways of doing things (6/7)*

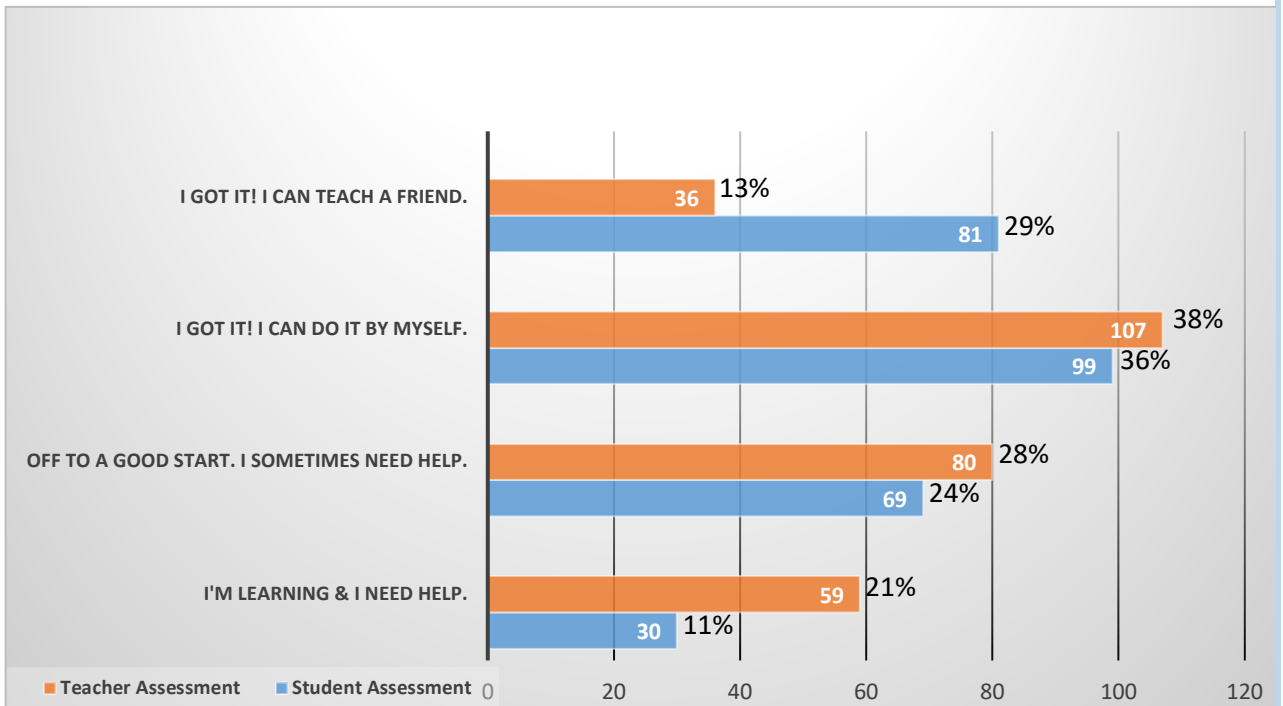
I can try different ways of doing things (K-5)



K-3 Student Self-Assessment and Teacher Assessment of Critical Thinking: Develop and Design

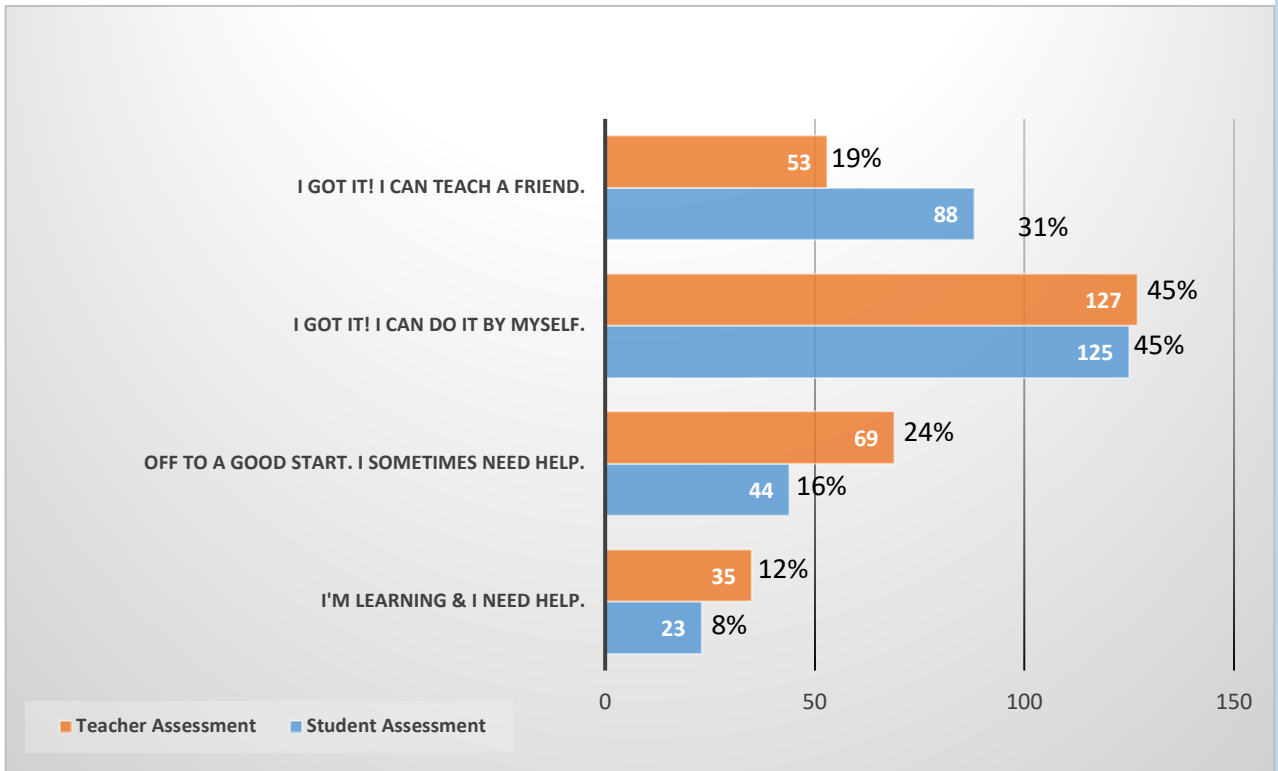
Statement #2: *I can develop criteria for evaluating design options (6/7)*

I make and follow a plan (K-5)



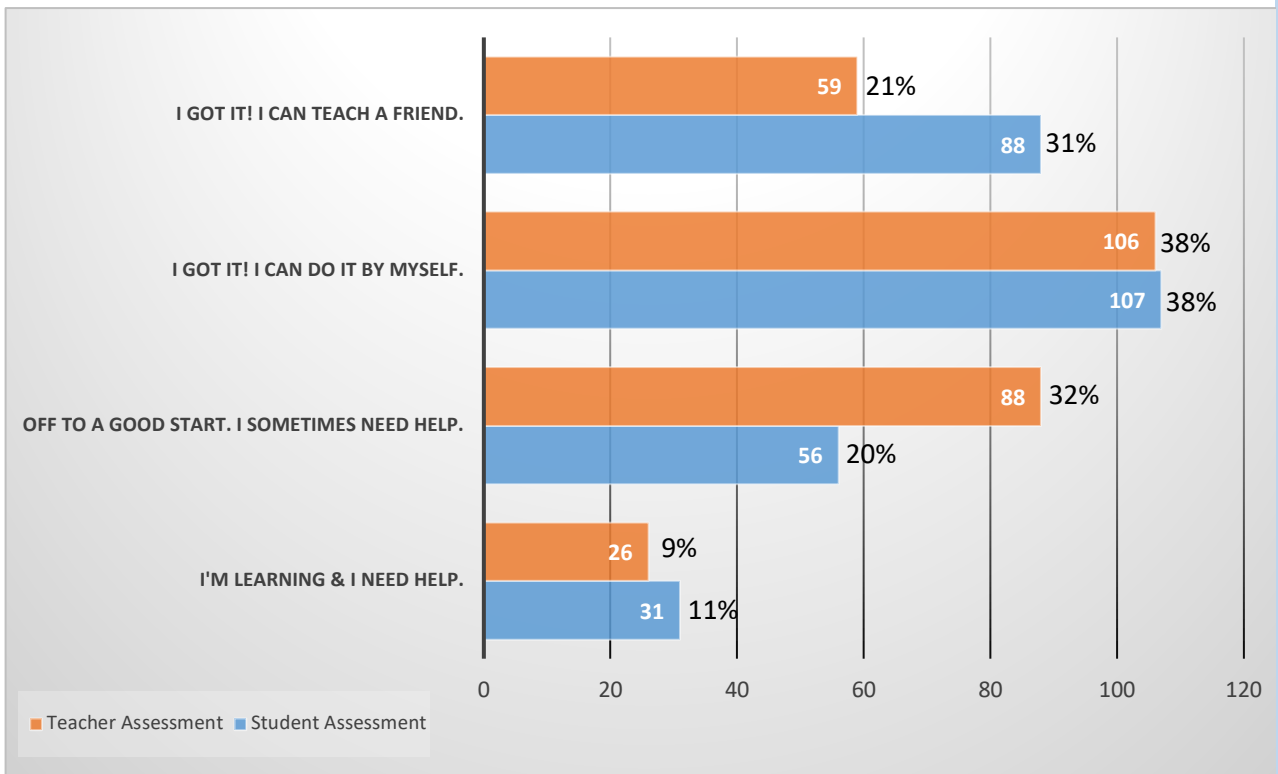
K-7 Student Self-Assessment and Teacher Assessment of Critical Thinking: Develop and Design

Statement #3: *I can make choices that will help me create my intended impact on an audience or situation (6/7). I think about others when making a plan (K-5).*

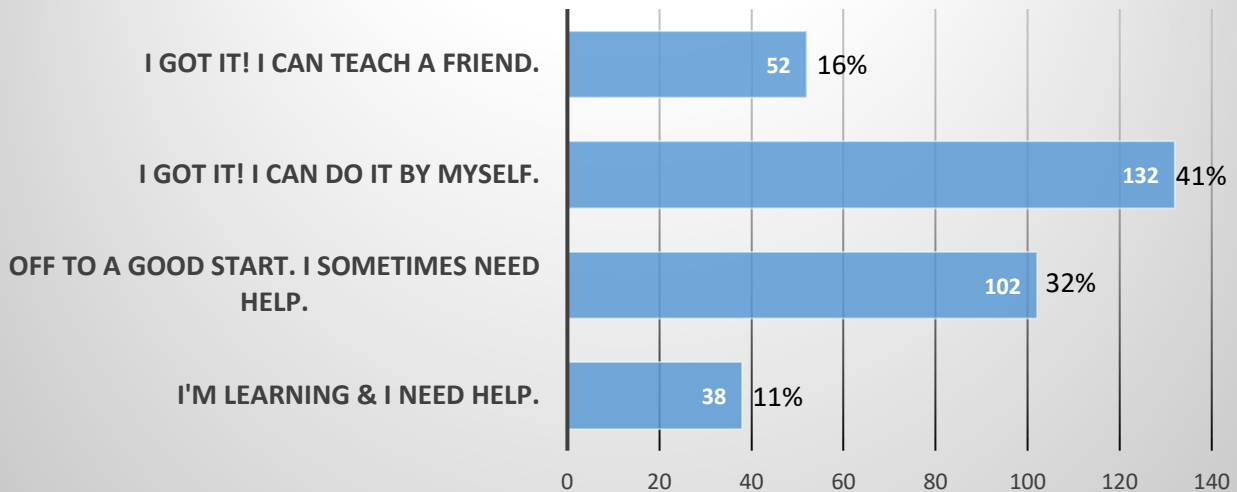


K-7 Student Self-Assessment and Teacher Assessment of Critical Thinking: Develop and Design

Statement #4: *I can monitor my progress and adjust my actions to make sure I achieve what I want (6/7) I can use feedback to make changes along the way (K-5).*



Teacher Assessment: DEVELOP AND DESIGN



4. WHAT FOCUS EMERGES FROM THIS EVIDENCE? (FOCUSING)

We will focus on developing and supporting the critical thinking skills of our entire student population across Kindergarten to Grade 7.

Our focus connects to the goal 1 of the VSB 2021 Strategic Plan: Engage our learners through innovative teaching and learning practices, which guides us to enhance practices that provide increased opportunities to connect students to their learning, support the implementation of the curriculum and enhance assessment and reporting strategies that support teaching and learning.

Our focus connects to goal 2 of the Aboriginal Education Enhancement Agreement: Mastery, which guides us to ensure Aboriginal students achieve increased academic success in our school and that they participate fully and successfully from Kindergarten through the completion of Grade 7 and provide individualized and targeted support to all of our students through a whole school “team” approach.

Our focus connects to the core competency of Critical Thinking, as students who are critical thinkers are able to make judgments based on reasoning. They are able to consider options that they analyze using specific criteria, by drawing conclusions and making judgments. Students develop a set of abilities to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

5. INQUIRY QUESTION (FOCUSING) – PREVIOUSLY KNOWN AS “GOAL”

With a stronger focus on the essential skills of personal and social awareness and responsibility, communication and thinking embedded in the core competencies of the redesigned curriculum, we as educators, realize that the direct and explicit teaching of these skills are necessary when supporting our students. The core competency of Critical Thinking is a set of intellectual proficiencies that our students need to develop in order to engage in deep and life-long learning. This requires a commitment to the key principles of formative assessment in our teaching in order to engage students in their learning. Based on the Critical Thinking Competency Profiles, there are three interrelated facets: “Analyze/Critique”, “Question/Investigate” and “Develop/Design”, that describe and illustrate students’ development. We should teach these facets through personalized and engaging learning activities that meet the needs of our diverse learners, uncovering

the curriculum and focusing on inquiry-based and experiential learning that allow our students to apply their understanding in every day life.

A school/community-wide focus on critical thinking and a collective and team approach in teaching the required skills will bring more consistency in teaching across grade levels, help develop a common language and enable students to build lifelong critical thinking skills. As educators, we are required to teach specific thinking skills and promote metacognitive awareness in our students. These skills and habits of minds are necessary in all areas of life, from observation and analysis to drawing conclusions and applying the knowledge. In this, we know that as educators, we have the responsibility to continue with our own personal and professional development and model critical thinking and self-assessment for our students.

Therefore, our school goal will focus on developing our students' critical thinking skills across grade levels, while using the principles of formative assessment as our guiding framework. In achieving this, we will be guided by the following questions:

- How can we develop critical thinking skills in our students, focussing specifically on the facets of "Analyze/Critique", "Question/Investigate" and "Develop/Design"? How will Formative Teaching and Learning improve students' abilities to critically think and self-assess?

6. WHAT IS OUR PLAN? (PLANNING)

In order to support our students in the field of critical thinking, we are proposing the following 3-year plan:

Year 1:

- A Critical Thinking Committee composed of a primary and an intermediate teachers and the principal has been created. This committee has been meeting on regular basis to review the school goal and the related research and facilitate critical thinking activities at staff meetings, as well as sponsor and organize professional development workshops that inform learning.
- In order to explicitly teach the competency of Critical Thinking, each of the three facets of this competency will become the focus of each year of the three-year plan. Though the critical activities will keep into consideration that the three facets are interrelated and overlap, for the purpose of the data collection only, one facet will be considered each year. This will allow a stronger focus on the teaching of the attributes of each facet. For example in year 1, the school has been working on the Facet of 'Develop and Design' and teachers have been teaching the related statements, that were previously showcased in this school plan.
- As explained earlier, the school committee in collaboration with interested teachers created a Critical Thinking Student Self-Assessment template for the facet of 'Develop and Design' which was also aligned with the assessment scales used across the grade levels at school.
- In January, teachers organized school-wide activities in their classrooms to collect some baseline data with regard to the facet of "Develop and Design". This data reflected both the student self-assessment and the teachers' assessment of Critical Thinking. The data was compiled and analyzed to inform our research, as presented in a previous section of this school plan.
- The following professional development workshops and activities were organized in year 1 to support the facet of "Develop and Design", as part of the Critical Thinking competency, as well as Formative Assessment as the guiding framework:
 - September 21st school-based ProD: Workshop facilitated by Ms. Yrsa Jensen: "*Rethinking Assessment; It is all about purpose*", which covered topics such as "Formative Teaching and Learning and its relevance to the Redesigned Curriculum" and "A Close Look at Critical Thinking, Questioning, and Self-Assessment".
 - January 25th school-based ProD: Morning workshop facilitated by Ms. Joanne Holme: "*Getting to Critical Thinking – Part 2*", which covered topics such as "Learning expectations", "Use of I can Statement", "Creating the Criteria with Students", "Learning Objectives". "Working on Descriptive Feedback".

- January 25th school-based ProD: Afternoon Workshop facilitated by Ms Vanessa Merrit: “Creative Thinking” through Destination Imagination, which is a project-based learning experience that applies the creative process across seven Challenge types - technology, science, engineering, fine arts, improvisation, service learning and early learning. The DI Experience enables Kindergarten to Grade 12 students to engage in their own learning, acquire and practice the communication, collaboration, creative and critical thinking skills needed to thrive in school and beyond.
- All the teaching staff participated in an inquiry learning team with a focus on Critical Thinking/Formative Assessment. The teachers have been learning how to implement coding and robotics in the classroom. Students have been learning how to program ‘SPHERO’ to do simple tasks during ADST learning periods (Applied Design, Skills, and Technologies). Some of our expert students shared their knowledge of ‘SPHERO’ with our teachers during a lunch and learn session.
- A team of teachers and principal participated in the Formative Assessment workshop series facilitated by Faye Bronwlie.
- UBC Geering Up Engineering and Science for Kids presented workshops to each division and worked with students on inquiry-based and experiential activities in science and technology, which were aligned with our school goal of Critical Thinking/Develop and Design.
- Our UBC student teacher, Ms. Shaheen Jivraj and Dr. Yvonne Dawydiak, UBC Instructional Specialist and Technology Integration Mentor organized a Technology Fair at Laurier that was led by the following curriculum big ideas: Designs grow out of natural curiosity; Skills can be developed through play; Technologies are tools to extend human capabilities. They also facilitated a Lunch and Learn session for our teaching staff.

Year 2:

- In year 2, teachers will continue teaching Critical Thinking skills to their students and focus on the facet of “Question and Investigate” for the purpose of data collection. Teachers will teach the statements of this facet to their students as follow:

SAMPLE “I” STATEMENTS

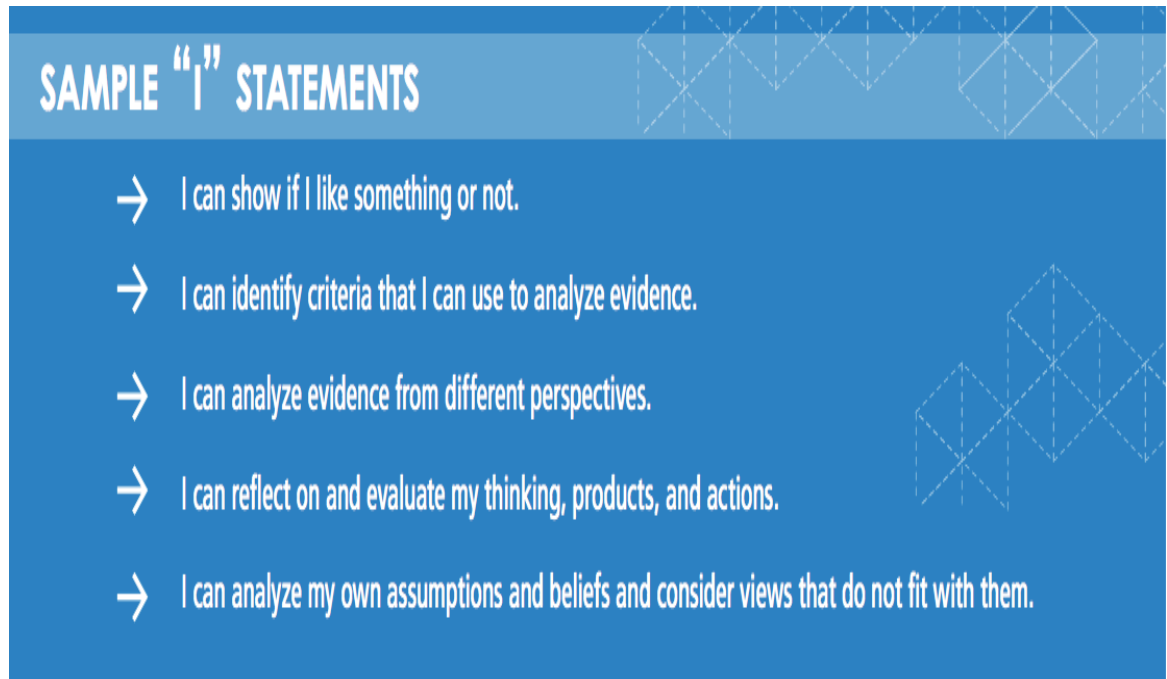
- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgments.

Retrieved on May 11 2019 from <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CriticalThinkingCompetencyProfiles.pdf>

- The school committee in collaboration with interested teachers will create a Critical Thinking Student Self-Assessment template for the facet of ‘Question and Investigate’.
- Data will be collected in the fall to create a baseline and then again in the Spring. Data will be compiled and analyzed and student progress monitored.
- Professional Development workshops and school activities will be organized to support the teaching of the facet of “Question and Investigate”.

Year 3:

- In year 3, teachers will continue teaching Critical Thinking skills to their students and will focus on the facet of “Analyze and Critique” for the purpose of data collection. Teachers will teach the statements of this facet to their students as follow:



SAMPLE “I” STATEMENTS

- I can show if I like something or not.
- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider views that do not fit with them.

Retrieved on May 11 2019 from <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/CriticalThinkingCompetencyProfiles.pdf>

- The school committee in collaboration with interested teachers will create a Critical Thinking Student Self-Assessment template for the facet of “Analyze and Critique”.
- Data will be collected in the fall to create a baseline and then again in the Spring. Data will be compiled and analyzed and student progress monitored.
- Professional Development workshops and school activities will be organized to support the teaching of the facet of “Analyze and Critique”.
- An overall analysis of the competency of Critical Thinking will be performed.

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

The new areas of learning are focused on the critical thinking skills of our students, which enable them to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

The development of critical thinking skills is an integral part of the redesigned curriculum. The new curriculum has a strong focus on the core competency of *Thinking*, to allow students to develop critical thinking skills to make decisions, analyze issues, solve problems, inquire, and self-assess.

In order to support our students with their critical thinking needs, our staff would need time, space and professional development opportunities to discuss ways to support students. Staff meetings, lunch and learn sessions and Pro-D’s will create the space for collaboration and conversations to develop shared school-wide language and practices with regard to critical thinking.

8. HOW WILL WE KNOW WE'RE SUCCESSFUL? (CHECKING)

The following list showcases some of the approaches that we have discussed as a staff to monitor and track the success of our students with regard to the development of critical thinking skills. This list will be explored and discussed again in year 2 and we will use the most effective approaches to inform our questions:

- Staff observations and tracking
- Student self-assessment of critical thinking using the created questionnaires for each facet
- Teacher assessment of critical thinking
- Ongoing communication of student learning
- Ongoing staff collaboration and conversations
- Ministry Student Learning Surveys

The information acquired from the above strategies will be evaluated and discussed as a staff throughout the school year and the necessary changes and adjustments will be made accordingly.

In Year 1 of our school plan, we obtained some baseline data with regard to our student self-assessment of their critical thinking skills and abilities as well as our teachers' assessment of their students' critical thinking. The collected data was compiled and discussed with staff. Through ProD's and collaborative inquiry, our teaching staff had the opportunity to discuss ideas and practices that they used or planned to explore in the class. In May 2019, we performed a second data collection of student self- and teacher's assessment of critical thinking skills. The results were compiled and analyzed and compared to our January baseline data. The following showcases this analysis:

COMPARISON OF STUDENT SELF- AND TEACHER ASSESSMENT OF EACH STATEMENT FOR THE FACET: DEVDLOP and DESIGN – January and May 2019

Assessment Scale	I'm learning and I need help		Off to a good start. I sometimes need help.		I got it! I can do it by myself.		I got it! I can teach a friend.	
	Student	Teacher	Student	Teacher	Student	Teacher	Student	Teacher
Statement #1	<i>I can Experiment with different ways of doing things (6/7) I can try different ways of doing things (K-5)</i>							
Jan. 2019	8%	8%	22%	26%	41%	46%	29%	20%
May 201	4%	9%	18%	25%	47%	43%	31%	23%
Statement #2	<i>I can develop criteria for evaluating design options (6/7) I make and follow a plan (K-5)</i>							
Jan. 2019	11%	21%	24%	28%	36%	38%	29%	13%
May 201	6%	10%	23%	27%	47%	45%	24%	18%
Statement #3	<i>I can make choices that will help me create my intended impact on an audience or situation (6/7) -- I think about others when making a plan (K-5).</i>							
Jan. 2019	8%	12%	16%	24%	45%	45%	31%	19%
May 201	6%	10%	20%	27%	45%	41%	29%	22%
Statement #4	<i>I can monitor my progress and adjust my actions to make sure I achieve what I want (6/7) I can use feedback to make changes along the way (K-5).</i>							
Jan. 2019	11%	9%	20%	32%	38%	38%	31%	21%
May 201	6%	7%	20%	28%	42%	43%	32%	22%

We spent the entire Fall term to identify our focus of inquiry, attend workshops, and create questionnaires. We collected our Critical Thinking baseline data end of January. We spent the next three months to focus on activities that engaged students in their self-assessment of Critical Thinking. We explicitly taught and discussed each statement of the facet of “Develop and Design”. We collected our second set of data mid-May. The above table indicates that we have made steady progress in only three months of direct teaching. The number of students in the category of “I’m learning and I need help” has decreased for all statements. The number remains steady in the category of “Off to a good start. I sometimes need help.”. The number of students has increased in the category of “I got it, I can do it by myself” and the number is steady in the category of “I got it! I can teach a friend.”. These results demonstrate that our students are building more critical thinking skills and becoming more independent in their self-assessment of critical thinking. Our second year will allow us to do our baseline data collection in the fall, which leaves us more time to do the direct teaching of Critical Thinking.

The table below shows the comparison of our teachers’ overall assessment of Critical Thinking of the facet of “Develop and Design” in January and May 2019. Again, these results confirm that our students have made promising progress with their understanding of the essential traits of this facet and their self-assessment skills.

**COMPARISON OF STUDENT TEACHER ASSESSMENT OF EACH STATEMENT FOR THE FACET:
DEVELOP AND DESIGN – CRITICAL THINKING IN JANUARY AND MAY 2019**

Assessment Scale	I’m learning and I need help	Off to a good start. I sometimes need help.	I got it! I can do it by myself.	I got it! I can teach a friend.
DEVELOP AND DESIGN January 2019	11%	32%	41%	16%
DEVELOP AND DESIGN May 2019	8%	24%	45%	23%

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

- Information sharing with the parent population through PAC meetings, newsletters and school website
- Information sharing at staff meetings, grade group meetings, lunch and learn and ProD sessions
- Celebration of student success at assemblies, through school announcements and individual meetings with Principal
- Ongoing communication of student learning through Parent Teacher and Student-Led- Conferences and teachers’ websites/blogs/communication applications and software, class newsletters and other individualized means of communication
- Work and project exhibitions and open houses



District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

10. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

At Laurier, we have 8 Aboriginal learners: 4 Kindergarteners, 3 students in Grade 5 and 1 in Grade 7.

11. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

Over the past year, our school community encompassed this goal and supported many initiatives including:

- We participated in a lunch and learn session with Robert Clifton, the VSB Indigenous Education Consultant and Amanda White, the VSB Knowledge Keeper to discuss the many ways we can integrate the Aboriginal ways of knowing and doing in our teaching and learning.
- Our teacher-librarian participated in a district inquiry learning team with a focus on Aboriginal perspectives. She continued to maintain and add to our library Aboriginal resources that can be used by students and staff members.
- We continued to add Aboriginal stories and early readers to our home reading collection.
- We continued to connect and integrate Aboriginal learning to other curriculum areas through student writing, photos and presentations, such as the Bee Project, the Bears and Caribou Projects, Talking Circles, Book Clubs, Plant Identification and Ecosystems.
- We continued to explore instructional strategies that support the integration of Aboriginal perspectives and access cultural resources such as Rave Tales, inquiry projects that included Social Studies Fair Integration in class themes and home reading, and Art Gallery focussing on Indigenous Art.
- Grade 1 and 2 hosted a First Nations Animal Art Exhibition in the Laurier Learning Commons.
- Both our Kindergarten classes went to a snowshoeing field study at Grouse Mountain with Aboriginal connections to animals, people, trees and plants at Hiwus House.
- Our Grade 1 students participated in a field trip to Musqueam Community Center, where students had the opportunity to explore the lands and learn more about Aboriginal culture and traditions.
- Our Grade 2 and 3 students participated in the Powwow dancing by Moccasin Treck and the Great Bear Rainforest IMAX.
- EarthBites – Our students continued to explore traditional Aboriginal foods, as well as growing and harvesting techniques. We planted two gardens with a specific focus on Aboriginal plants.
- We continued to recite our Aboriginal acknowledgement at assemblies and involved students in leading the acknowledgement.
- Participated in the Orange Shirt Day to honour the spirit of reconciliation and hope for generations of children to come.
- We invited the Tribal Vision Dance to perform at our school. Through live singing and dancing in Powwow and Haudenosaunee styles and Hoop dance, they helped our students understand the dangers of prejudice.
- Our PAC organized a craft fair to celebrate Hoobiyee and invited the VSB District Vice-Principal Indigenous Education for a presentation on learning more about ways parents can support the integration of Aboriginal perspectives into the learning of their children.

12. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- Continue to integrate Aboriginal perspectives into teaching and learning by identifying and locating appropriate and relevant resources. These resources will be focussed on Indigenous storytelling traditions, that respectfully represent the diversity, knowledge and worldviews of Indigenous peoples
- Invite Elders, Aboriginal performers, artists who lead school-wide assemblies, teach dance and arts, talk about Aboriginal ways of knowing and doing
- Promote Aboriginal Artwork and songs
- Encourage place-based projects that are aligned with local Aboriginal traditions
- Work on our Aboriginal Garden and explore ways to integrate Aboriginal perspectives into the curriculum
- Encourage student presentations of Aboriginal topics in class and at school-wide assemblies using a variety of formats
- Continue to build on Aboriginal titles in our library and teacher resources
- Offer opportunities for students and parents to present on Aboriginal topics and themes
- Provide/participate as a staff in Professional Development to improve our ability to facilitate authentic learning opportunities about Aboriginal culture and history
- Language – Incorporate Aboriginal languages into our instruction (Greetings, salutations, Aboriginal names etc).

13. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

- Our only Gr. 7 student is graduating from elementary school and will start secondary school in September 2019.
- Each term, the classroom teachers meet with the Principal and Resource Teacher to complete the “Aboriginal Success Plan” for each student and discuss the student progress, strengths, areas needing improvement and the support students require. The Data entered into online AIMS informs teaching and directs support for each student.
- Using the data from the Provincial Student Learning Survey, students indicated the following:

Scale	Never	Few Times	Sometimes	Most of the time	All of the time	Don't know	No Answer
Grade 4 response to: Are you learning about First Peoples at school?							
2018-2019	0%	7%	44%	29%	11%	7%	0%
Grade 7 response to: Are you being taught about Aboriginal or First Peoples in Canada?							
2018-2019	2%	22%	48%	22%	0%	4%	0%
Grade 4 response to: Do you participate in any First Peoples activities?							
2018-2019	51%	22%	11%	3%	0%	7%	3%
Grade 7 response to: At school, do you participate in Aboriginal or First Peoples celebrations or activities?							
2018-2019	26%	34%	19%	4%	4%	10%	0%

Based on these results, 40% of our Grade 4 students believe that they are learning about First Peoples at school *Most of the time* or *All of the time*. At the Grade 7 level, 22% of our students believe that they are being taught about Aboriginal or First Peoples in Canada. When it comes to Aboriginal celebrations or activities, only 3% of our Grade 4 and 8% of our Grade 7 students believe they participated in such activities *Most of the time* or *All of the time*.

The survey was only administered to our Grade 4 and 7 students, and though our students have been engaged in many Aboriginal-focussed activities in their classrooms and at school, however their perceptions of their learning do not reflect this. Again, the above data indicates that we need to continue to increase our emphasis on the Aboriginal content both in the classrooms and school-wide through authentic and engaging initiatives and field trips, as indicated in Section 12 of this school plan. Furthermore, with ongoing professional development, especially a Pro-D in May 2020 with an Aboriginal focus, our teachers would be able to continue to learn more about Aboriginal ways of knowing and doing and integrate the Aboriginal perspectives into their teaching and learning.