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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Sir John Franklin Elementary School was established in 1911 in the furthest northeastern corner of Vancouver. It is a warm and welcoming school community set within a diverse, stable and long established neighborhood. We enroll approximately 200 students from Kindergarten through grade 7 in nine classrooms. Our grade 6 and 7 program at Franklin is an Intensive French program into which all current grade 5 students enter. Franklin is a part of the Templeton family of schools.

Franklin has a diverse population who speak about nine languages in addition to English. Our community of passionate learners demonstrate excellent verbal linguistic skills, have effective communication skills, and celebrate and honor multiple intelligences. Our students are learning how to make friends, how to be kind, to try hard and to enjoy playing, working and expressing themselves in creative ways. Many leadership opportunities are offered to students including student council, peer leaders and big buddies. Our grade 7 class runs monthly student assemblies where we celebrate each student's strengths. We offer many athletic opportunities such as dancing, rollerblading and gymnastics and our intermediate students have the opportunity to participate in extra-curricular sport teams, including cross country, soccer, volleyball, basketball and track and field.

The staff at Franklin are extremely professional and work collaboratively on various projects and programs. To meet the diverse needs of our learners, Franklin offers a variety of opportunities and programs from Reading Recovery to an in-school challenge program. We are an Early Intervention school which means we target the learning needs of our youngest learners. Our music teacher has a dedicated music room and all students receive a weekly music block and collaborate to perform in several performances throughout the year.

Franklin embodies a strong sense of community, fostered through open learning areas and gathering spaces. Parents frequent the playground and the hallways before and after school, children walk and cycle to school and annual celebrations put on by our Parent Advisory Council include the Spring Fair and the Halloween Extravaganza; these events have been bringing the community together for years.

Lunchtime and after school programs are organized through our Community School Team. For the past 40 years, the Franklin Preschool has been operating on site, offering programming to 3 to 5 year old children. The YMCA is in its second year of offering before and after school care, which is a great service to the community. Collaboration among these stakeholders is critical to supporting the students and the community.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

In September 2014, the Franklin school community began a school health initiative by taking a comprehensive look at the wellness of the school community. Through a process of inquiry, questionnaires, surveys and discussions involving staff, students, parents and community partners, several key health areas were targeted in order to improve the culture of health and wellness in the school community so that everyone could achieve his or her best, establish a sense of belonging and feel connected to others. During the 2014-2015 school year, we focused on encouraging and improving healthy eating habits through classroom activities, presentations, changes to hot lunch programs and offering healthy food at school-wide events.

The next step of this long-term goal occurred over the 2015-2016 and 2016-2017 school years; the goal was to integrate physical activity and physical literacy into school culture. Over the past two years, staff have worked to develop students' physical strengths and skills. School-wide physical strength activities that have been implemented include: daily bounce-to-the-bell, lunch-time intramurals, after school sport teams, kilometer club and dancing opportunities. Staff organized and participated in workshops on professional development days to help build and hone their own skills in order to better teach physical literacy. Professional companies have been brought in to teach two week units in gymnastics and roller blading skills to all students. For the past two years, the staff have hosted students from UBC during their reading week; 20 university students present and facilitate a week of old school and multi-cultural games with all students. Our intermediate students support the local Sun Run every year by hosting the last water station on the course. Field studies and presentations throughout the 2016-2017 school year included: grade 7 outdoor school, ecological tours of Stanley Park, Nature Ninjas overnight grade 5 camp at Stanley Park, Hastings Nature Sanctuary visits, UBC - Do Bugs Need Drugs and Hub Bike to School week.

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## 3. WERE WE SUCCESSFUL?

- Outline results

In continuing with the first goal of healthy eating, our community has maintained a healthy snack shack that is operated by our PAC, a school-wide fruit and veggie program and a commitment to serving healthy foods and snacks at all school events. We have maintained a close relationship with our school nurse and he regularly visits many of the classes, working with teachers to help deliver the Physical and Health Education curriculum. This year we also had the Saleema Noon sexual health presentation for all students in grades Kindergarten through 7 as well as an evening presentation for parents.

Our staff began the 2016-2017 school year by completing an assessment tool and inventory to identify baseline physical skills for our students. Intermediate students completed a self-assessment survey and peer-to-peer assessment that covered topics such as sportsmanship, skills and attitude. From this school-wide assessment and from an intensive professional development day, we identified several areas of physical literacy to focus on for the year which encompasses strength, endurance and specific skills. To support our progress and development of skills, we used *Physical Literacy Assessments* and checklists (PHE Canada) for many of the students. In addition, primary teachers developed a physical literacy quickscale with five base skills and a four point scale to evaluate each skill. Teacher evaluation shows that about 80% percent of our students improved their balance, core and cardio skills over the course of the year and 75% percent of our students are meeting to proficient in the area of fitness as measured by the beep test. In the context of staff committee meetings, consultations with our school nurse, professional development workshops as well as within individual classrooms, we assessed the progress students

demonstrated with physical literacy and determined that we successfully reached our target goal to integrate physical activity and physical literacy into the school culture.

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#### 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

We communicate student success in many ways: assemblies, newsletters, report cards, participation certificates and student of the month assemblies. We present and shared information at PAC meetings and at Staff Committee Meetings. We invite parents to attend outdoor education field studies and to cheer on our students at sporting events. We hold tournaments at the end of each sport season and we celebrate both basketball and volleyball seasons with staff vs. students games. We presented slide shows to celebrate the outdoor school and UBC Reading Week. We enjoy an active Sports Day organized by our grade 7 students. We incorporate healthy eating and physical literacy into our curriculum in our classrooms.

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#### 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

As a school community, we are working collaboratively to reflect on our current goal and move forward with the third aspect of our multi-year focus on healthy living: social emotional learning. We notice that while our students demonstrate strong skills academically, physically and socially, we have the opportunity to strengthen their knowledge and behaviour through social emotional learning. This includes working with students to identify and experience feelings, regulate behaviour and incorporate mindfulness throughout the school day. We recognize that the teaching and learning experiences undertaken over the past two years support the transition of our goal from physical literacy to social emotional learning. As a staff, we are investigating and exploring programs and modalities that will work for all classes and students. We invited members of our district behaviour support strategies team to present their experiences with a variety of programs and we have added many resources to our staff professional library. Our goal in selecting social emotional learning is to increase student success in our classrooms, to develop a common school-wide vocabulary around emotions and to outline a clear code of conduct for our school community. In 2017, we revised our school code of conduct. This was done through consultation and collaboration with all stakeholders, including students, parents and staff.

For the 2017-2018 school year, we are continuing to focus on the larger goal of healthy living. Our specific area of focus for the upcoming year is social emotional learning.



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

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

- Include numbers of students, grade levels, etc.

Over the past few years, there have been fewer than five aboriginal students at Franklin. Throughout this school year, several First Nations students have registered at Franklin. We currently have nine students of Aboriginal ancestry enrolled at Sir John Franklin Elementary. Currently, they are in grades K, 1, 2, 3, 4 and 6.

We are now fortunate to have an Aboriginal Education Enhancement Worker working with us and supporting cultural learning and awareness one day each week in addition to the educational and cultural experiences already in place in our classrooms and our school. Our Aboriginal learners are fully engaged in our school's academic, cultural, physical, artistic and social learning opportunities and experiences.

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

Throughout the 2016-2017 school year, we incorporated a variety of Aboriginal-focused learning experiences into our classrooms and our school community.

- Michael Arvaarluk Kusugak and Geraldine Kusugak full day of Inuit storytelling, sharing and teaching about Inuit artifacts, experiences and traditions (K-7)
- Michael Arvaarluk Kusugak author study
- Shane Point elder presentation on Aboriginal culture in British Columbia (K)
- Collaborative teaching with Aboriginal content in our school library (K-2)
- Spirit Bear novel for literature circles (6)
- First People festival at the Museum of Vancouver (grades 2, 3 and 6)
- First Peoples in BC social studies unit
- Exploration of Aboriginal cultural groups in British Columbia (grade 4)
- Lynn Canyon field study to learn about Aboriginal use of the forest for medicinal purposes (grades 4 and 7)
- Cedar tree "Tree of Life" learning at Stanley Park (grade 5)
- Acquired 30 new books for our library with Aboriginal content
- At Sir John Franklin Elementary, we begin each assembly and school-wide gathering with an Aboriginal Acknowledgement
- As part of UBC Reading Week, we explored cultural games around the world. Students enjoyed learning and playing Haida and Tsimshian traditional games (K-7)

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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

We will continue to provide a diverse range of learning experiences to enhance our students' knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions. This may include, but is not limited to: participating in district-sponsored professional development opportunities and events, integrating Aboriginal content throughout the curriculum, exploring Aboriginal art, sharing books written by First Nations authors, including aboriginal content in literature circles, learning about well-known Aboriginal leaders and personalities in Canada and engaging in experiential learning, outdoor-based field studies in Vancouver and North Vancouver.

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

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

A number of activities were incorporated into classroom activities and the whole school this year, including aboriginal welcomes at all meetings and school gatherings. There has been an increased usage of our aboriginal library for both students and teachers. We have continued to plan, identify current practices and access district supports. Parents were invited into various classrooms and to several activities to share in celebrations. We communicated student success through report cards, monthly assemblies and newsletters. We reported out at PAC meetings and at Staff Committee Meetings. First Nations art activities were displayed in the hallways and in classrooms.