



Framework for Enhancing Student Learning School Plan

George Bonner Elementary



Our Story

George Bonner is a beautiful modern facility with large open spaces. We have two gyms, a designated music/band space, a drama room, an amazing maker space and a full cooking lab. We have an outstanding outside area including a large field, two playgrounds, an outdoor learning space, garden beds, an indigenous garden and an outdoor kitchen.

The George Bonner Elementary School catchment includes the surrounding Cobble Hill area and Mill Bay. George Bonner enrolls students in Kindergarten to Grade 7. The students come from a wide range of socio-economic backgrounds. The projected enrollment for 21/22 is 473 students. The student population includes approximately 75% middle class Caucasian families, 25% with indigenous ancestry, including 5% from the local Malahat Nation. We have approximately 16% of our students with individual education plans and at least 10% of students are identified as 'at risk' for social-emotional health and development.

At George Bonner, we celebrate outdoor education, from the outdoor classroom to the many trips to local outdoor environments (streams, oceans, forests, etc.) Our students enjoy daily physical activity from both their classroom teacher as well as with a specialist physical education teacher. We value, respect and celebrate the local indigenous culture and ancestry. We value diversity in staff and students and value acceptance and teamwork throughout the school community.

Our Learners

Our students are good environmental stewards who are resilient and embrace change and innovation. They have good literacy and numeracy skills.

We want to continue with numeracy development (as per the recent FSA results) although when looked at holistically, student skills are relatively strong.

We want to ensure our most vulnerable learners are embraced, including our children in care as well as Indigenous students and those "at-risk" for mental health, social and engagement issues have strong connections to the school.

We have assessed DART, DWW, FSA, Report Card totals, and the Grade 4 and 7 student success survey.

For "street data", we looked at student attendance, the number of students in clubs, number of students requiring learning assistance, the number of local field trips, office referrals and school based team referrals.

This year absences were a lot higher than previous years due to the pandemic. There were far fewer clubs offered by staff this year than in previous years where approximately 75% of staff volunteered to run at least one club or activity. Approximately 80% of grade 4-7 students participated in at least one club or activity prior to the pandemic.

Roughly 50% of our grade 1-3 students receive learning assistance in small groups throughout the year. In previous years 100% of teaching staff organized at least one field trip for their classes. Office referrals have been steadily declining since the school opened in 2013. School based team referrals have been steadily increasing during the past few years, especially at the primary level.

Our Goals

We want to continue to work on the following goals:

- 1) Continue incorporating indigenous ways of knowing
 - a) Working with our Indigenous teachers, support workers and cultural teaching assistants
 - b) Continue to build the connection with the local nation
 - c) Incorporating district professional development around indigenous
 - d) March staff meeting at the Malahat Cultural Centre
 - e) PLC topics
 - f) Ensure each classroom has a poster of the Indigenous ways of knowing and staff and students understand and refer to it as they are learning.
 - g) Continued weekly visits from Kara Joyce
 - h) Naming the classrooms with Indigenous names
 - i) Painting of interior support poles to reflect indigenous totems
- 2) Connecting with vulnerable learners
 - a) Connecting each child with at least 2-3 adults
 - b) Working with the Malahat Nation via monthly meetings
 - c) Ensuring staff learn about all of our vulnerable learners and how to support them.
 - d) Monthly meetings with the school based Indigenous team
- 3) Numeracy development
 - a) Working with Rich Ready in the classes
 - b) Introducing the work of Peter Liljedahl into classes (critical thinking, real work applications)
 - c) Possible PLC topics
- 4) Increase learner centered and personalized learning
 - a) Addition of 2 new challenge based classes this year
 - b) Investigating critical thinking at all grade levels, both in the classroom and on the playground
 - c) Possible PLC topics

Activities happening in the class and school

Compare data (Report card, DART, DWW, SLS, FSA, attendance records, etc)

Number of students requiring learning assistance

ESS data on kindergarten kids as they enter the school; mid-year; end-year

SBT referrals

Resource room access - number of "break cards" used by students

ESS data & report card data

Report card data with engagement and behaviour

Our story is beyond . . .

When Bonner was rebranded as an elementary school in 2013 approximately 50% of the existing middle school staff stayed at Bonner and were joined by the existing staff of Cobble Hill Elementary. Initially the 2 staffs were very set in their ways and reluctant to collaborate with each other. Less than 10% of staff volunteered to coach or run clubs, 10-15 students were referred to the office every day and many staff ate lunch in their own rooms.

After many team building activities and a continued emphasis on group responsibility for all students the staff is now very cohesive and responsive to all student needs. At least 75% of staff now volunteer to run clubs or sports, office referrals are now less than 10 students per week and the vast majority of staff now work in a very collaborative manner, especially at similar grade levels.

