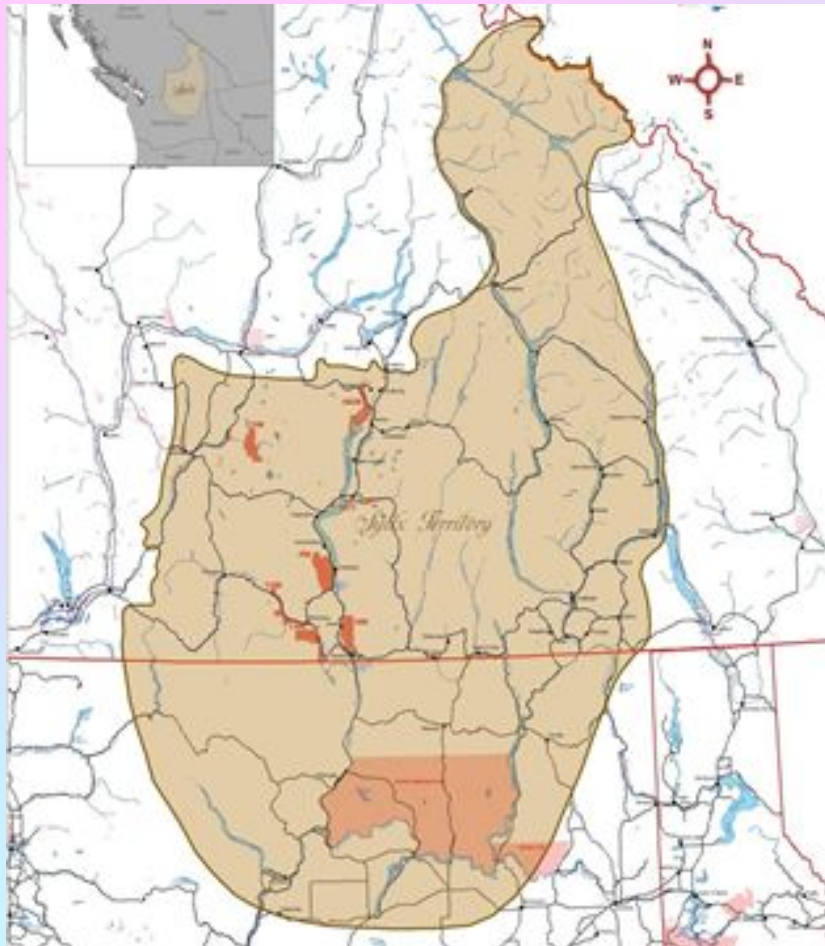


SOUTH KELOWNA ELEMENTARY





The *Syilx/Okanagan* People's territory is a diverse and beautiful landscape of deserts and lakes, alpine forests and endangered grasslands. It extends over approximately 69,000km².

The northern area was close to Revelstoke, and the eastern boundary was between Kaslo and Kootenay Lakes. The southern boundary extended to the vicinity of Wilbur, Washington and the western border extended to the Nicola Valley.

- www.syilx.org

I want to acknowledge how grateful we are to be meeting, sharing and learning on the traditional and unceded territory of the Okanagan People.

WELCOME

Central Okanagan Public Schools (SD 23) TEAM

Terry Beaudry - Deputy Superintendent

Dr. Rick Oliver - Assistant Superintendent, Central Kelowna

Lee-Ann Tiede - School Trustee

WELCOME SOUTH KELOWNA ELEMENTARY TEAM

- **Liz Leinemann** – Grade 2 + Numeracy Leader
- **Holli Jordan** – Music/Drama/Dance Prep + Indigenous Representative
- **Corinne Obedkoff** – ADST prep/Library/Classroom Support
- **Leanna Estey** - Gr. 2/3 Teacher & Gr. 6 Leadership Team Teacher Leader
- **Michelle Crossley** – PAC President
- **Angela Maclean** – member of PAC
- **Charlotte Henderson & Jaycee Stawnichy** – Grade 4 and 5 students

School focus 2020-2021

A Mindset of Learning

- ✓ Number Sense
- ✓ Resiliency
- ✓ Student Centered



- Growth mindset
- Engage our learners in learner centered ways

Our Learning Plan

School Goal

To ensure learner confidence and success for each of our learners by:

- using a learner-centered approach
- developing resilience through an understanding of a learner mindset within a safe, inclusive and caring environment
- focusing on growth mindset in numeracy

Mindset for Learning Focus

How can we help each of our students:

- develop a growth mindset around number sense;
 - build resiliency, develop strengths, and acquire the skills, to cope and be ready for future challenges
 - Increase our feeling of inclusion while connecting our learning to our local indigenous perspectives.
- Through our three core competencies: communication, thinking, personal/social - we will build confidence, connections and strength based communication skills.



Sharing Kindness Everyday

Our Learning Plan is guided by the Equity in Action Agreement for Truth and Reconciliation, First Peoples Principles of Learning, 7 OECD Principles of Learning, & the Central Okanagan District Strategic Plan 2018-2021 which sets priorities that promote:

- **Community and partner engagement**
- **Leadership development**
- **Sustainability**
- **Leading learning: Attributes of a learner**



"Each Central Okanagan Public School student (K-12) will provide evidence of being a learner, thinker, innovator, collaborator, and contributor."



Demographic Trends - INDIGENOUS

Indigenous



Indigenous

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Aboriginal	5.08%	4.64%	4.94%	4.56%	5.12%	4.88%	4.70%	5.69%	5.19%	6.91%

Demographic Trends – SPECIAL NEEDS

Special Needs



Special Needs

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All-Sped	14	10	15	14	11	21	22	31	27	21
Autism Spectrum Disorder	2	2	5	4	3	5	8	9	11	11
Learning Disability	6	2	2	2	1	4	6	10	7	5

We use the “Spirals of Inquiry” framework to guide our school learning plan at SKE.

We are in a continuous cycle of inquiring, responding and improving our learning organization for our students and families.

SCAN: We listen to the voices of students, parent and staff to identify our goals. We consider our assessment data concerning student achievement.

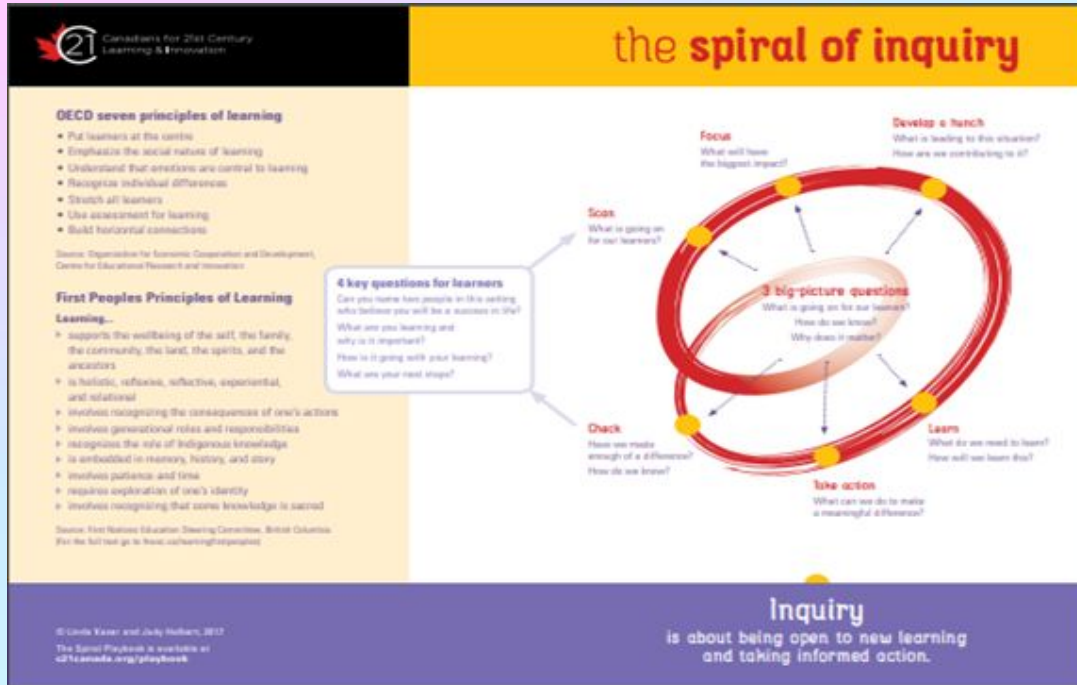
FOCUS: We sort our data and look for emerging themes and patterns. We focus our lens on a few areas to work that will have positive outcomes for our learners.

DEVELOPING A HUNCH: We look at evidence informed practice to make theory of action statements. For example, “If we ...(learning and action)...then....(improved outcomes for our learners and community).”

LEARN: We begin the process of working with our district learning leaders and school staff to design a learning plan for our staff and community.

TAKING ACTION: We build structures and schedules within our weekly schedule for the adult learning to occur. We implement the results of this learning in our classroom. We are always striving to improve our practice for our learners and families. We make our learning visible.

CHECK: We do frequent formal and informal assessments and checks, to determine the effects of our work. We scan our learning organization to see if our learning is making a positive difference for our learners and families.





Triangulation of Data

Observations

- Assessment checklists
- Anecdotal notes

Generate Data Collection Tools: Assessment, Tracking, Form

Form Name: Teacher:

Form Type:

Student	Target 1	Target 2	Target 3	Target 4	Target 5	Target 6	Target 7	Target 8	Target 9	Target 10	Notes



Making
Student
Thinking
Visible

Conversations:

- Between peers
- With the teacher

Products

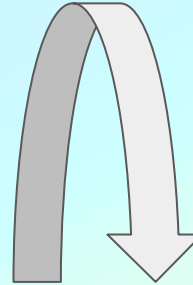
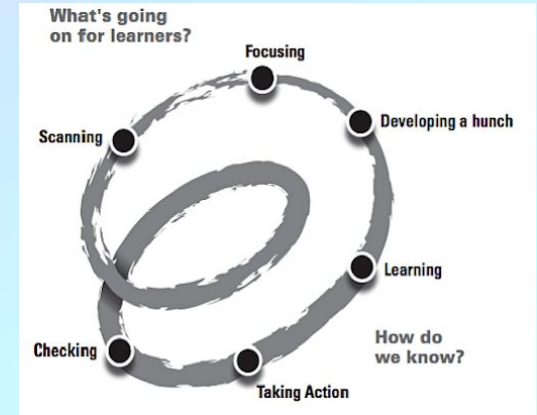
- Students work
- Student thinking recorded
- Variety of thinking routines explored



SCAN - STUDENTS

2019 JUNE

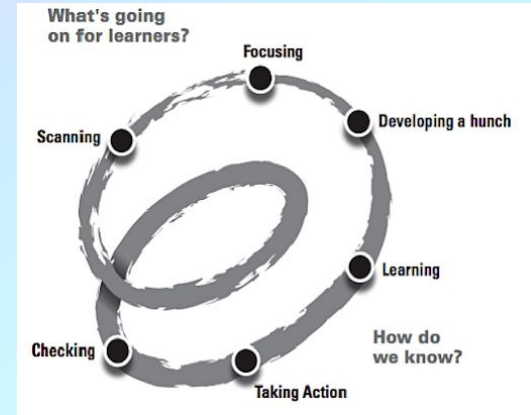
1. I learn best when.....
- 2. At school, what would you like more help with?**
3. Here are some ways I show kindness to others....
4. How often to you do kind things for others?



As a result of this scan and student data collected, the staff at SKE decided to begin a learning journey with numeracy as our focus that began 2019-2020 school year and will continue for the (2019-2024) years.

DEVELOPING A HUNCH

- Develop a growth mindset around number sense

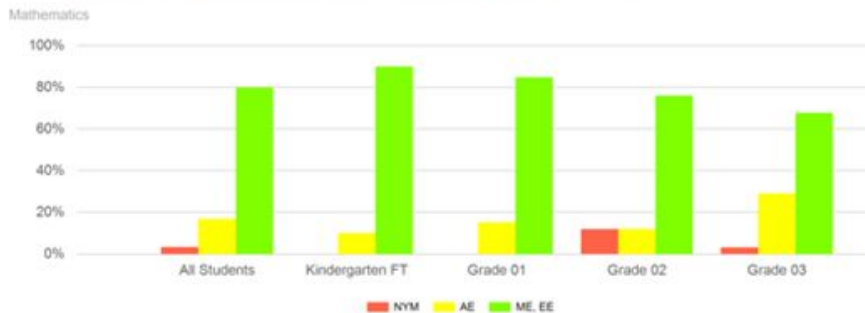


Our SKE staff agreed, “If we learn new strategies and focus on growth mindset language then we expect to see improved outcomes for our learners and community in the area of numeracy.”

FOCUS - SEPTEMBER 2020

We started with our September staff meeting by examining our data to see how it compared to our "hunches" and observations. Despite our data seeming quite strong, when compared to our literacy (reading and writing) data, our numeracy data showed where we have room to improve. When speaking with students, they also expressed lack of confidence with numeracy and felt math was "hard." When examining FSA data, it became obvious we were on the right track in creating a Numacy goal for our school.

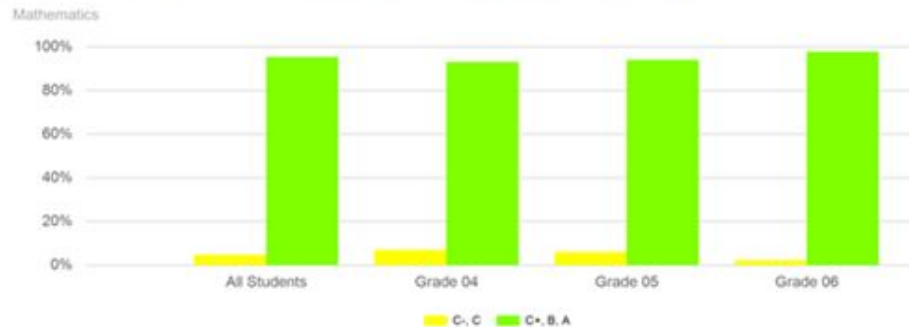
2019-2020 - Mathematics PRIMARY (by grade)



Mathematics

	All Students	Kindergarten FT	Grade 01	Grade 02	Grade 03
NYM	3.36%			12.00%	3.23%
AE	16.81%	10.00%	15.15%	12.00%	29.03%
ME, EE	79.83%	90.00%	84.85%	76.00%	67.74%

2019-2020 - Mathematics INTERMEDIATE (by grade)

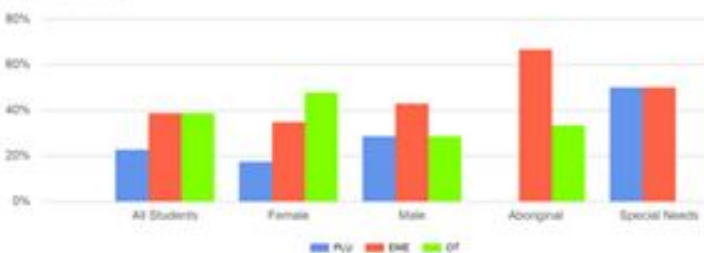


Mathematics

	All Students	Grade 04	Grade 05	Grade 06
C-, C	4.63%	6.90%	5.88%	2.22%
C+, B, A	95.37%	93.10%	94.12%	97.78%

2017-2018 FSA - NUMERACY – Gr. 4

FSA Results - Numeracy

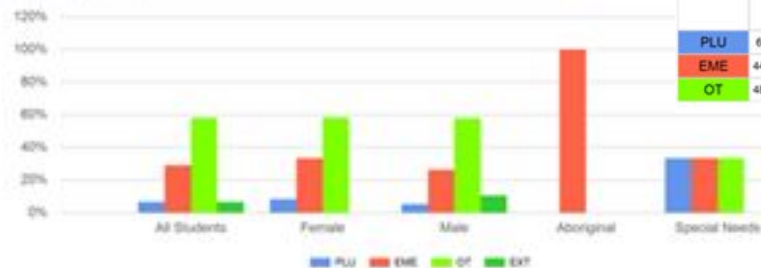


FSA Results - Numeracy

	All Students	Female	Male	Aboriginal	Special Needs
PLU	22.73%	17.39%	28.57%	0.00%	50.00%
EME	38.64%	34.79%	42.86%	66.67%	50.00%
OT	38.64%	47.83%	28.57%	33.33%	50.00%

2018-2019 FSA – NUMERACY – Gr. 4

FSA Results - Numeracy

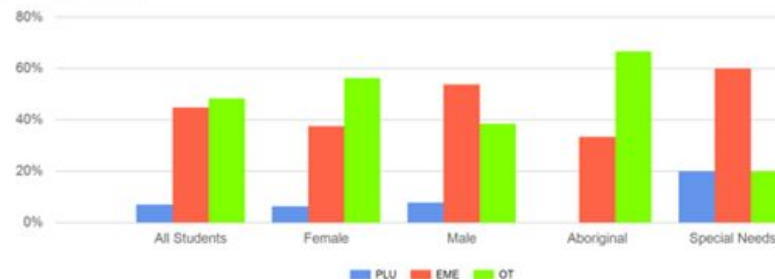


FSA Results - Numeracy

	All Students	Female	Male	Aboriginal	Special Needs
PLU	6.43%	8.33%	5.26%	0.00%	33.33%
EME	29.00%	33.33%	26.32%	100.00%	33.33%
OT	58.00%	58.33%	57.89%	0.00%	33.33%
EXT	6.43%	16.67%	10.53%	0.00%	0.00%

2019-2020 FSA - NUMERACY – Gr. 4

FSA Results - Numeracy



FSA Results - Numeracy

	All Students	Female	Male	Aboriginal	Special Needs
PLU	6.90%	6.25%	7.69%	0.00%	20.00%
EME	44.83%	37.50%	53.85%	33.33%	60.00%
OT	48.28%	56.25%	38.46%	66.67%	20.00%

LU – Level Unknown
 EME – emergent
 OT – On track
 EXT - extending

Liz Leinemann

- Grade 2 + Numeracy Leader



LEARN - Professional Development

An opportunity was presented to teachers for a possible summer Professional Development option. The Building Math Minds Virtual Math Summit was attended by many SKE staff members. This was the ignite for teachers to begin a shift and growth mindset in the teaching of 'numeracy'.

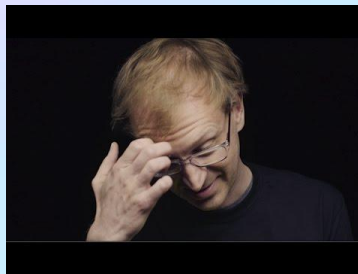


The main **difference between mathematics** and **numeracy** is that **mathematics** is the broad study of numbers, quantities, geometry and forms while **numeracy** is one's knowledge and skills in **mathematics** and its use in real life."

"Numeracy or Mathematical Literacy is not always taught in the classroom: it means having the confidence and skills to use math to solve problems in everyday life.

Numeracy is as important as literacy - we need both to get on in life."

LEARN - Implementation Day



Ignited by Math is _____ to start the day, our Implementation Day focused on **NUMERACY ROUTINES**. The focus of the day was "the why" of math for building confidence, attitude and understanding of numeracy for all students - mathematical literacy. Much of our exploration for the day was inspired by math gurus such as: Graham Fletcher, Marion Small, Steve Wyborney, Dan Finkel.

Time for cohort partners to explore daily routines and math based resources was provided. Cohort partners explored routines and then decided on routines which were user friendly as well as beneficial to building numeracy



LEARN - Implementation Day

Examples of Numeracy Routines that were presented:

Number Talks

Which One Doesn't Belong

Would you Rather?

Number Bios

Estimysteries

Estimation 180

Subitizing

3 Act Tasks

Numeracy Routines provide opportunities for students to:

Build confidence in numbers

Connect math to the real world

Improve mathematical proficiency

Develop mathematical language

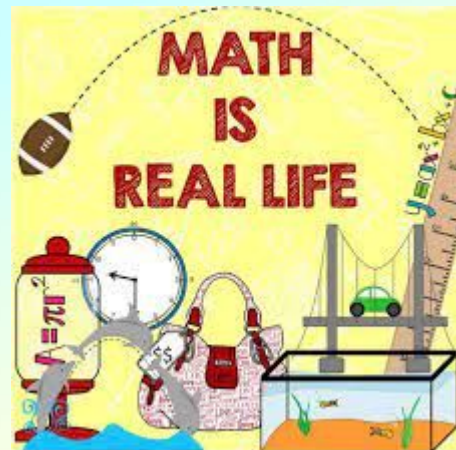
Justify/shift thinking

Explore/Talk math

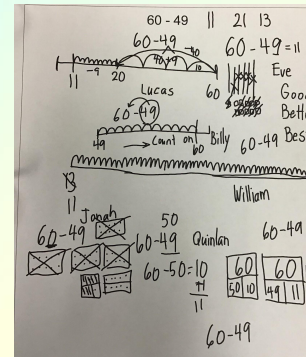
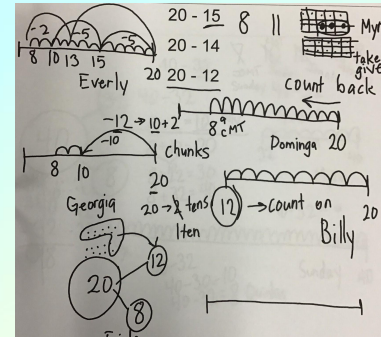
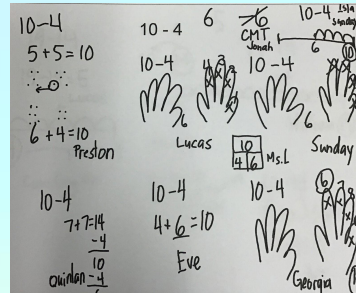
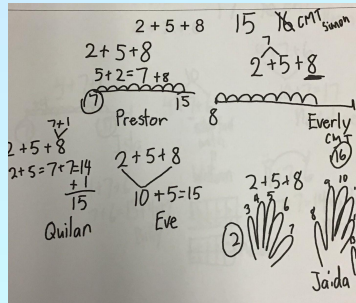
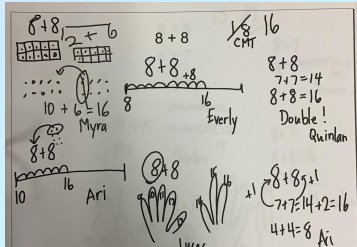
Notice patterns

Explore strategies

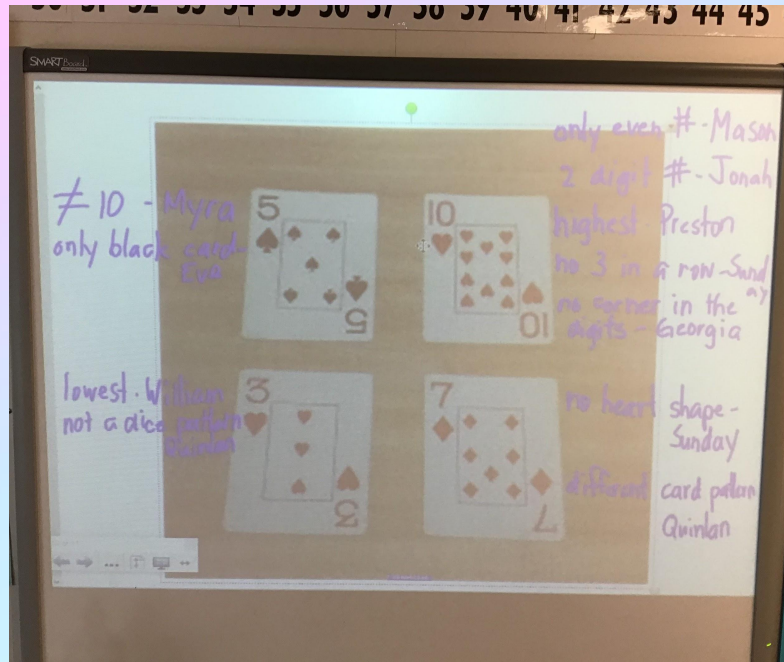
Problem solve



Number Talks



Which One Doesn't Belong



Teacher Station

Osmo

Osmo

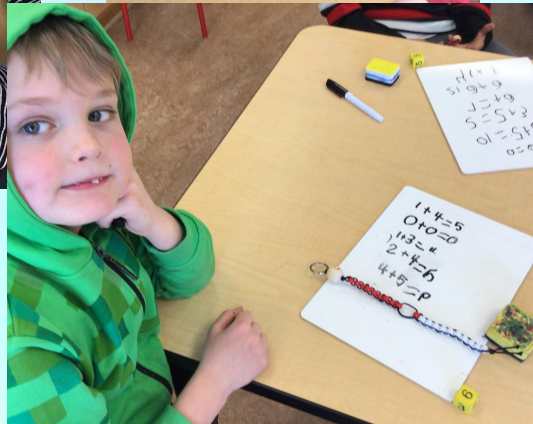
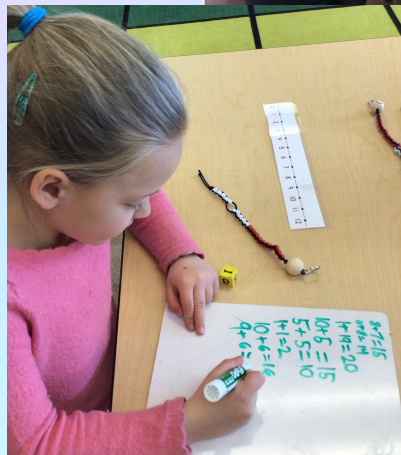
Graphing Station

The photograph shows a classroom setting where four children are engaged in a graphing activity. They are seated at wooden tables, each with a piece of paper and a pencil. The background features a bulletin board with various drawings and a display labeled 'Number of children'.

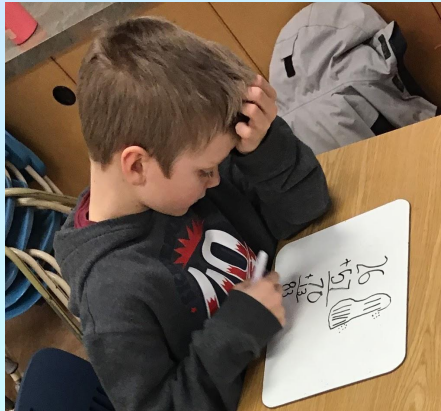
[illegible]

The image shows a math classroom display titled "VIP Calendar". At the top, a number line is displayed with numbers from 80 to 111, with some numbers circled. Below the number line is a large blue sign with the text "VIP Calendar". To the left of the sign is a small troll doll. Below the sign is a calendar for March, showing the days of the week and the months of the year. To the right of the calendar is a display of math manipulatives, including base ten blocks, a number line, and a calendar. The display is decorated with a colorful border and a small troll doll.

Subitizing, Number Buddies, Rekenreks - building conceptual understanding



LEARN



LEARN - ACTION



With our "why" in focus, at our November staff meeting, we revisited our Implementation Day [Numeracy learning](#).

- ~ Number Talk / Math Group observations in Liz Leinemann's room
- ~ Request for Liz to do a Number Talk in classrooms

A [NUMERACY TEAM](#) of interested teachers formed at an initial meeting in November, and meets each month over a lunch hour. Currently, this is ongoing as we continue to meet and learn new mathematical strategies to change and expand our thinking around teaching mathematics.

Numeracy Team learning is ongoing. Each month, we focus on a strategy or numeracy routine. We ask reflective questions:

- What was your take-away?
- How can this be used with your students?
- What are your next steps?

Going forward, we will continue to:

- Reflect on our work in classrooms as Numeracy Team
- Provide time to explore – Processing time with Learning Group partner
- facilitate opportunities to use newly presented numeracy routines

Share our numeracy learning with each other as well as with our parent community.



How are We Connecting Numeracy to the Pedagogical Core

How Are We Connecting to the Pedagogical Core

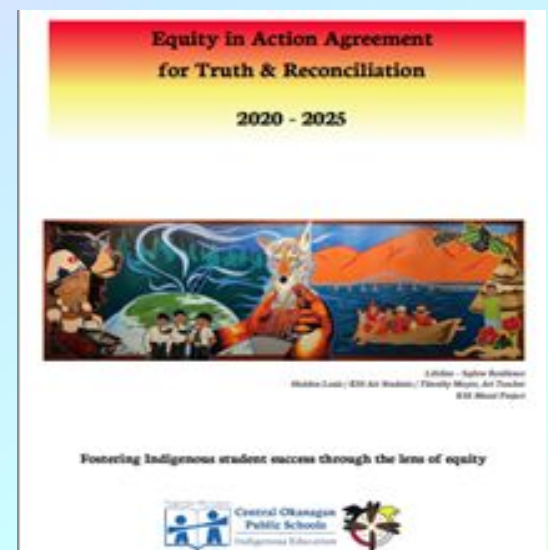
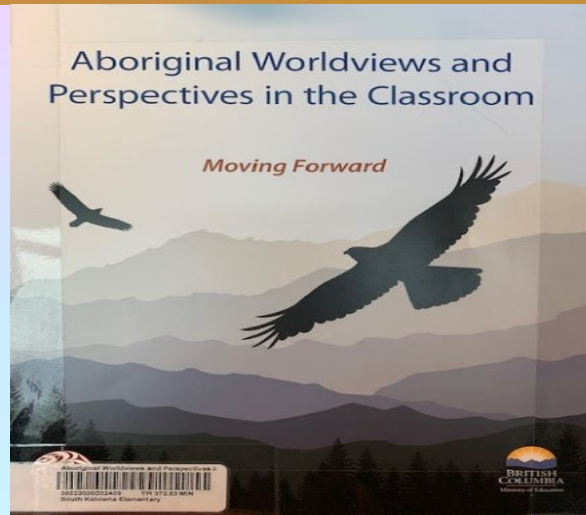
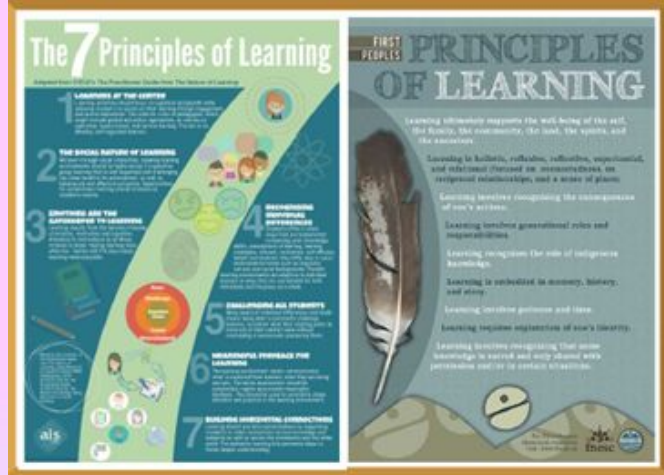


- **** How can we help our students develop a growth mindset around number sense?**
- **++ How is your classroom set-up and resources used to facilitate and foster student learning?**
- **>> How do we meet the needs of unique and diverse learners? (Differentiated learning)**
- **## How have you engaged learners in your classroom to be at the center?**
- Can learners describe in their own words what they are learning – and why what they are learning is important?

Holli Jordan

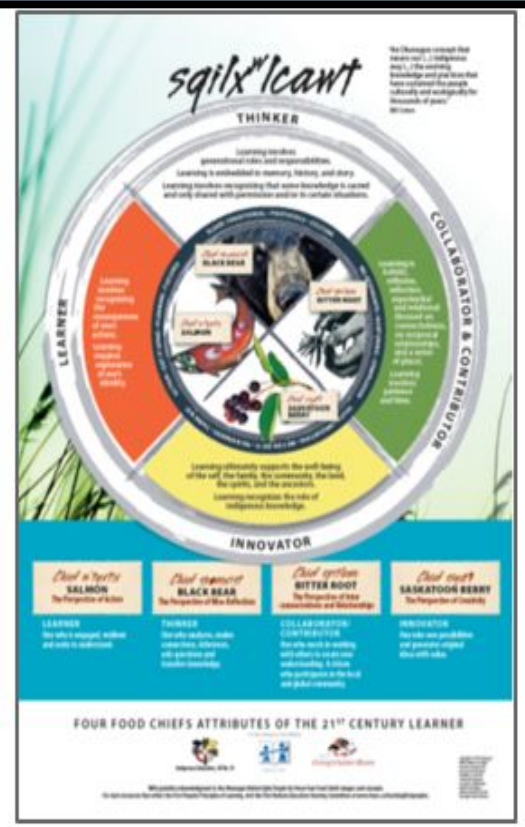
- Music/Drama/Dance Prep + Indigenous Representative







Connecting Our Strengths To Our Local Indigenous Perspectives



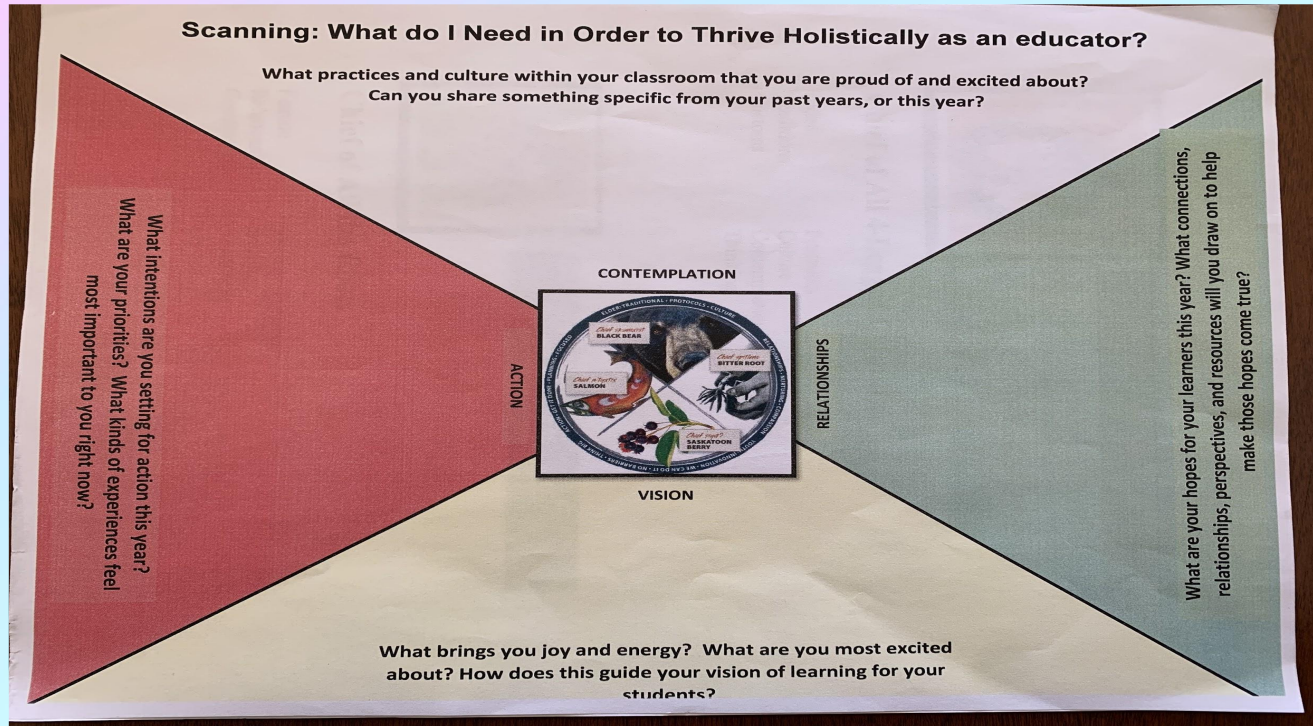
Indigenous Perspectives

Holli and our Indigenous Advocate, **ROXANNE PHILLIPS**, led our staff through many authentic indigenous learning activities. Here is a list of learnings we all engaged in:

- ***Swit askwist? Who Is Your Name? – Stories of our Sqilx Ways***
– learning is embedded in memory, history and story - **NOT WHAT YOU DO - BUT WHO ARE YOU? WHO YOUR FAMILY IS? WHERE YOUR HOMELAND IS?**
- Many people shape your life, have influenced your identity- shaped worldviews/beliefs and values.
- **Contributions** by each generation are respected and honoured - What do you carry forward?
WorldView/Perspectives/Values/Beliefs Teachings/Learning - Roles/Responsibilities Traditions/Skills
- **Choose Your Own Adventure – District Resource**
- Literacy/Art Education//Math/Social/Science/Reconciliation Highlights
- **Authentic Texts** – Stories that teach – Community/Provincial/Canadian/World
- **Building Connections Through Games** – Run and Scream, Animal Muk, Two Foot High Kick,
- **Changemakers: Think Big**
- ***Important to Us*** – song by N'we Jinan Artists - Choreography Aboriginal DANCEPL3Y



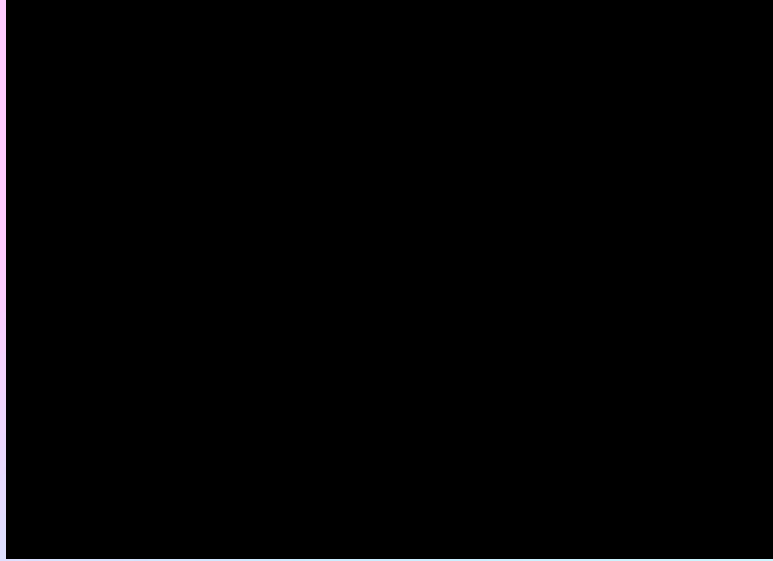
Scanning: What do I Need in Order to Thrive Holistically as an educator?



Increase our feeling of inclusion while connecting our learning to our local indigenous perspectives.



The Sharing Circle



Field Trips and In Classroom Presentations

Aoife Grade 3 Student Comment:
“ I am really enjoying learning all about the Indigenous Culture. I tell my mom about what we are learning and she would like to know more, too.”

Monday, March 9, 2020

Okanagan Symphony School Concert

Tmixw

“Everything in Nature”

Joint performance of music, song, drumming dance and oral storytelling of the Sqilx People, Land and Animals. Based upon the Okanagan Story
How Animal Names Were Given

All Grade 4-6 students attended.
Thank You **SKE PAC** for funding this field trip!

Classrooms at South Kelowna have utilized in classroom field trips to enhance their cross curricular Indigenous learning this year,

Grade Two and Grade Two & Three

Dwellings Teepees - Pit Houses -Long Houses
Four Food Chiefs Presentation

Grades Three and Four & Grades Four and Five

Beading

Students represented the various nations from across BC and traded beads with one another. The coloured beads represented specific resources from that nation. For example:

Pink -Salmon **Brown** - Otter **Black** - Obsidian
Yellow - Gold **Orange** - Copper



Grade one's sparking curiosity and learning by going beyond the classroom to our natural, local environment. Learners making connections to our land and exploring an apple orchard in our neighborhood.

Nature and Place Based Experiential Learning

April 2021

Simon Fraser University

Natalie Morgan and Stacy Vecchio are enrolled in this two year course “that explores how the natural world informs who we are, how we relate to our students - and them to each other - and how we might braid holistic and Indigenous pedagogies into practice. The focus will be on deepening ecological knowledge, developing pedagogical approaches and fostering social-emotional well-being.”

The end of goal of this collaboration between teachers, students, Aboriginal Advocate, Community Elder and Community partnerships will be both a primary and intermediate Community Garden and Outdoor Learning Classroom.



Future Initiatives

May 2021

Honouring Memories

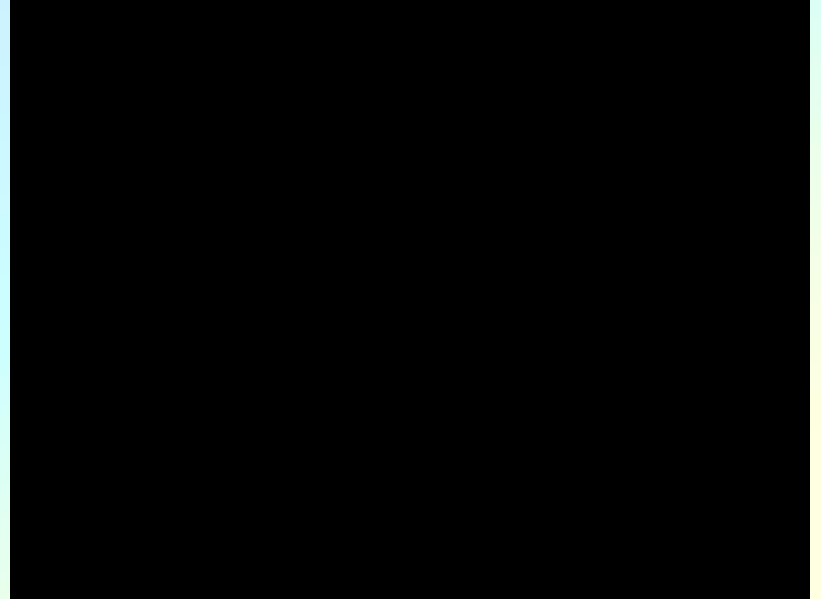
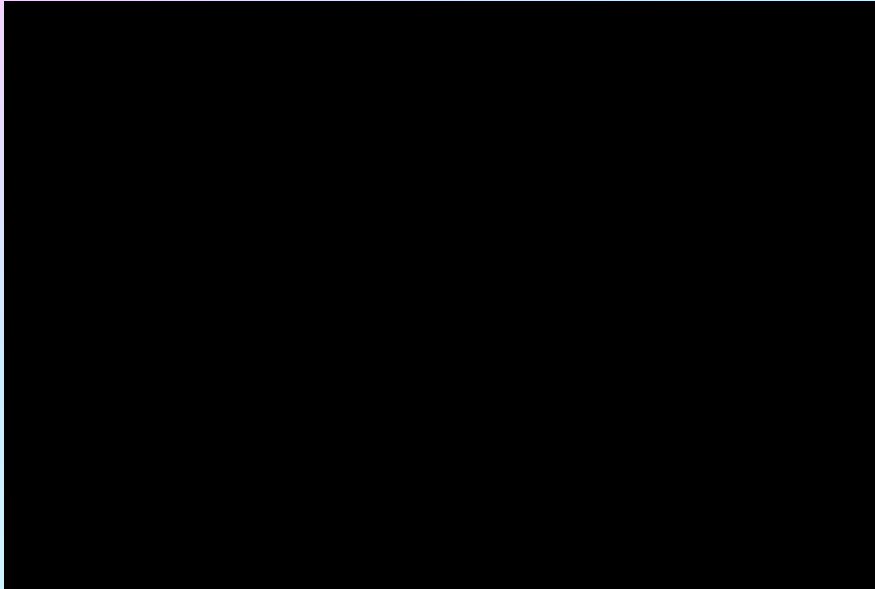
Planting Dreams

Initiative honouring
the children who did
not return from the
Residential Schools



Dance and Drama 2020 - 2021

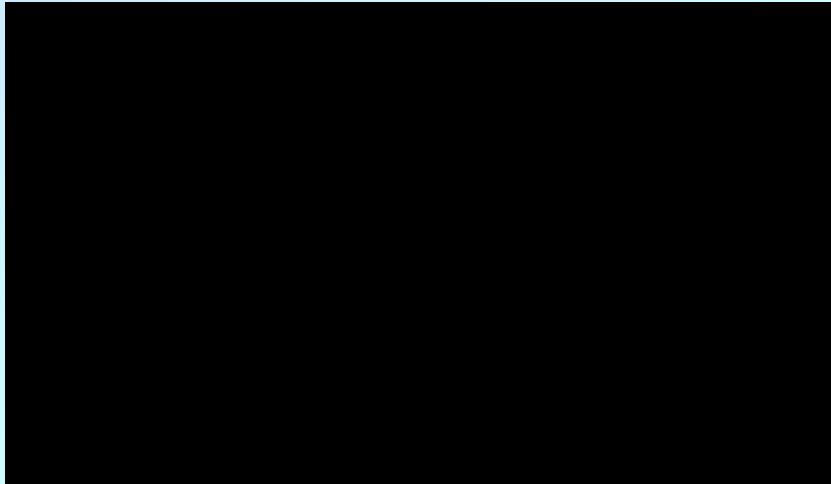
Indigenous Perspectives



LEARN - ACTION

October 2020, we were granted the gift of an **Artist in Residence through the Excellence Through the Arts program**. A school district, school and PAC support Art Education Initiative. Our very own, multi-skilled and talented teacher, Holli Jordan, collaborated and learned with our artist, Sheila Dyer. She introduced the idea of [Puppetry and Drama through Indigenous Perspectives](#).

Although Sheila was with us from November 24 through December 4th, her legacy continues on through Holli Jordan our music, drama, dance prep teacher and Indigenous teacher representative.



Sock
Puppets



Buddy Reading
With Puppets



Puppetry
Techniques
Arms and
Rods





Puppetry

ARTED/ADST Collaborative Student Project



Themes : Resilience - Kindness -Gratitude - Leadership



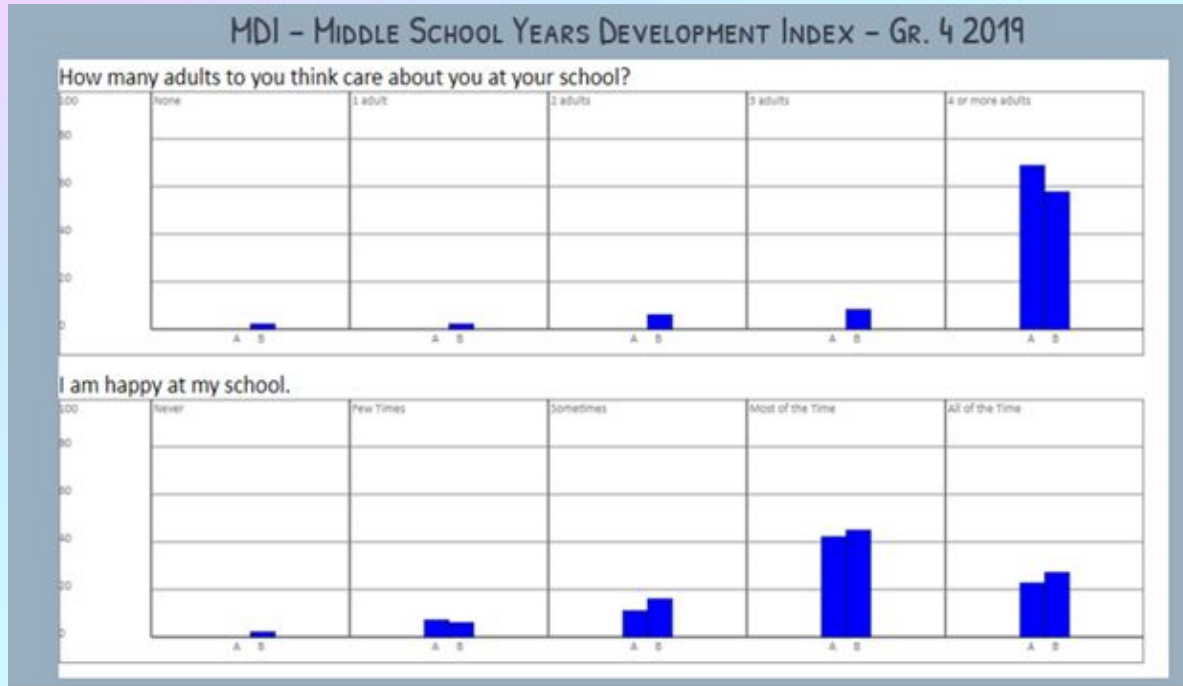
Corinne Obedkoff

- ADST prep/Library/Classroom Support



MDI Middle School Years Development Index - Gr. 4 2019

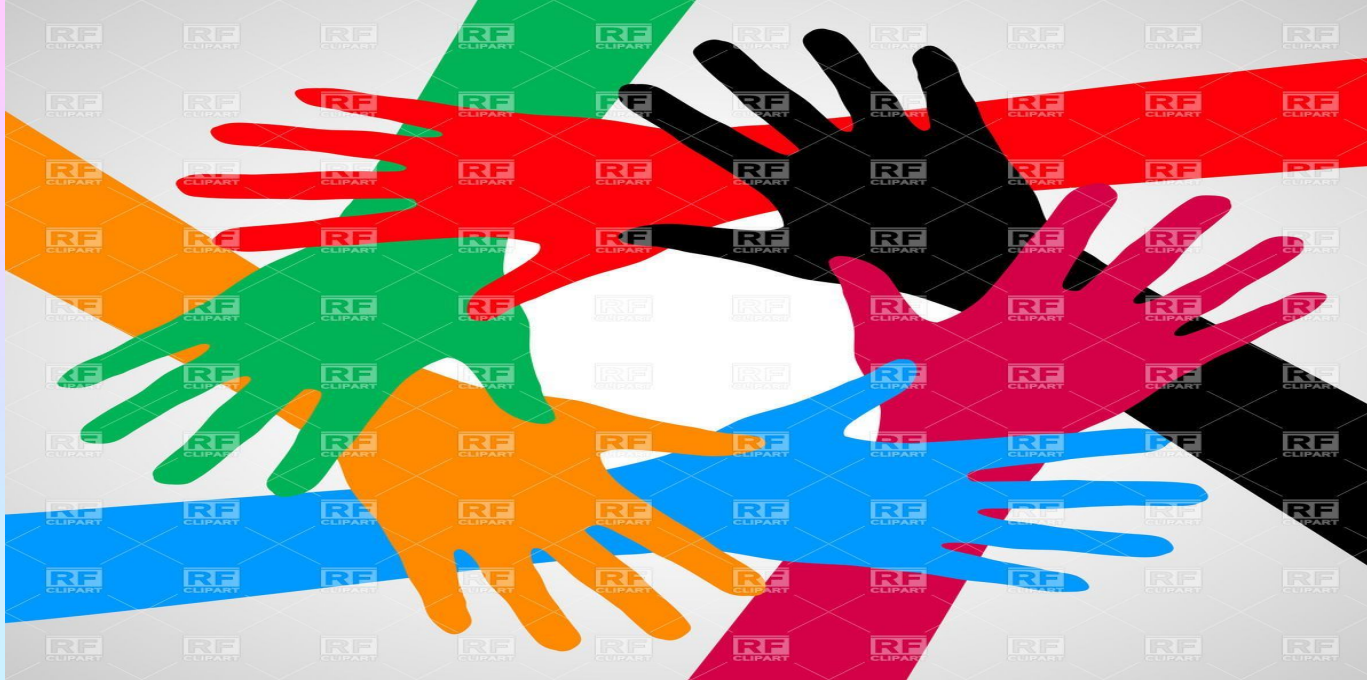
All of our grade 4 student indicated that 4 or more adults at South Kelowna Elementary care for them. Our students expressed a sense of belonging at South Kelowna Elementary and exceeds the district average.



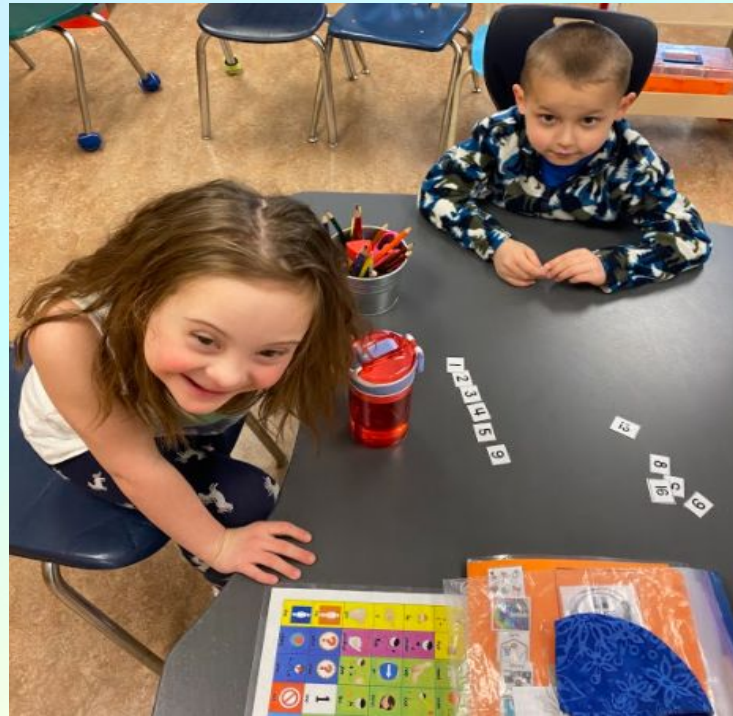
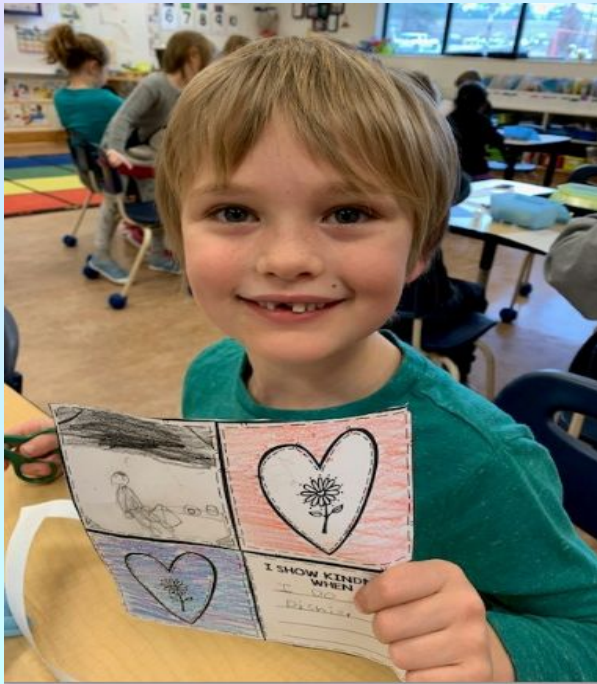
Collaborative Support Model- - Access to all students



School Based Team



- Counsellor
- Classroom teacher
- Learning Assistant Teacher
- Speech pathologist
- Resource teacher
- Parent
- Principal





Inclusive learning environment for all students

Learners at the Centre

The learning environment recognizes the learners as its core participants, encourages their active engagement, and develops in them an understanding of their own activity as learners



Social Emotional Learning

Build resiliency, develop strengths, and acquire the skills, to cope and be ready for future challenges



Primary Content	Physical and Health Education Competencies
- managing and expressing emotions - thoughts - body clues - upstairs/downstairs brain - menu of calming strategies	- Identify opportunities to make choices that contribute to health and well-being - Identify and describe feelings and worries - Identify and describe strategies that promote mental well-being - Describe and apply strategies for developing and maintaining positive relationships - Describe factors that influence mental well-being and self-identify
Intermediate Content	Physical and Health Education Competencies
- feelings/thoughts/behaviours - body clues (fight/flight/freeze) - healthy/unhealthy strategies - science names of the brain	Identify and describe factors that influence healthy choices
asking for help/problem solving	- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations - Describe and apply strategies for developing and maintaining positive relationships - Describe and apply strategies that promote a safe and caring environment - Describe and assess strategies for promoting mental well-being - Describes and sasses strategies for managing problems related to mental well-being and substance use - Describe factors that positively influence mental well-being and self-identity





Leanna Estey

- Gr. 2/3 Teacher & Gr. 6 Leadership Team Teacher Leader



Why Communicate Student Learning Differently?

- To support the implementation of our competency-driven, concept-based curriculum. As Learning is being designed differently new ways of assessing and communicating student learning are necessary.
- To ensure that parents are better informed about their child's progress.
- To empower students to take greater ownership over their own learning.
- To empower educators to more effectively communicate students' accomplishments and growth over time as they develop their unique profiles as learners in relation to the learning standards.



Seven Actions of Assessment for learning created by Anne Davies and Sandra Herbst. Which outlined the following:

1. **Students have a clear learning destination.**
2. **Students use samples to understand quality and development.**
3. **Students participate in the co-construction of criteria.**
4. **Students are involved in feedback cycles to feed the learning forward, including self- and peer assessment.**
5. **Students collect evidence to prove that they have learned.**
6. **Students set goals for their next steps.**
7. **Students communicate their learning to others, both formally and informally.**

SCAN - PARENTS

2020 February, we surveyed our parent community again with these three questions:

Do you feel you have had a clear snapshot of your child's learning? Please explain.

Nearly 80% of respondents said they were satisfied with understanding their child's learning.

- For example: "Yes, there were multiple specific learning targets and outcomes on the report card and the assessment language was easy to understand."
- "Yes. The weekly emails and videos have been great! We really get a sense of his progress. We hear feedback personally from our child, which is very helpful. I see great structure in the classroom." " Yes, at this level it is really more than we could ask for."



How does your child describe his/her learning?

Responses were very positive.

For example: "My child will tell me she either “gets” something or not, which is her way of describing if she fully understands a topic. I find it helpful to remind her about the above competencies so she understands that it’s a process & this reinforces a growth mindset attitude." ” My oldest talks about her ‘growth mindset’ and can define it well.

What do you still need to know?

- "I have found the communications solid and informative."
 - We feel that the communication is great with our teacher and we know where she is at and what we need to work on with her.

My Learning Journey: moving with purpose!



I'm beginning my learning and often need help.

I'm on my way and can see some growth. I need more practice and some help.

I know how to do this and can show my learning.

I know how to do this consistently and I'm ready to learn more. I self-initiate innovative ways to apply skills.



BEGINNING



DEVELOPING



UNDERSTANDING



APPLYING

Level of Competency	Big Ideas and Core Competencies
BEGINNING	Student is beginning to acquire knowledge, skills, strategies and processes. Student requires teacher direction and support.
DEVELOPING	Student is developing the ability to apply knowledge, skills, strategies and processes. Student is learning to practice and develop skills with some teacher support.
UNDERSTANDING	Student is using knowledge, skills, strategies and processes consistently.
APPLYING	Student consistently and independently demonstrates knowledge, skills, strategies and processes creatively, strategically and with competence, while self-initiating innovative ways to apply skills.

South Kelowna Elementary Learning Progress Summary

December 2020 - March 2021

Student Name:

Teacher Name:

Grade:

		Level of Curricular Competency (in relation to grade level standards)			
					
		Beginning Student is beginning to explore knowledge, skills, strategies and processes. Student requires teacher direction and support.	Developing Student is developing the ability to apply knowledge, skills, strategies and processes. Student is learning to practice and develop skills with some teacher support.	Understanding Student is using knowledge, skills, strategies and processes consistently.	Applying Student consistently and independently demonstrates knowledge, skills, strategies and processes creatively, strategically and with competence, while self-initiating innovative ways to apply skills.
English Language Arts	Reading, Listening and Viewing	☐	☐	☐	☐
	Writing, Speaking, Representing	☐	☐	☐	☐
Mathematics		☐	☐	☐	☐
Science		☐	☐	☐	☐
Social Studies		☐	☐	☐	☐
Physical and Health Education		☐	☐	☐	☐
Arts Education		☐	☐	☐	☐
Core French		☐	☐	☐	☐

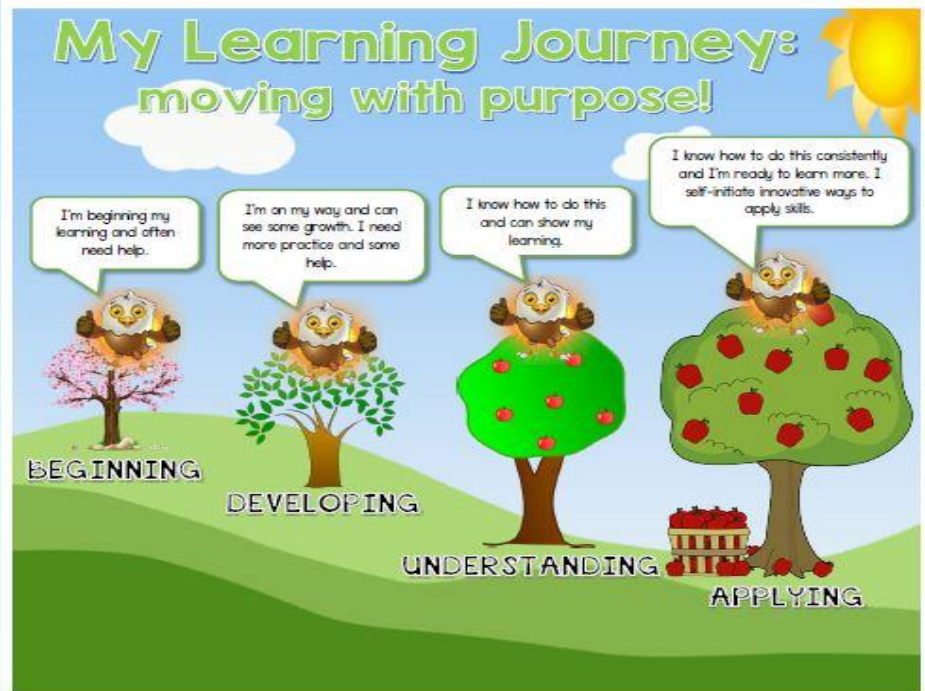
Comments

Please refer to the electronic portfolio to view on-going reporting of your child's growth as a learner.

Summative comment could include: (*policy 506 MUST HAVEs either in e-portfolio or here)

- reflecting effort and/or personal/social growth
- next steps/what they are working towards*
- any concerns and resulting interventions they may require*
- ways to support growth*
- student progress in relation to modified goals outlined in an IEP*

fresh
grade



Gr. 6 Leadership Team: Service to the Community

SOUTH KELLOWNA EAGLES
South Kelowna Elementary
 "Sharing Kindness Everyday"
 4176 Spicers Road, Kelowna, BC
 Phone: (250) 870-5107 www.ske.sd23.bc.ca

Grade 6 Leadership Application 2020/2021

Student Name: _____
 Classroom Teacher: _____

Student Expectations:

- ☒ I come to school regularly and on time.
- ☒ I am a role model for other students.
- ☒ I will be able to attend some meetings.
- ☒ I will try my best every day.
- ☒ I show respect to everyone around me.
- ☒ I take responsibility for my actions.
- ☒ I am proud of my school and want to make the school even better.

***This year certainly looks different however YOU are a leader of our school and play a very important role in our school community, as well as outside this school. In the space below, please try to come up with a few leadership opportunities that could be done this year at SKE (please remember to take into consideration COVID restrictions.) There are still many ways that your skills, talents and passions can be shared this year because YOU are a Grade 6 SKE Leader!

Possible Leadership Role Ideas:

- Weekly Announcements to SKE- Share a Quote of the Week
- ~~Be a clean up~~
- Resilience videos for Primary's
- Make videos about covid protocols
- To make little kids less confused
- About the topic

What is possible in general?

In a few sentences please tell why you think a Leadership Program at our school is important for the school and YOU:

It is important so the younger kids have positive role models. They are not adults but children. It is important so that you feel you are doing something to help others and the school also so you have better.

Please list a few ways YOU can and will show leadership (with your many skills, talents and passions) as an important member of the Grade 6 Leadership Team this year.

1. Show respect so the other kids follow and respect because they're peer teachers / themselves

Don't have better are kids on you from the little kids

tab. 2. modeling principles of leadership I have learned from known 3. encouraging and supporting participation from others

Please list some ideas you can think of to help improve our already pretty awesome school. Thank you!

- Showing good resilience kindness and
- respect to everyone to make a chain
- reaction of kindness etc.

Please ask permission, then name one staff member or other adult who could be contacted as your references. Your reference must be able to describe some of the many qualities that you have or are developing. If your reference is not a staff member, please provide a name and a phone number.

Name: _____ Phone #: _____

*** Final thoughts (please add anything you may want to suggest for other Leadership ideas for this coming year.) Thank you in advance for all you already do and are about to do as a Grade 6 Leader for 2020/2021!

Buddy Program through zoom or other sites

***I understand that taking on a leadership role will require me to be responsible and to show leadership in and around the school community. I also understand that, should I not fulfil my responsibilities in my assignment, I may have to be assigned a different position.

Student Signature: _____ Parent/Guardian Signature: _____

This form must be returned to Mrs. Estey by Monday, September 28th, 2020

SKE LEADERSHIP Mission Statement:
 A group of individuals with unique talents and skills which are important and which can be shared to make this world better for everyone!

Note: Each student's contribution towards the leadership program will contribute to their Core Competencies' self-reflection and assessment.

Go SKE Leadership Team of 2020/2021!

Great LEADERS don't tell you what to do, they SHOW you how it's done.

Grade 6 Student Leadership Teams focus was on Growth Mindset, cooperative learning and resilience. During our team building evening students are engaged and interact with each other forming new friendships. They learned their mission statement and much more!



SKE LEADERSHIP Mission Statement:

A group of individuals with unique talents and skills which are important and which can be shared to make this world better for everyone!

Gr. 6 Leadership Team – Food and Toy Drive for South Kelowna Elementary Community

School-wide Letters were sent to local seniors for the Christmas holiday



To ensure learner confidence and success for each of our learners by:

- using a learner-centered approach



Gr. 6 School-Wide Entrepreneurial Fair



Kindergarten - Miss Robertson

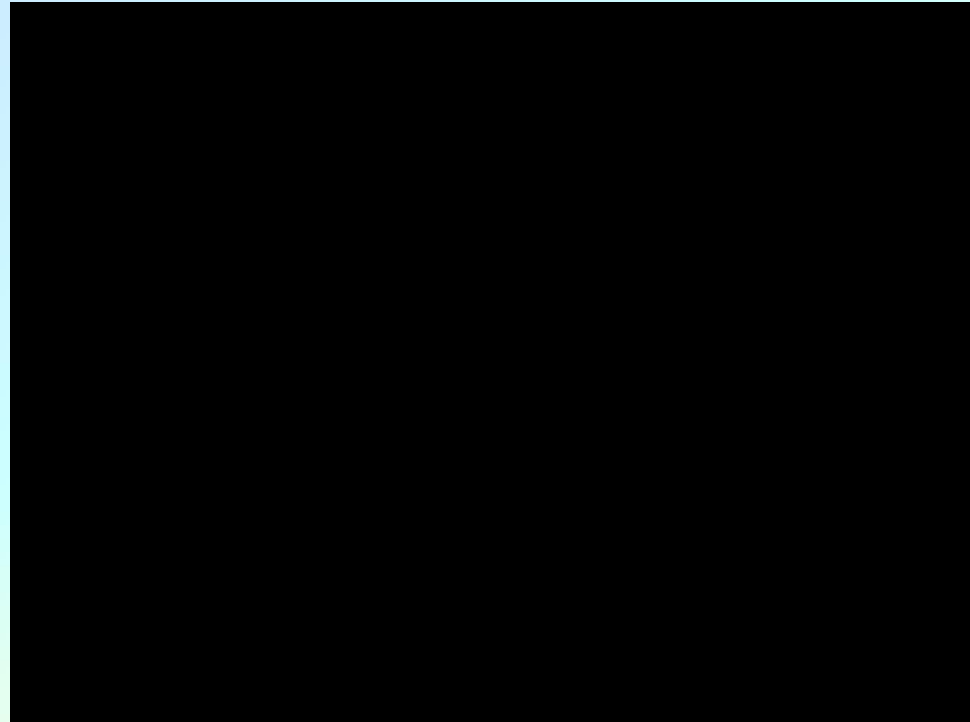
Playing is Learning! Learning is hands on, explorative, social and fun.



Kindergarten - Mrs. Schell/Mrs. Sloan's

Talking Stick Video

Math Stations



Gr. 1 - Mrs. Kirschner



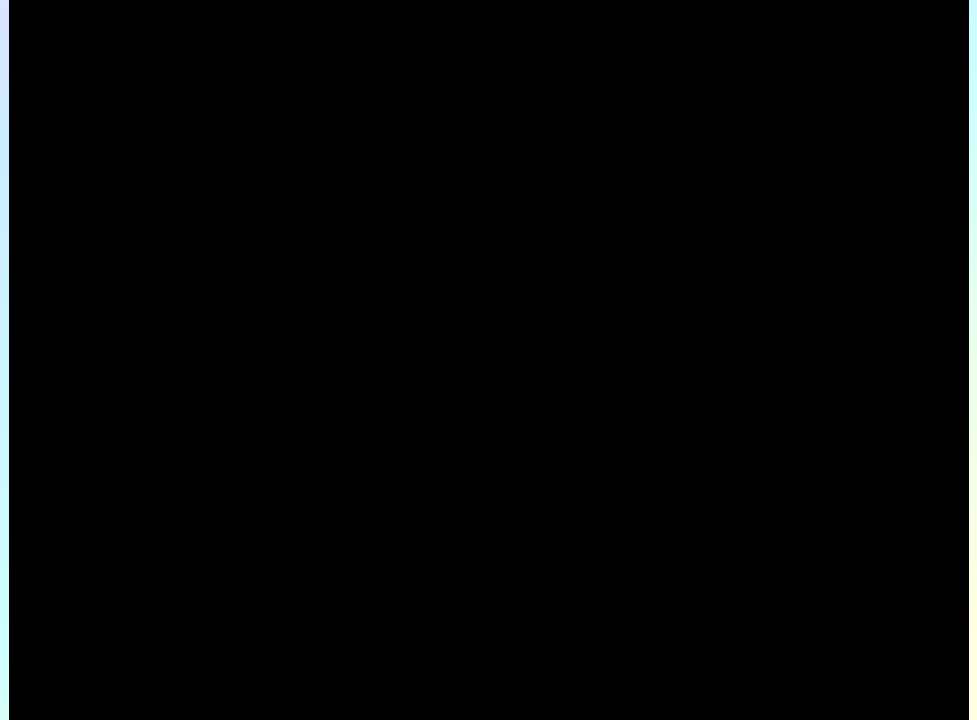
I can create a picture using pattern blocks
and identify the line of symmetry.

Provocations - I can create, share orally and write stories.

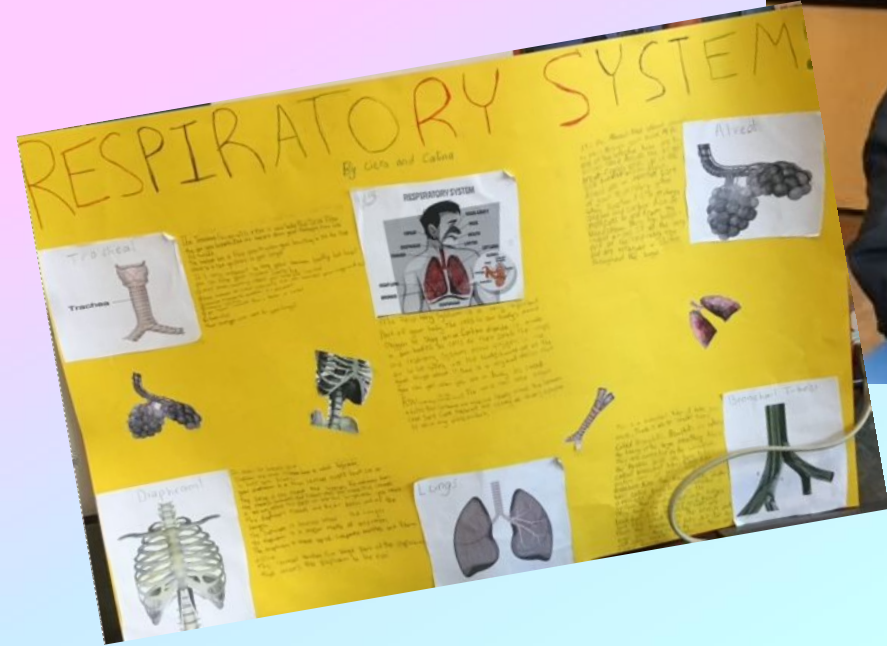
Gr. 1/2 - Mrs. Jennejohn

Math - Esti-Mystery

- encouraging deeper thinking
- reasoning
- engaging all learners
- having fun!



Gr. 5/6 - Mr. Larkin



Why is it important to keep your respiratory system healthy?



Your respiratory system brings oxygen into your body and helps to remove carbon dioxide. Problems with your respiratory system can reduce the oxygen that reaches your lungs, which can make you unwell and unhealthy.

What is the respiratory system made of?

Your respiratory system is the network of organs and tissues that help you breathe. This system helps your body absorb oxygen from the air so your organs can work. It also cleans waste gases, such as carbon dioxide, from your blood. Common problems include allergies, diseases or infections!

A study of human body systems had groups of 4 study a system, including a “specialist” area for each student, such as nutritionist, medical technologist and athletic trainer. Projects included Google Slides, posters, models and experiments.

Gr. 3/4 - Ms. Vecchio

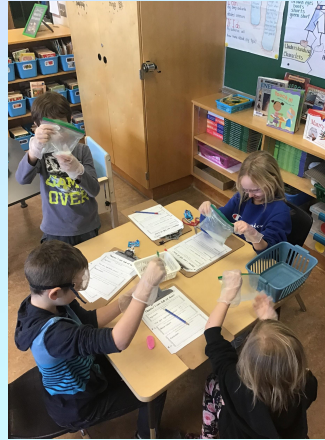
Science Big Ideas:

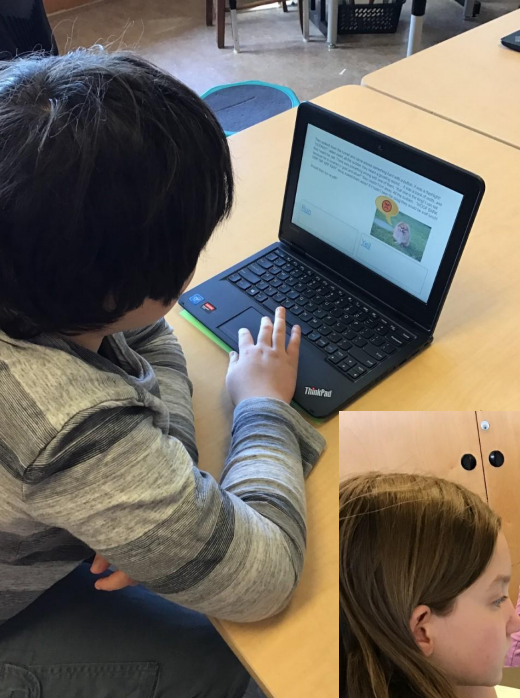
- ~All matter is made of particles.
- ~Matter has mass, takes up space, and can change phase.

Learning intentions I can:

- ~understand how matter is the material of the universe
- ~how matter and energy are related
- ~explore the phases of matter
- ~understand that matter changes phases
- ~explore how heating and cooling affect phase changes
- ~safely use appropriate tools to make observations and measurements
- ~compare results with predictions, suggesting possible reasons for findings

To explore the states & properties of matter grade $\frac{3}{4}$ conducted a variety of experiments to activate their thinking. Through participation in groups, students were motivated to share their results and conclusions after each experiment.

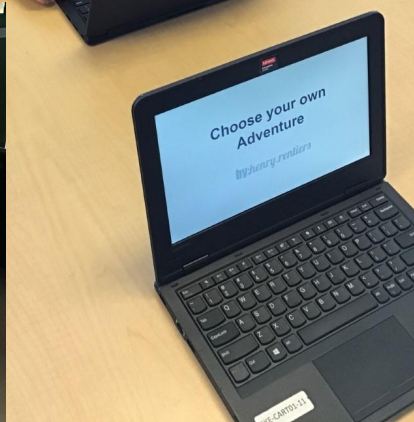
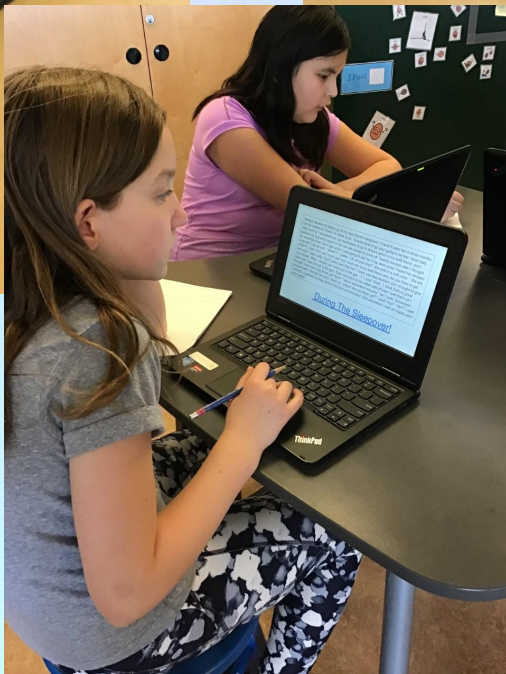




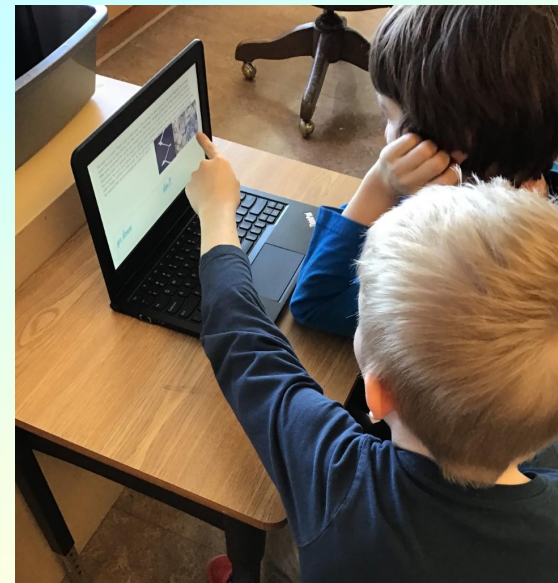
**Choose
Your Own
Adventure
Writing ~
with digital
links**



Students wrote a three part Adventure Story. Next they created an interactive Google Slide project with links. Each link takes the reader on a new adventure. Each adventure leads the reader back to the ending.... Sometimes the link takes the reader the wrong way and they need to try again!

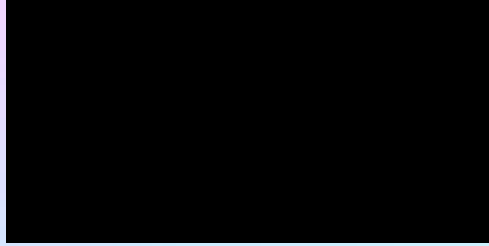


**Gr. 4/5 Ms. Wilson
Wonder Room
Community**



Gr. 2 and 3 - Mrs. Estey (KIND KERMODE BEARS)

Making Connections to The Past, The Present and For The Future

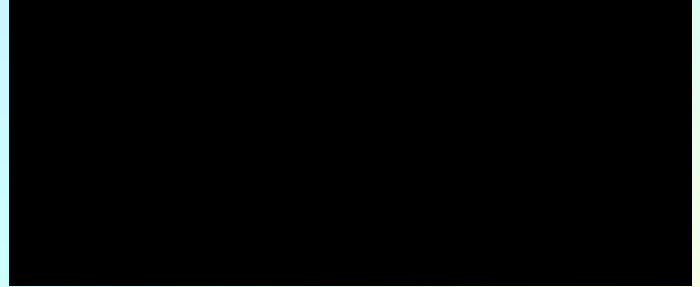


Sending love
through the
mail...

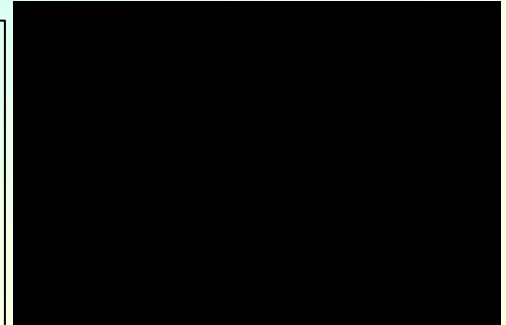
WE HAVE MAIL! We can use the 6 + 1 Writing Traits to plan, draft then write a heartfelt friendly letter to connect with loved ones during Covid - 19 . Mailing day was a fun field trip! The letters were received and brought joy and smiles to many special people and we got some back too:)



Four Food Chiefs - How Food Was Given
Guest Teacher - Emmalea Estey
Which food chief and characteristics do we connect with and explain why?



Okanagan
Peoples -
Indigenous
Dwellings
(Connections
to the land)



Gr. 6 - Mrs. Morgan



Learning about oil and the effects of oil spills.



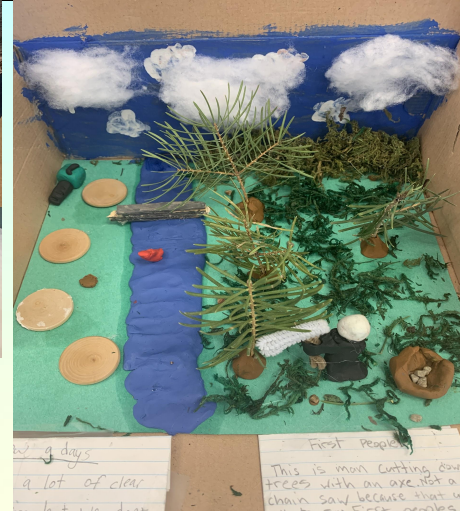
Dioramas- Commercial Fishing vs. First Peoples' method.

Natural Resources and Sustainability unit with a focus on First Peoples' connection to the land, government policies surrounding natural resources and conservation.

Students explaining the modifications they made to their water filter.



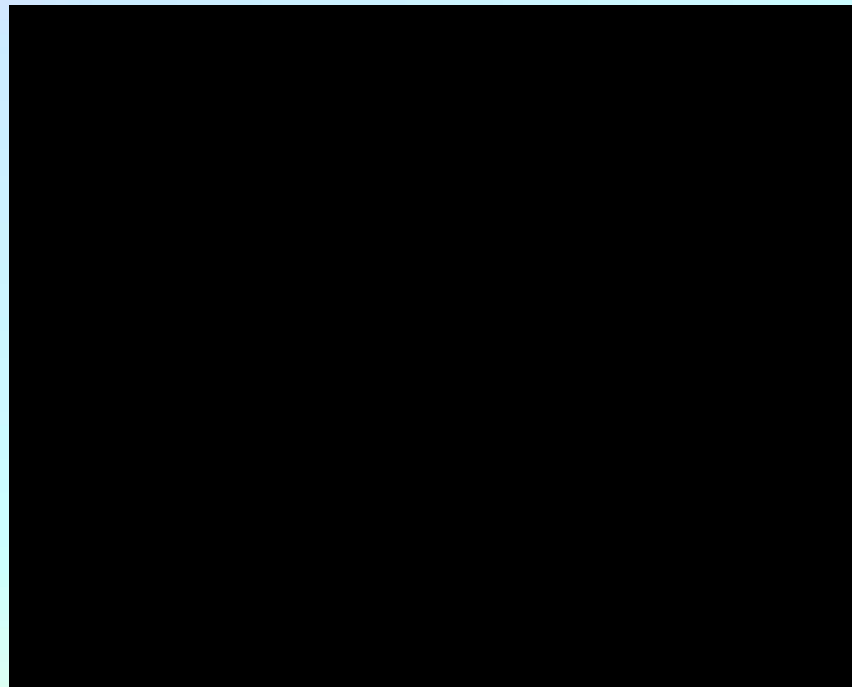
A Cool Drink of Water- Students design, build and modify water filters to gift to a rural community without access to clean water.



Gr. 2 - Ms. Leinemann



Math Groups



Math is ...

CEA Team



Dear Mom and Dad, From Atlas

Having a growth mindset is an essential part of life. Being able to look back and see what you did wrong is important, and self-reflecting helps you grow. I have areas where I need to grow, just like everybody else. I'm not the most inclusive person, so I have trouble working as a team. I find it easier to just do things by myself. But working as a team is a very important skill that I need to develop, so I'll just have to try. I also have a problem with overthinking things. If something is difficult, and I get overwhelmed and frustrated, I'll overthink something and read the instructions too fast, or squeeze my pencil, or just sit there, doing nothing. I can try to work on this by taking a brain break, attempting to calm down, and reading instructions more carefully.

I need to work on a lot of things, so I'm going to try to make a goal to build onto those skills. My goal is to work as a team better. I can try to achieve this by... being more inclusive, build friendships, and be more tolerant. I can try to reach out for these things. It's like everyone has glass barriers around the things they need to work on, and reaching the objective is like picking up the hammer that you couldn't see before and shattering the glass.

Student Voice



Charlotte Henderson

Jaycee Stawnichy

SKE SOCIAL MEDIA



will be. Best school ever so far 😊

36m Like Reply



Samantha Tinling

Great school. It's a community school . The PAC at the time put a lot of care and love into the programs for the kids. Academic the Teacher are great focus on Letting the kids explore their ideas. Learning from not only books but all aspects nature Service to other and world events. Asking the kids the big question ?? Why and what do you think. Get support to all Kids.

2m Like Reply

