



School District 70 (Alberni)
Alberni Elementary School
2017-2018 Wellbeing Goal

System Goal: All students will develop and apply social and emotional learning strategies to become resilient, flourishing, self-aware individuals.	
Alberni Elementary School Goal: To improve student's social and emotional wellbeing through increased connections and feeling of belonging .	2016-2017 Objectives: 1. Students will increase positive connections with peers 2. Students will increase positive connections with school
Rationale: Social and emotional well-being is associated with greater motivation and achievement in school, as well as positive outcomes later in life including post-secondary education, employment, healthy lifestyles and physical and psychological well-being. As a social and emotional competency connectedness and belonging : <ul style="list-style-type: none">• Increases a child's resilience and success• Increases a child's well-being and promotes mental health and can serve as a protective factor	
Evidence: Key Indicator: Middle Years Development Instrument (MDI): Grades 4 and 7 Other indicators: Early Years Development Instrument (EDI) Provincial Student Learning Survey Results Student Self Reporting Parent Observation/Opinion Staff Reporting	

Success/Results

201718 Targets
Expected results

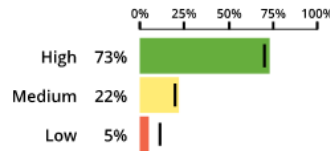
Middle Development Instrument (MDI) Results

Peer Belonging

Grade 4 (2016-17)

PEER BELONGING

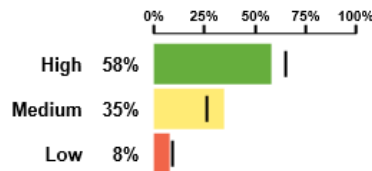
Measures children's feelings of belonging to a social group. e.g. "When I am with other kids my age, I feel I belong."



Grade 4 (2015-16)

PEER BELONGING

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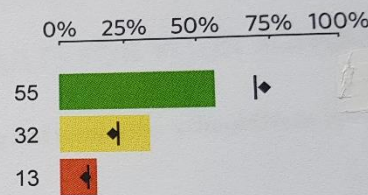


Grade 4 (2014-15)

CONNECTEDNESS WITH PEERS

PEER BELONGING

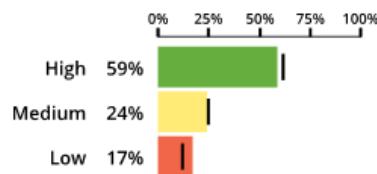
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Grade 7 (2016-17)

PEER BELONGING

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1. Peer Belonging
65% of all students will report a high measure of student belonging.



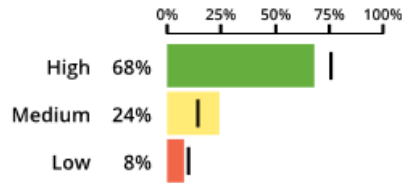
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School Belonging

Grade 4 (2016-17)

SCHOOL BELONGING

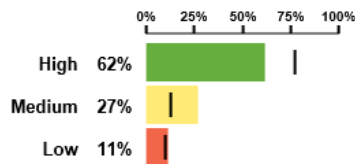
School belonging is the degree to which children feel connected and valued at their school. e.g. "I feel like I am important to this school."



Grade 4 (2015-16)

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Grade 4 (2014-15)

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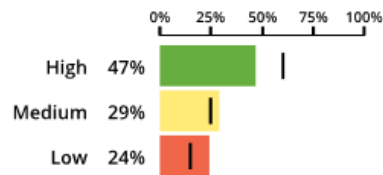
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Grade 7 (2016-17)

SCHOOL BELONGING

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2. 92% of all students will report medium to high levels of school belonging.

Provincial Student Learning Survey

School Year	Grade 3/4 Students	
	#	%
Do you feel welcome at your school?		
2011/12	37	80
2012/13	26	62
2013/14	35	76
2014/15	34	76
2015/16	29	74

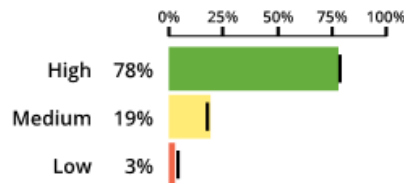
School Year	Grade 3/4 Students	
	#	%
How many adults at your school care about you? (perce		
2011/12	43	93
2012/13	37	82
2013/14	41	93
2014/15	42	91
2015/16	39	100

Adults at School

Grade 4 (2016-17)

ADULTS AT SCHOOL

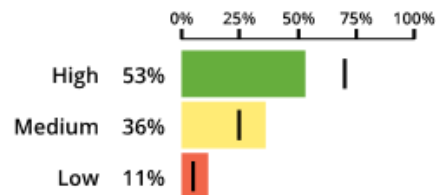
Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



Grade 7 (2016-17)

ADULTS AT SCHOOL

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3. 80% of all students will report they feel welcome at our school.



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2016-17 Data Review Indicated

1. Goal: Peer Belonging-65% of student will report a high measure of student belonging.
 - 2016-17 Grade 4 results 73% (exceeded)
 - 2016-17 Grade 7 results 59% (not met)

2. Goal: School Belonging-92% of students will report medium to high levels of school belonging.
 - 2016-17 Grade 4 results 92% (met goal)
 - 2016-17 Grade 7 results 76% (not met)
 - Question: This Grade 7 cohort remained in Elementary School for an additional 2 years (after reconfiguration from a Middle School to Elementary School Model). This is our first data collection at a Grade 7 level. We will continue to inquire and plan with Intermediate students, staff and parents with the aim to increase belonging.

3. Goal: 80% of students will report they feel welcome at our school.
 - 2016-17 Grade 4 results 74% (not met)
 - 100% of grade 4 students reported they felt adults at school cared about them.
 - Question: What experiences and conditions make students feel welcome at school?

Organizing for Improvement

Strategies and Structures

To increase student outcomes in the areas of social and emotional well-being, particularly to increase a sense of student **belonging** in our school community, AES continues

- Staff greeting students in hallway as they enter the building (before school, at recess and lunch and at end of the day)
- Big Buddies (primary classes teaming with intermediate classes across French Immersion and English classes) to build connections, support learning and to have fun together
- Outside Play equipment and instruction via Intermediate Playground Leaders for both Primary and Intermediate students
- Combine French Immersion and English grades for teambuilding activities (i.e. grade 6/7 Camp Thunderbird)
- *Opening up* outside play area for grade 1-7 to play together (removing boundaries)
- Monday morning gathering in the Fieldhouse (entire school, drumming/singing, morning announcement)
- Whole school theme days/weeks

In addition to ongoing strategies and structures, we continue to research which strategies, practices and structures are most effective to increase student connectedness and belonging. We plan to target a few everyday strategies and evaluate their effectiveness rather than initiating several practices at once. This includes:

- Staff to learn more student names to personally greet more students
- Provide designated place outdoors/bench for students to mingle as an indicator they are looking for someone to play with
- Whole school gatherings to celebrate successes

Communication

We will communicate our progress

- With staff and parents: Staff Meetings, PAC meetings, Newsletters, Board of Education
- With students: assemblies, school announcements, class meetings