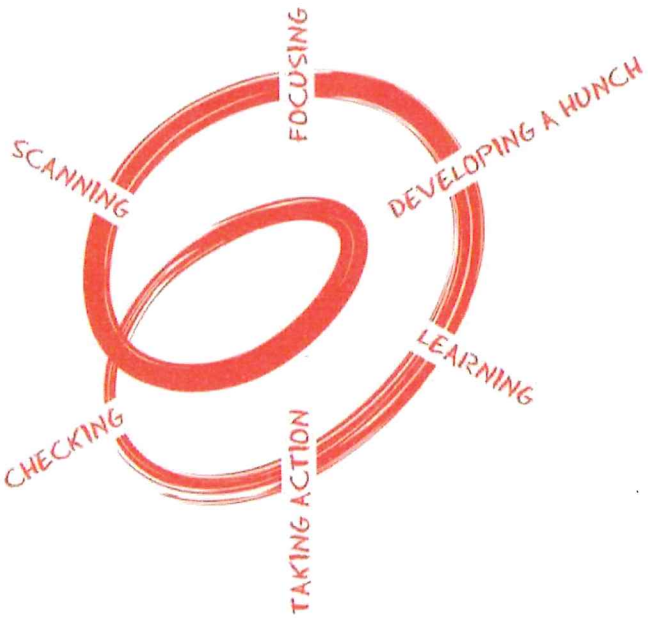
Framework for Enhancing Student Learning
Hollyburn Elementary
2021-2022: Year 3



View Presentation:

School: Hollyburn Elementary School

Hollyburn FESL Committee:

Nathan Blackburn (Principal)
Emily Miller (Vice Principal)
Maureen Lee (Former District Principal)
Jenn Wong (Teacher)
Sylvia King (Teacher)
Taylor McKittrick (Teacher)
Erin Rochfort (Teacher)
Cathie Needham (Teacher
Sabrina Travierso (Teacher)

FESL Year: Year Three

School Context

- Built in 1913, Hollyburn Elementary is the oldest school in West Vancouver. A heritage site in a seaside community, Hollyburn's charm has touched multiple generations and provides a warm, supportive, innovative and progressive learning environment for students and their families.
- Hollyburn's students come from various parts of the North Shore and Lower Mainland and represent a diverse array of cultural backgrounds. We are pleased to welcome a number of new students each year, which influences our enrolment. We have between roughly 260 students in Kindergarten through Grade Seven.
- Over 1/3 of students are serviced as English Learners (ELL); 9% are Ministry Designated with social/emotional, physical/health and/or learning needs; 5% are District International Students; 10% are of First Nations descent.
- On-site community services that operate out of Hollyburn include StrongStart, Hollyhouse (before and after school care), SWIS (Settlement Workers in Schools), and special programs offered by private operators including the West Vancouver Community Centre.

Inquiry

How can promoting a whole school focus on Social Emotional Learning led to students feeling like school is a place where they belong, feel successful, experience positive relationships, and develop a sense of self-worth and optimism for the future.

Rationale

"Learning ultimately supports the **well-being of the self**, the family, the community, the land, the spirits and the ancestors" -FPPL

"In WV Schools, we aspire to foster resilience, social emotional well-being and positive mental health" - West Vancouver Schools Mental Health Framework.

"SEL programs yielded multiple benefits in each review and were effective in both school and after-school settings and for students with and without behavioral and emotional problems. They were also effective across the K-8 grade range and for racially and ethnically diverse students from urban, rural, and suburban settings**. SEL programs improved students' social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance; they also reduced students' conduct problems and emotional distress**. Comparing results from these reviews to findings obtained in reviews of interventions by other research teams suggests that SEL programs are among the most successful youth-development programs offered to school-age youth. Furthermore, school staff (e.g., teachers, student support staff) carried out SEL programs effectively, indicating that they can be incorporated into routine educational practice. **In addition, SEL programming improved students' achievement test scores by 11 to 17 percentile points, indicating that they offer students a practical educational benefit.**"[1]

Successes and Challenges

At Hollyburn, there are both successes and challenges for our student's overall wellbeing. While our fourth-grade students are feeling optimistic and successful, when compared to the provincial average, our grade 7 students have struggled along several of these domains. See **Appendix A** for a detailed breakdown of scores.

Further Areas of Success:

1. Self-Regulation, the ability to identify and respond to our emotional states, is an important component of social/emotional wellness. Students and staff have a shared

[1] Payton, J., Weisberg, et. al., (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.* CASEL.

language around the Zones of Regulation program. Over the years, Hollyburn students have become very familiar with the colour coded language of "Zones" and are often able to identify their emotional states based on the four colours of the "Zones" program.

2. Self-Regulation Tools are part of every classroom. Teachers have worked hard to provide students with action and movement breaks, noise cancelling headsets, privacy screens, seating variety, etc. Our Learning Support Team has a strong understanding of the tools and techniques to aid with Self-Regulation. We also have a strong connection to the district Self-Regulation Team as members of the team have been Hollyburn staff members.
3. Staff has a common understanding of Social and Emotional Wellness. The FESL goal and language was developed by the staff as a group. The following are some of the components of social emotional wellness that we jointly defined by the teaching staff on September 18th, 2019:

    - Self-Regulation
    - Resilience
    - Optimism
    - Growth Mindset
    - Feeling connected to others
    - Perspective Taking
    - Courageous Empathy
    - Feeling safe
    - Social Confidence

Further Challenges:

1. Over 30% of our student population is comprised of English Language Learners. This means that students are faced with many challenges as they acquire language, develop social skills, and build their understanding social and emotional literacy during classroom lessons and activities.
2. Working with the Hollyburn school community is important for school initiatives. The involvement with a diverse parent group, many of which are working families and/or new families to the country, is an important piece for school initiatives. We are building community involvement in the school, and while our PAC and community outreach is growing, the process remains ongoing.

3. Mental Health seems to be on the decline for youth in B.C. In British Columba, adolescents' ratings of overall health and mental health have been in decline, and students who reported having an anxiety disorder or panic attack increasing from 8% in 2013 to 19% in 2018. Reports of depression rose from 10% to 15% in the same timeframe.[2]
4. A 2020 meta-analysis of studies 19 studies involving over 52, 000 participants on the impact of the Covid-19 Pandemic on Mental Health found that, "The COVID-19 pandemic represents an unprecedented threat to mental health"[3] Symptoms of depression in the general population ranged from around 5.4% in the general population of Middle-High income countries, to 38.6% during the pandemic. Similar increases are reported for anxiety, stress and PTSD, with stress being the greatest percentage increase.
5. A study on School Closures in 2020 has shown that the learning of younger children, and children from low SES backgrounds was negatively affected by the pandemic, with predictions for learning gaps in subsequent school years.[4] A separate study of 1.2 million students in 40 states, found that students were found to be 3-6 months being in math and reading, with low-income students being most affected[5].

Focusing

Social and emotional health and wellbeing is integral to our success as learners.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), as well as the Core Competencies of curriculum of British Columbia, provide focus and direction for social and emotional learning, which is a process through which, "...children understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions."

BC Curriculum's **Personal and Social** Core Competency. The Personal and Social Competency, according to the BC's New Curriculum Documents (2019), encompass, "...what students need to

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[2] Grewal, Joti. (2019) *BC Teens Struggling with More Anxiety and Depression*. Retrieved From: https://www.summerlandreview.com/news/b-c-teens-struggling-more-with-anxiety-depression-2018-report/ https://www.summerlandreview.com/news/b-c-teens-struggling-more-with-anxiety-depression-2018-report/

[3] Xiong, Jiaqui et. al (2020) Impact of COVID-19 pandemic on mental health in the general population: A systematic review 2020 Dec 1; 277: 55–64. Published online 2020 Aug 8. doi: 10.1016/j.jad.2020.08.001

[4] Hammerstein et.al (2021) Effects of COVID-19-Related School Closures on Student Achievement-A Systematic Review. Centre of Educational Management. Frontiers in Psychology.

[5]Dorn., Hancock, Karakatsanis, Viruleg (2021) *Covid-19 and education: The lingering effects of unfinished learning*. Published Online: July 27, 20201.

thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world."

The Personal and Social Core Competency has three sub-competencies;

1. Personal Awareness and Responsibility
2. Positive Personal and Cultural Identity
3. Social Awareness and Responsibility

The following facets of Social Emotional Learning (SEL) are derived from CASEL (2019) are aligned well with BC's Core Competencies curriculum:

- Self-awareness: Knowing strengths and limitations, with a well-grounded sense of confidence, optimism and a "growth Mindset"

- Self-Management: Effectively manage stress, control impulses, and motivate yourself to set and achieve goals

- Social Awareness: Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures

- Relationship Skills: Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Responsible Decision Making: Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Evidence/Data to support

1. Middle Years Development Index (x1 Yearly) *If Available.*
2. School Learning Surveys (x1 Yearly) including school derived questions.
3. Core Competencies Student Term Reflections (x3 Yearly)
4. Picture and Video documentation
5. Class Review – 4 Point Scale Review (Fall/Spring) of 5 Domains of SEL
6. STRS – Student Teacher Relationship Scale
7. Case Studies "Wonder Child"

Key Learnings

Research on a variety of school based Social Emotional Learning (SEL) interventions confirmed that such learning is essential to child development in terms of academics, achievement motivation and mental health.

For schools to implement successful SEL programs and activities, research has indicated that the several steps should be followed:[6]

1. Principal commits to school wide SEL
2. Staff develop and articulate a shared vision
3. Conduct needs and resources assessment
4. Develop an action plan
5. Select evidence-based program
6. Conduct initial staff development
7. Conduct SEL instruction in classrooms
8. Expand instruction and integrate school wide
9. Review activities and adjust for improvement

Developing a Hunch

The Middle Years Development Index as well as the Student Learning Surveys provided objective insight into our students' perceptions of their self-worth, academic self-concept, optimism and overall wellness. We can see that while grade four students generally rate themselves "high" in several of the above areas, equal to or surpassing the district and/or provincial reporting, there is a drop off in self-reported wellness between the early and late intermediate years. We are hoping that through SEL programming, we can increase our students' views of themselves as learners and valuable contributors to the school community.

After 2020, we believe that the mental health crisis resulting from the Covid 19 pandemic makes this learning even more important.

New Professional Learning

Professional Development: To begin to develop our understanding of how to develop programs and activities appropriate to the needs of SEL at Hollyburn, teachers completed a "needs and resource assessment" (Part 3 of Elias et. al's Key Steps) of school wellness. We asked ourselves

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[6] Elias, M.J. et. Al (1997) *Promoting social and emotional learning: Guidelines for educators.* Alexandria, VA: Association for Supervision and Curriculum Development

three questions: *Where do I see wellness*? *Where do I see a need for more?*, and *Where do I need support?*

There responses can be grouped as such;

Where do I see wellness?	*Where do I see a need for more?*	*Where do I need support?*
✚ Connections between staff and students and between staff and staff ✚ Combined grade groups ✚ Use of outdoor spaces (Garden, Ambleside Beach, Chatwin Park) ✚ Students are understanding a "Growth Mindset" ✚ Zones of Regulation shared language ✚ "Mindup" mindfulness language in many classrooms. ✚ Wellness resources in the library	✚ Connecting to families ✚ Multi-age opportunities ✚ Playground ✚ Restorative Justice ✚ Children who struggle with issues at home ✚ Children who come from school systems that do no focus on SEL ✚ Social and communication skills ✚ Teacher self-care ✚ Digital Literacy ✚ Continue with Self-regulation and problem solving activities.	✚ Strategies for promoting optimism. ✚ Language learning about social and emotional wellness – how to express and share thoughts and feelings ✚ Strong Start Teacher Parent Relationships ✚ Pro-D and resources for teacher wellness ✚ Increased counselling support

Year Two: Wednesday, September 2: Trauma-Informed Practice and Compassionate Learning Communities (All staff)

Year Three: Friday, September 24: Restorative Justice in Education (All Staff)

Taking Action

In Year one of the FESL, we will work toward completing the first six steps of Elias et. al (1997) [7] plan for successful implementation of SEL programming in school.

1. Principal commits to school wide SEL (Year 1)
    - ➢ Completed in consultation with school staff on June and August of 2019

[7] Elias, M.J. et. Al (1997) *Promoting social and emotional learning: Guidelines for educators.* Alexandria, VA: Association for Supervision and Curriculum Development

- Staff commit to setting a school goal of developing social emotional learning with

2. Staff develop and articulate a shared vision (Year 1)
   - Completed on Sept 18 and Sept 20th of 2019
   - Staff develop shared understanding of core components of SEL.
   - Staff commit to shared definition of SEL (See Section "Focusing"
3. Conduct needs and resources assessment (Year 1)
   - Completed on Sept 20th of 2019
   - Staff completed a needs assessment and resource share. Staff discussed needs for SEL planning.
4. Develop and action plan(Year 1)
   - In Development in cooperation with stakeholders
5. Select evidence-based program (Year 2)

   Second Step Pilots in the following classrooms:
   Div 12 – Kindergarten
   Div 11 – Grade 1
   Div 10 – Grade 2
   Div 8 – Grade 3
   Div 5 – Grade 5

6. Conduct initial staff development (Year 2)
   Wednesday, September 2: Trauma-Informed Practice and Compassionate Learning Communities

7. Conduct SEL instruction in classrooms (Year 2)
   - Second Step in grades K, 1, 2, 3 & 5)
   - EASE (Everyday Anxiety Strategies for Educators) in grades K, 1/2, 5/6 and 6/7
   - zzzPower (Strategies for Sleep and Wellness) in grades 1/2
   - *We Thinkers!* (Social Thinking) in grades 1/2
   - The Virtues Project (School Wide)

8. Expand instruction and integrate school wide (Year 3)

Professional Learning (Staff)

- Equity, Diversity, and Inclusion (Opening Day)
- Open Parachute Professional session (sept 20, 2021)
- Restorative Justice in Education (Sept 24th, 2021)
- Equity, Diversity and Inclusion, Case Studies (Nov. 12)
- Staff Book Club "Kids These Days: A Gameplan for (Re)connecting with those we teach, lead and Love" By Dr. Jody Carrington

Virtues Project

Each month, Hollyburn Staff, Students and Families recognize a Virtue that promotes mental health and wellness. We share tips and definitions on the announcements, discuss our tips in the family eBulletin each week, and develop a

Friendly February
Movement March
Acknowledgement April
Mindful May
Joyful June
Self-Care September
Open Minded October
Natural November
Diversity December
Jump Back Up January (Grit and Perseverance)

9. Review activities and adjust for improvement (Year 3)

- Second Step in every classroom, K-5
- Open Parachute in Divisions 1 ,2 and 3 (Grades 5/6, and 6/7)

Open Parachute is an Online Mental Health initiative for k-12 which connects student issues to support from a clinical psychologist. Issues such as positive relationships, personal wellbeing are addressed.

- Student Voice Committee

  By creating a space for students to provide perspective on school life, and to develop initiatives to support community, spirit and charity within the school community, students become leaders in decision making, and have agency and voice that supports a sense of belonging at Hollyburn.

- Case Studies and STRS Measurement Tool

  In Fall of 2021, all teachers began to engage in a case study project where they chose one student with whom they have a difficult time "connecting with". With the support of District Counsellor Maureen Lee, we chose a template and measurement tool, the Student Teacher Relationship Scale, to evaluate our relationships with a student as an individual and find strategies to help them feel like they belong. This project is monitored and measure over the course of the 2021-2022 school year to connect our FESL to specific individuals with whom belonging may be a particular challenge.

Additional Action Items

Innovation Grants:
Hollyburn teachers are engaging in several innovation grants centered on promoting social and emotional health and well-being.

IG: Communication and the Impacts on Social-Emotional Well-Being

Hollyburn teachers Sylvia King and Jennifer Wong, along with Lorraine Hartley (Caulfield) are asking the question, "How can improving students' abilities to communicate effectively foster student social-emotional well-being"

IG: Play in the Intermediate Years

Grade 4/5 teachers are bringing concepts of the Early Learning Framework to the intermediate grades, recognizing the play is integral to well-being and learning.

Building Classroom Community through Proactive Circles: 4-part after school series of teachers:

Three Hollyburn teachers are participating in this program, from primary to intermediate. Here is a description of the program:

Together with the North Shore Restorative Justice Society, WVSD will host a 4-part professional learning series on Restorative Practices for Classrooms.

- Learn the principles and practices of Restorative Justice in Education (RJE) through Circles, Affective Statements and Restorative Questions through experiential learning.
- Gain strategies for your classroom as well as reflect deeply on your own beliefs, values, and how they may affect your practice.

Changing Results for Young Children:

Three Hollyburn classrooms are involved with both district programs. Here are descriptions of the programs. "CR4YC focuses on social and emotional well-being to improve outcomes for young children. One of the CR4YC goals is to identify and apply a strengthened understanding of quality practices associated with improving the social and emotional well-being of young children. Another goal is to increase the coherence in pedagogy between Early Childhood Educators and Primary Educators."

SEY2K- Strengthening Early Years to Kindergarten Transitions:

Hollyburn is a participant in the pilot program from SEY2K. This initiative is intended to ensure that children and families experience a coherent transition from Early Years to Kindergarten. The initiative will develop guidelines and models that focus on: Increasing the use of restorative transition policies & practices that are strength-based, child & family-focused, holistic, and emphasize the importance of cultural identity

EASE:

"EASE - Everyday Anxiety Strategies for Educators is a collection of school-based, evidence informed, anxiety management and resilience-building resources for use by educators with B.C. students in grades K-7. EASE helps educators teach students strategies to address the thoughts, feelings and behaviours associated with anxiety, while also supporting social and emotional learning and mental health literacy of educators through a professional development course" (BC Ministry of Education, 2019)

zzzPower: This book and related series of activities teaches Elementary school aged children about the direct link between learning, mental health and a good night's sleep.

We Thinkers!: "Social thinking is the process by which we interpret the thoughts, beliefs, intentions, emotions, knowledge and actions of another person along with the

context of the situation to understand that person's experience. If we are engaging or sharing space with another person, we use this information to determine how to respond to affect the thoughts that person has about us to achieve our social goals (such as being friendly to maintain a friendship).... With the Social Thinking Methodology, you gain evidence-based strategies to help people age 4 through adult improve their social competencies, including:

- Self-regulation
- Social-emotional learning
- Executive functioning
- Perspective taking
- Social problem solving*

*From www.SocialThinking.com

Communication Strategies

- Principal and Vice Principal will incorporate SEL language in discussions and presentation with parents, ie) Curriculum Night and new family orientations
- Principal/VP/Teacher/Student Blog posts on wellness
- Principal will meet with HPAC and consult on initiatives within the school
- Weekly E-Bulletins will contain information about SEL learning

Parental/Community Involvement

(How will you work together as a school community to do this work?)

- Communication through HPAC
- SEL discussion during parent events such as curriculum night, new family orientation, welcome to kindergarten
- Sharing learning and learning goals with Strong Start parent drop in program and Seamless Day Before and After Care
- E-Bulletins

Connection to the District Pillars

Inquiry: A student's well-being is essential to learning. Students who are happy, who are emotionally self-regulated, and who can maintain positive relationships can work well with others, can explore their curiosities, and dig deeply in their learning. When students struggle with over-all wellness, learning can be significantly impacted. SEL programs in schools have

been shown to help build skills linked to cognitive development, encourage student focus and motivation and increase student confidence and success.[8]

Digital Literacy: It will be exciting to explore the connections between SEL and digital literacy. While in our first year we have yet to determine how digital devices will be incorporated into

SEL learning, or understand how SEL learning affects our relationship with the digital world, teachers are hoping that by developing wellness strategies, students are able to engage with their digital learning more deeply, and build resilience to the challenges they face with social media.

Self-Regulation: Self-Regulation is one of the pillars of Social-Emotional Health and Wellness. Self-Regulation is the idea that people are able to recognize their emotional state and needs, and act accordingly. It means understanding your long-term best interest as well as developing strategies for regulating ones mood. A self-regulated child recognizes when they are sad, or frustrated, and can take steps to help themselves to feel calm.

Connection to the 7 Principles of Learning

The first three of the seven principles of learning are 1. Learners at the centre, 2. The social nature of Learning, 3. Emotions are integral to learning.

The foundations of Social Emotional Learning initiatives put learners at the centre by helping children to develop the skills, strategies and mindsets that they need to feel ready and able to learn. SEL focuses on the social nature of learning by encouraging positive relationships and relationship building strategies. Such programs have also been shown to be successful in helping students to develop healthy relationships, which supports our focus on the Social Core Competency sub-competency of Personal Awareness and Responsibility.

Emotions are integral to learning is the third of seven principles of learning. This idea is the driving focus of our FESL. Hollyburn staff want our students to understand and communicate confidently about their emotions. We believe that for learners to be as successful as they can be, they must believe they can be successful, they must have a strong sense of self-worth, and be self-regulated learners. The understanding the emotions are integral to learning is what drives our school goal.

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[8] Joseph E. Zins, Michelle R. Bloodworth, Roger P. Weissberg & Herbert J. Walberg (2007) *The Scientific Base Linking Social and Emotional Learning to School Success*, Journal of Educational and Psychological Consultation, 17:2-3, 191-210

Signing Off Page

	Name:	Signature:
Principal	Nathan Bladeburn	
Parent Representative	Monica Scoles	
Student Representative	Fumiyuki Okochi	Fumi Okochi
WVTA Representative	Jennifer Wong	
WVMEA Representative	Kate Dwyer	

Approval of the Board and Superintendent:

Board Chair Signature: _____

Superintendent Signature: _____

APPENDIX A: Data Collection

Middle Years Development Index: 2017/2018:

<table>
<tr><th>Middle Years Development Index: 2017/2018</th><th>Grade Four</th><th>Grade Seven</th></tr>
<tr><td>Academic Self Concept
(Feeling Successful)

"I am certain I can learn the skills taught in school this year."</td><td><table><tr><td>High</td><td>Med</td><td>Low</td></tr><tr><td>81%</td><td>16%</td><td>3%</td></tr></table>
High is above SD45 average. (80%)

High is meeting provincial average (81%)</td><td><table><tr><td>High</td><td>Med</td><td>Low</td></tr><tr><td>95%</td><td>5%</td><td>0%</td></tr></table>
High is above SD45 average (84%)

High is above provincial average.</td></tr>
<tr><td>Self Esteem
(Self-Worth)

"A lot of things about me are Good"</td><td><table><tr><td>High</td><td>Med</td><td>Low</td></tr><tr><td>81%</td><td>19%</td><td>0%</td></tr></table>
High is above SD45 average. (77%)

High is above provincial average.</td><td><table><tr><td>High</td><td>Med</td><td>Low</td></tr><tr><td>64%</td><td>32%</td><td>5%</td></tr></table>
High is below SD45 average (71%).

High is below provincial average.</td></tr>
<tr><td>Optimism

"I have more good times than bad times."

Long Range Self-Regulation</td><td><table><tr><td>High</td><td>Med</td><td>Low</td></tr><tr><td>68%</td><td>23%</td><td>10%</td></tr></table>
High is above SD45 average (61%).

High is above provincial average.

<table><tr><td>High</td><td>Med</td><td>Low</td></tr></table></td><td><table><tr><td>High</td><td>Med</td><td>Low</td></tr><tr><td>45%</td><td>32%</td><td>23%</td></tr></table>
High is below SD45 average (51%)

High is below provincial average.

<table><tr><td>High</td><td>Med</td><td>Low</td></tr></table></td></tr>
</table>

"If something isn't going according to my plans, I change my actions to try and reach my goal."	71% | 16% | 13% High is above SD45 average (57%) High is above provincial average.	59% | 32% | 9% High is below SD45 average (60%) High is below provincial average.
Overall Well-Being	High | Med | Low 36% | 32% | 32% High is below SD45 average (47%) High is below provincial average (42%)	High | Med | Low 36% | 27% | 36% High is below SD45 average (41%) High is below provincial average (38%)

Student Learning Surveys (Grade 4 and Grade 7) 2018/2019:

Question S7: Are you learning to care about your mental health?

Hollyburn: Positive Response, 35.6 %
District: Positive Response, 47.2%
Province: Positive Response, 46.8%

Question S81: Is your school a place where you feel like you belong?

Hollyburn: Positive Response, 69.2%
District: Positive Response, 65.5%
Province: Positive Response, 64.8%

APPENDIX B: Measurement Over Time

Classroom Scans: 2020 – 2021.

	Fall (Oct 2020)	Spring (April 2021)
Primary: Self-Awareness Self-Management Relationship Skills Social Awareness Responsible Decision Making	 2 2.8 2.1 2.4 2.2	 3 2.65 2.65 2.75 2.625
Intermediate: Self-Awareness Self-Management Relationship Skills Social Awareness Responsible Decision Making	 2 2.1 2.3 2.1 2	 2.7 2.4 2.8 3 2.7

Classroom Scans: 2021-2022

	Fall (Oct 2020)	Spring (April 2022)
Primary: Self-Awareness Self-Management Relationship Skills Social Awareness Responsible Decision Making	 1.9 2.2 2.5 2.5 2.0	
Intermediate: Self-Awareness Self-Management Relationship Skills Social Awareness Responsible Decision Making	 2.3 2.2 2.3 2.6 2.4	

Grade 7 Student Learning Surveys: General Questionnaire

HB = Hollyburn, WV = West Vancouver, BC = British Columbia

Grade 7 Student Learn Surveys	2018-2019	2019-2020	2020 - 2021
Q1: *At School, I am learning to care for my Mental Health*	HB: 37%, WV: 45%, BC: 50% "Agree" or "Strongly Agree"	HB: 42%, WV: 48%, BC: 51% "Agree" or "Strongly Agree"	HB: 54%, WV: 48%, BC: 48% "Agree" or "Strongly Agree"
Q2: *School is a place where I feel like I belong*	HB: 58%, WV: 62%, BC: 54% "Often" or "Always"	HB: 56%, WV: 63%, BC: 52% "Often" or "Always"	HB: 68%, WV: 59%, BC: 50% "Often" or "Always"
Q3: *Do you feel welcome at your school?*	HB: 67%, WV: 72%, BC: 66% "Many Times" or "All of the Time"	HB: 65%, WV: 71%, BC: 65% "Many Times" or "All of the Time"	HB: 67%, WV: 71%, BC: 65% "Many Times," or "All of the Time"
Q5: How many adults at your school care about you?	HB: 72%, WV: 68%, BC: 65% "2 or more"	HB: 72%, WV: 69%, BC: 66% "2 or more"	HB: 70%, WV: 67%, BC: 62% "2 or more"

Grade 7 Student Learning Surveys: Hollyburn Specific Questions

Grade 7 Student Learn Surveys	2019-2020	2020 – 2021
Q1: *I am a good person who deserves to be treated with respect*	74% "Agree or Strongly Agree"	76% "Agree or Strongly Agree"
Q2: *I have an optimistic outlook for my future*	82% "Agree or Strongly Agree"	58% "Agree or Strongly Agree"
Q3: *I have good relationships with my teachers and classmates*	. 65% "Agree or Strongly Agree"	68% "Agree or Strongly Agree"
Q4: *I feel like ____ care about me at school.*	93% "2-4" or "More than 4"	94% "2-4" or "More than 4"
Q5: *At school I've learned about different ways to feel good about myself.*	46% "Agree or Strongly Agree"	39% "2-4" or "More than 4"

Grade 4 Student Learning Surveys: General Questionnaire

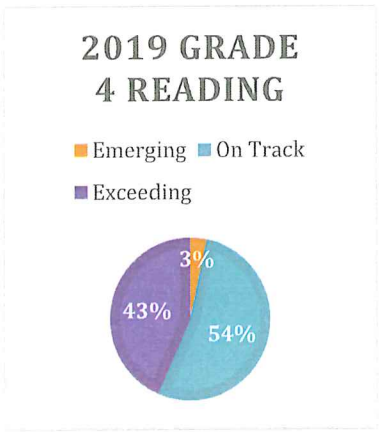
Grade 4 Student Learn Surveys	2018-2019	2019-2020	2020 - 2021
Q1: *Are you learning to care for your mental health?*	HB: 44% | WV: 51% | BC: 40% "Agree" or "Strongly Agree"	HB: 48% | WV: 34% | BC: 39% "Most of the time" or "All of the time"	HB: 53% | WV: 42% | BC: 39% "Most of the time" or "All of the time"
Q2: *School is a place where I feel like I belong*	HB: 52% | WV: 63% | BC: 62% "Many Times" or "All of the Time"	HB: 70% | WV: 62% | BC: 60% "Many Times" or "All of the Time"	HB: 77% | WV: 63% | BC: 60% "Many Times" or "All of the Time"
Q3: *Do you feel welcome at your school?*	HB: 73% | WV: 79% | BC: 78% "Many Times" or "All of the Time"	HB: 86% | WV: 78% | BC: 76% "Many Times" or "All of the Time"	HB: 77% | WV: 79% | BC: 78% "Many Times" or "All of the Time"
Q5: *How many adults at your school care about you?*	HB: 81% | WV: 77% | BC: 74% "2 or more"	HB: 82% | WV: 74% | BC: 70% "2 or more"	HB: 75% | WV: 67% | BC: 66% "2 or more"

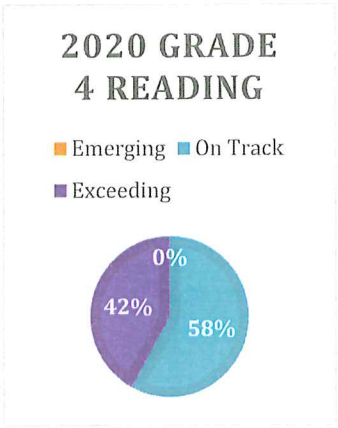
Grade 4 Student Learning Surveys: Hollyburn Specific Questions

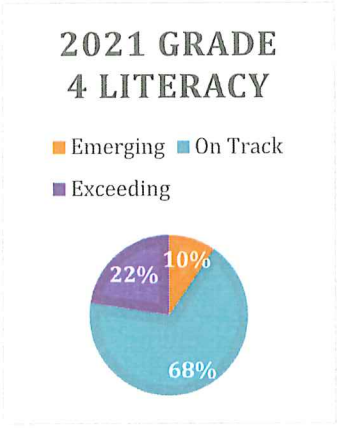
Grade 7 Student Learn Surveys	2019-2020	2020 - 2021
Q1: *I am a good person who deserves to be treated with respect*	57% "Agree" or "Strongly Agree"	86% "Agree" or "Strongly Agree"
Q2: *I have an optimistic outlook for my future*	64% "Agree" or "Strongly Agree"	67% "Agree" or "Strongly Agree"
Q3: *I have good relationships with my teachers and classmates*	. 70% "Most of the time" or "All of the time"	77% "Most of the time" or "All of the time"
Q4: *I feel like ____ care about me at school.*	96% "2 or more"	95% "2 or more"
Q5: *At school I've learned about different ways to feel good about myself.*	57% "Agree" or "Strongly Agree"	60% "Agree" or "Strongly Agree"

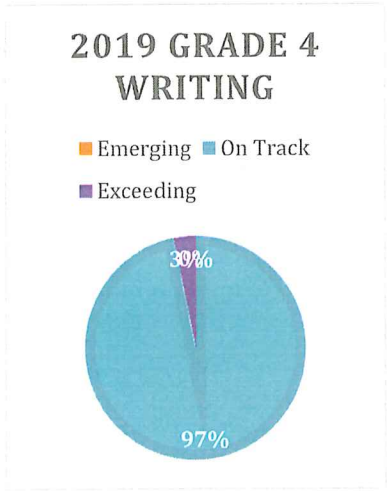
Hollyburn FSA Data

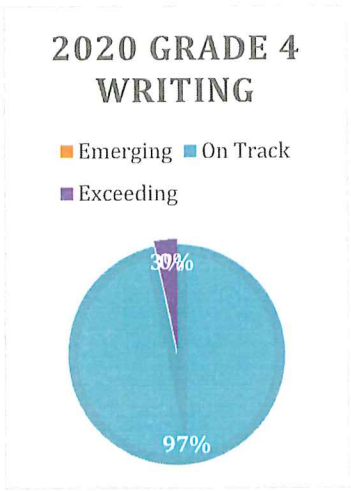
Grade 4 Literacy and Numeracy

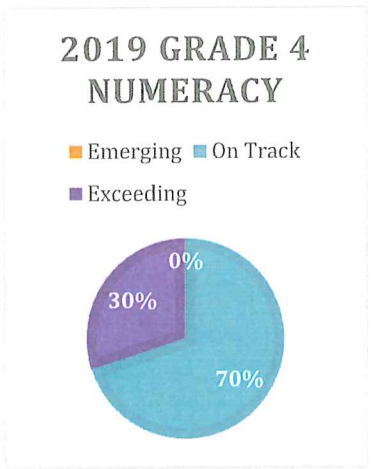


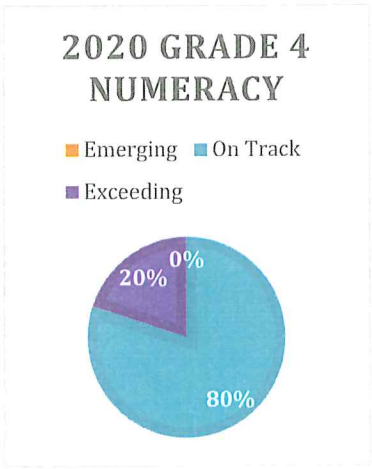


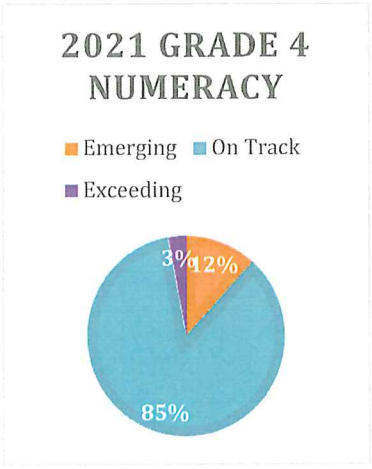




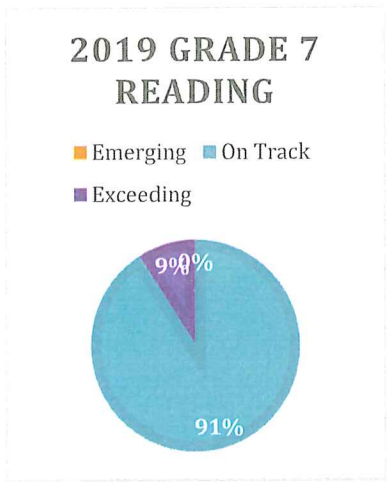


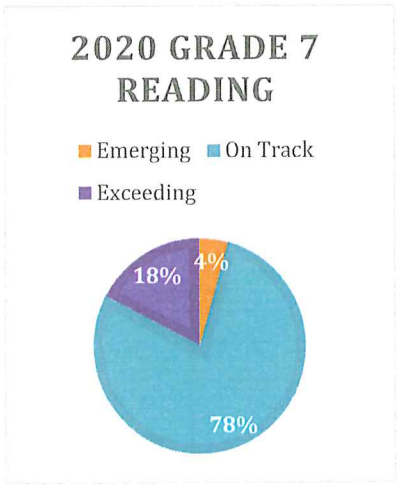


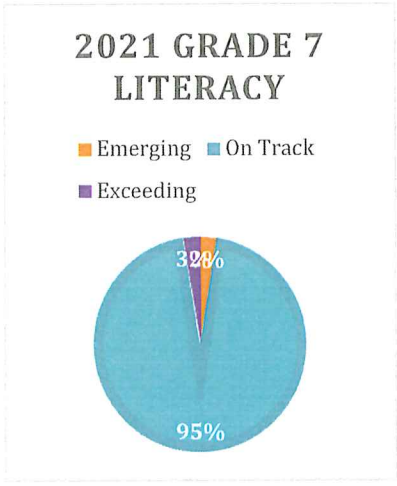




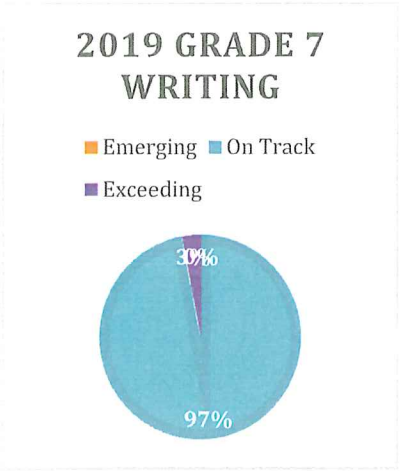
Grade 7 Literacy and Numeracy

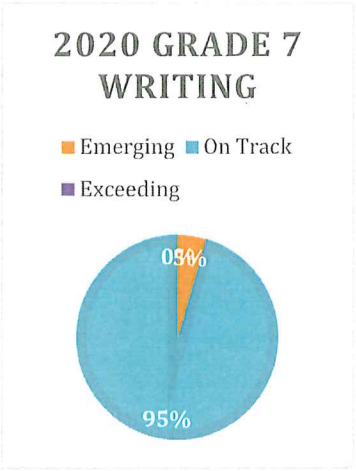


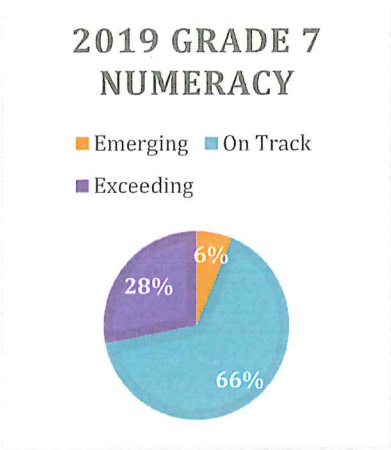


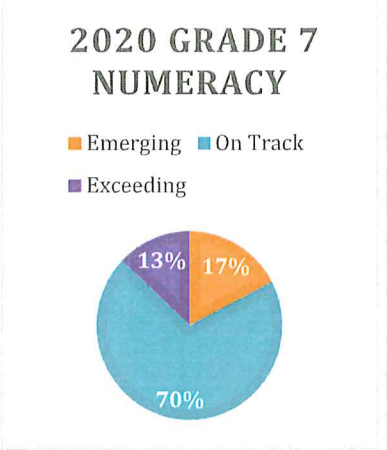


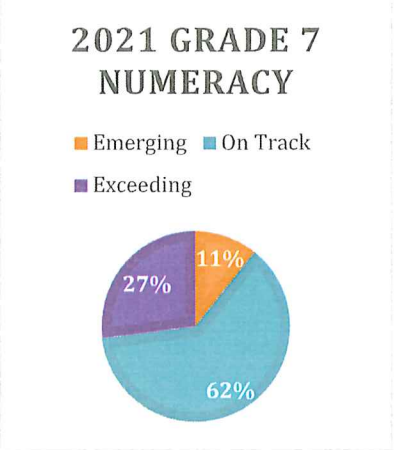
(4% = One Child)


2019 GRADE 7 WRITING
Emerging
On Track
Exceeding
3%
97%


2020 GRADE 7 WRITING
Emerging
On Track
Exceeding
5%
95%


2019 GRADE 7 NUMERACY
Emerging
On Track
Exceeding
6%
28%
66%


2020 GRADE 7 NUMERACY
Emerging
On Track
Exceeding
13%
17%
70%


2021 GRADE 7 NUMERACY
Emerging
On Track
Exceeding
11%
27%
62%