

2024-2025

School Learning Plan

SCHOOL STORY

General Brock Elementary is located on Main Street, right in the centre of Vancouver. The school is comprised of three separate buildings – ‘A’ building is the original 1911 Brock School House, ‘B’ building is home to four classrooms and the ‘C’ building is where the school office, library, music room, four classrooms, multipurpose room and gym are located. The playground is composed of a large gravel field, a full primary play structure, a stone outdoor classroom and two playground areas on the school's intermediate side.

There are approximately 250 students enrolled at Brock. The classes range from Kindergarten to Grade 7 and are organized into 12 divisions. The students like to take advantage of our well-stocked library and participate in the many sports and clubs offered. Staff volunteer to coach and sponsor sports teams such as cross-country, soccer, volleyball, basketball, badminton, and track and field. Students can also join the Chess Club, Rainbow Club, Writers Club, Choir and Student Council. In addition, our grade 6/7 students build their leadership skills by serving as Peer Helpers. This year, Brock is involved in creating our very own Brock musical on the topic of friendship. The Writer’s Club is writing the script, the Choir is learning the songs, and the Parent Advisory Council (PAC) is supporting it financially. We are looking forward to a May 2024 performance.

In addition to the mainstream Kindergarten to Grade 7 program, we are home to four district programs: Elementary Learning Support Program (ELSP), Social Emotional Learning Class (SEL), Intensive French for Grades 6 and 7 and the Challenge Centre. The ELSP and SELC programs support children with diverse learning abilities and students with social and emotional needs, respectively. Intensive French offers an accelerated Core French language program alongside a compacted curriculum. The Challenge Centre provides a variety of short-term enrichment opportunities for students across the district.

Brock has developed strong relationships with Tupper Secondary School, the Community Schools Team as well as our community partner, Little Mountain Neighbourhood House (LMNH). These partnerships offer a variety of after-school programs for students. We also have onsite after school care provided by Brock Junction.

Brock is fortunate to have a strong parent community and an involved Parent Advisory Council (PAC). The PAC fundraises to support many school initiatives, equipment, and programs. This year the PAC purchased new technology for classrooms, creating parity between classes. We are thankful for their support.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Brock students do a wonderful job of following the school code of conduct – Be Safe, Be Fair and Be Kind. They value their friends, try their best and show respect toward the staff.

For the past 3 years, Brock’s school goal was focused on social emotional learning (SEL). The staff worked hard to support students in developing self-regulation strategies to increase their resilience and foster a stronger sense of belonging in our community. We have worked with the District SEL teacher to provide Lunch and Learns, have attended other outside Professional Development and Zones posters were provided for each class. We also completed the DESSA, a short questionnaire that identifies students who may be struggling with social-emotional competencies, for every student in the school. We implemented WITS problem solving tool and the principal trained and organized Peer Helpers for recess and lunch. To support students struggling with self-regulation, ‘A’ building is home to a Ready Body Learning Minds program, and we are working with the district to build a Brock Sensory Room.

Students now share a common language around Zones of Regulation and can easily report what Zone they are in and are aware of strategies that can help them move between the Zones. They are aware of the 4 problem solving strategies from **WITS** - **W**alk away, **I**gnore, **T**alk it out and **S**eek help. And finally, there have been slight improvements in our DESSA results.

The staff really focused on literacy marks last spring. You will see the Language Arts marks from the final report cards below. Then in the fall, the staff collected data on reading and writing. This was with the possible intention of moving to a school-wide goal in literacy for the 2024/2025 school year. Strong performance in literacy is a key to student success, so staff agreed that we would like to see most of our students in the fully meeting or exceeding scores. This data shows that only about one-third of our students are Fully Meeting. We would like 70% of our students to be either Fully Meeting or Exceeding. The DESSA, School Wide Write and a reading assessment was administered again in May 2024, and we will be looking at those results to plan for the upcoming school year.

Language Arts Report Card Marks for Final Term - 2023/2024 School Year

Spring 2023 (June)	Not Yet Meeting	Meeting	Fully Meeting	Exceeding
	5%	33%	44%	18%

Reading – Assessment Results

Fall 2023 (October)	Not Yet Meeting	Meeting	Fully Meeting	Exceeding
	16%	27%	35%	22%

Writing - School Wide Write Results

Fall 2023 (October)	Not Yet Meeting	Meeting	Fully Meeting	Exceeding
	17%	40%	35%	8%
Spring 2024	14%	34%	39%	13%

Although there was a slight increase in our School Wide Write data from Fall 2023 to Spring 2024 we would like to see more of our students either Fully Meeting or Exceeding.

To help support our learners, our primary teachers are continuing to learn about various reading strategies and the intermediate teachers are focusing on improving writing skills.

Equity

Equity for all Brock students is of high importance to our staff. When we think about equity at Brock, we think about ensuring that all students have access to the same supports and opportunities. We are aware of the range of diversity among our population. We have noticed that some groups of students tend to volunteer more readily for offers or opportunities. Thus, we are becoming more thoughtful in our approach when we offer spaces in clubs, sports and other extracurricular opportunities. In the classroom our staff teach that fair is not always equal, so students may perceive that things are not fair, but are starting to learn that some students need more support to have an equal chance of success. Thus, the staff will be cognizant of how they make offers for clubs, sports and service opportunities and ensure they find ways to include all students. There is not a huge need for financial aid in our community, but we are supporting a small group with food gift cards, Starbucks donations and donations from our Community Link department.

Indigenous Education

Along with all other Vancouver schools, our school supports the district's Aboriginal Enhancement Agreement. As a staff we are committed to learn more about Indigenous culture and do our part on the pathway toward reconciliation. This learning may be through book clubs or professional development. Throughout the grades, we will actively seek to incorporate Indigenous content across the curriculum, start each day with our Indigenous land acknowledgement and are bring in opportunities for staff and students to learn about indigenous cultures. This could be through the arts or perhaps working together on a new school mural.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Although social emotional learning will always be a part of our curriculum and focus, for the 2024/2025 school year the staff have decided to move towards a school wide goal in the area of literacy. Specifically, to develop language skills: phonological awareness, reading ability, vocabulary and writing skills.

In the primary grades we are using the Science of Reading to increase phonological awareness and at the intermediate level, we are working on improving student writing.

Improve Equity

In the classroom, teachers will ensure that we are mindful of each learner and do our best to provide extra support when needed to allow all students the same chance for success. We will also ensure that we include all students when we offer opportunities for students to join clubs and sports.

Indigenous Education

Incorporating Indigenous history, culture, and teachings into language lessons is a meaningful step towards reconciliation with First Nations, Métis, and Inuit communities. By integrating these elements into language lessons, we will not only enrich the educational experience but also honor the experiences and cultures of Indigenous peoples. It's a step towards fostering a deeper understanding and respect among all students for the First Nations, Métis, and Inuit communities.

We are starting an Indigenous plant garden this year. We will be including signs with explanations as to the name of the plant and how they are used by indigenous people. Also, we have invited cedar bark basket weavers to provide each student with the tools and training to create their own baskets. They will be learning about how the bark is safely harvested and the significance of indigenous weaving.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure you're on track we will consider several indicators including report card data and schoolwide writes. Regarding the schoolwide writes, we are looking to see an increase of 10% in students who are in the Fully Meeting and Extending categories.

We are also going to encourage a broader range of book check-outs from the school library, beyond the currently popular graphic novels and we will begin to track the number of Indigenous books that are being checked out. We will also continue to support school wide events and programs that help teach and bring awareness to Indigenous culture.

By regularly reviewing available data and anecdotal information, we will adjust our approach as needed to ensure students are moving forward.