

2023-2024

School Learning Plan

SCHOOL STORY

False Creek Elementary School is a Vancouver public school on the unceded lands of the Musqueam, Squamish and Tsleil-Waututh Nations. With approximately 306 students from Kindergarten to Grade Seven, False Creek is located in a densely populated urban setting near the False Creek seawall and Charleson Park. Most families reside in condominiums, apartments, townhomes, cooperatives, or on boats moored in the area. Our school population is diverse with more than 24 language groups and approximately a quarter of students having a first language other than English.[1] We fully integrate the almost 7.5% of our students with a Ministry Designation that represents their specific learning requirements.

Parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) and make generous contributions to fundraising, organizing school events, and aiding students' academic, social, and cultural growth. The PAC has continued to support in-school programs such as African Dancing and Hip-Hop dance, several storytelling, music and martial arts experiences, as well as inclusivity and diversity initiatives.

False Creek Elementary is part of the Kitsilano Family of Schools and maintains ties with Kits Community Schools Team and we are grateful for this partnership. For the past three years we have been focused on maintaining a strong connection for students transitioning from Grade 7 to Grade 8. We have also been focused on applying for sustainability grants which helps shift focus to areas such as outdoor learning and the environment. Achievement, physical and mental well-being, belonging, equity and reconciliation have been and will continue to be a focus at False Creek.

The school has a dedicated staff that has a strong community focus. We are regularly taking students on local field trips and neighborhood walks. Many staff are focused on outdoor education, making use of our school garden and we have partnerships with some community organizations to make use of the community gardens as well.

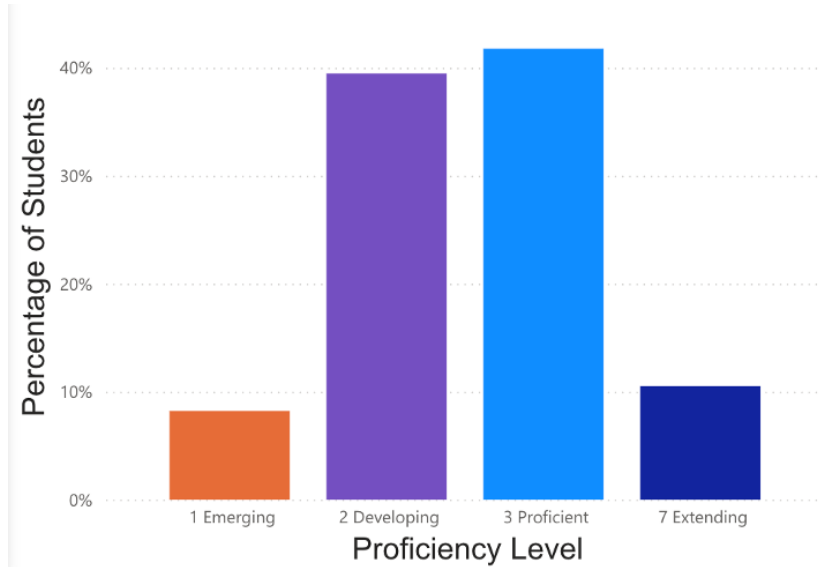
For the past few years we have worked on improving Applied Design, Skills and Technology (ADST). While this is no longer a key focus, we acknowledge that we want to continue to improve our ADST skills to enhance the experiences of students already thriving and challenge and instruct students who may need support in this area.

[1] <https://vancouver.ca/files/cov/Fairview-census-data.pdf>

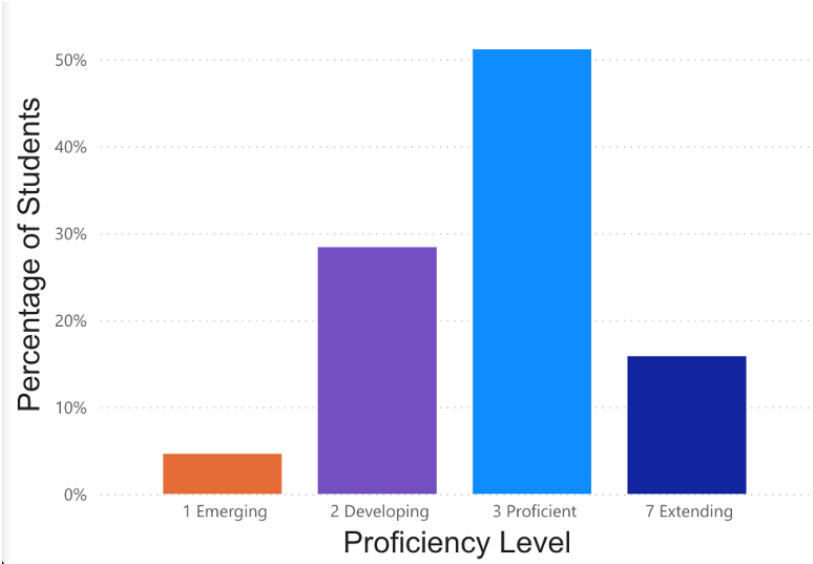
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from a variety of cultural, spiritual, linguistic, and socio-economic backgrounds. False Creek students are spirited and represent diversity in identity and learning. Our staff work extremely hard to develop and provide learning opportunities for all students and take pride in addressing neurodiversity, cultural awareness, arts, as well as athletics. False Creek students come to school with a wealth of learned and lived experiences. They have rich vocabulary, sentence structure, literacy knowledge, and an established love for stories and books. The staff want to continue to build off of the strengths of our learners and improve literacy outcomes as a school. As we look at our report card data from term 1 and term 3 (see chart below) we see that there have been improvements but the question remains: how can we continue to improve literacy?

Term 1 for English Language Arts: 51% of students are either proficient or extending in English Language Arts. We want to shift this number in a positive way and we will continue to provide supports in order to improve student outcomes.



Term 3 for English Language Arts: Throughout the course of the 2023-2024 school year we moved from 51% of students being at proficient or extending to 66%. We want to continue to help students with specific targeted supports to move students from emerging to developing and from developing to proficient. This work will happen at all grade levels and conversations will happen with all staff.



As a school community we value outdoor learning and make this a priority in our teaching. Staff recently participated in Professional Development in the area of Math, Science and Visual Arts using outdoor education. Staff are eager to implement this into their everyday teaching because staff have noted during informal observations that students do well when learning outside in a hands-on manner.

One of the pillars and goals of the VSB’s [Education Plan](#) is continuing its reconciliation journey with Indigenous Peoples. False Creek Elementary staff and students want to be connected to the land that we live and play on so we infuse Indigenous culture and historical teachings into our lessons as much as possible.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

Our school goal is literacy and as a staff, we are examining literacy strategies that introduce explicit instruction in phonics, reading, and writing. We are dedicating professional development time and resources to study best-practice strategies and implement them to increase student learning and achievement in reading. Teachers are exploring approaches that highlight the importance of foundational skills such as phonemic awareness, phonics, language, and vocabulary. These goals align with the VSB Responsive Literacy Framework K-7.

This goal also aligns with the First People's Principles of Learning in the following areas:

- Learning involves recognizing the consequences of one's actions.
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves patience and time

Improve equity

To improve equity overall, we will use formative assessments to track student progress and focus our ensuring support for all learners. We will work to ensure that children have the various supports they need to be successful through Universal Design of Learning. We will provide additional time for teachers to collaborate so they can work together to determine how to best support the needs of the students. Through a collaborative teaching model, students will work in flexible groups with differentiated instruction and the support of our primary and intermediate resource team. We will continue to focus on adapting materials for all learners.

Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our school is committed to support and enhance understanding of Indigenous worldviews and knowledge. Students and staff have been engaged in various activities to increase understanding and awareness of Indigenous histories and cultures.

Here is a list of other meaningful learning activities that our students were engaged in this year, providing a better understanding of Indigenous culture:

- Drumming sessions for all primary and intermediate students
- Various field trips and hands-on learning around the city centred on indigenous knowledge, culture and awareness
- Working on developing an understanding and a relationship to place through land-based stewardship
- School wide activity around a Land Acknowledgement
- School wide learning of traditional Indigenous foods

HOW WILL WE KNOW WE'RE ON TRACK?

Using third term 2023-2024 Written Learning Update data, we see that English Language Arts marks are trending upwards since the fall, 6% of students are at the Emerging level of achievement, 28% of students are at the Developing level, 51% are at the Proficient level, and 15% are at the Extending level. Going forward we plan to use:

- Visible and measurable progress in literacy skills as evidenced through School Wide Write, CSL data, reading assessments and the Foundational Skills Assessment
- Visible improvement in student regulation and the utilization of strategies and tools to calm down
- Visible and measurable progress in Social Emotional well-being through Student Voice Survey
- Student Learning Survey data to determine if students feel they are learning about Indigenous ways of knowing and being