

**2023-2024**  
**School Learning Plan**

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## SCHOOL STORY

Sir Wilfrid Laurier Elementary School, constructed in 1953, is located in the Oakridge area of Vancouver near Oak Park on the unceded and traditional territories of the Squamish, Musqueam and Tsleil Waututh Peoples. Enrolling nearly 400 students in the 2023-2024 school year, the student population reflects the rich diversity of our community which is comprised of families who identify with numerous Indigenous and settler cultures from within Canada and around the world. We are proud of the diversity that exists in the school community and are committed to creating an inclusive environment. Together we are learning and unlearning as we work towards decolonizing our school practices to help nurture belonging and foster equity for all students.

The staff members at Laurier visualize success for students through a lens of equity and excellence and strive to ensure each child thrives. The passionate and dedicated team of over 50 staff members have implemented a school-wide approach to social-emotional learning and positive behaviour intervention support to help students develop a social and emotional skill set that both provides a foundation for and supports their academic growth.

Teamwork shapes school culture and together we place a strong emphasis on literacy. There is a focus on early literacy, to ensure all learners become strong readers. All teachers have taken the initiative to pursue collaborative inquiry work to support literacy instruction. Working together towards collective goals is a strength.

Laurier embraces outdoor learning spaces to incorporate land-based learning opportunities that allow all students to explore, engage with and learn from the land. We have a strong music program and are proud of the school's award-winning choirs. Many teachers volunteer to coach sports teams ensuring students have many opportunities to be active, to be part of a team and to experience competition with other VSB schools.

There is strong family support for school initiatives and student achievement. We have a very supportive and involved Parent Advisory Council (PAC), that provides financial support for a variety of enrichment activities and programs. They organize school wide events such as movie nights, craft fairs, hot lunches and fundraise to contribute to programs such as performing arts presentations and outdoor education and gardening to promote healthy living.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners at Laurier bring a dynamic blend of curiosity and motivation to their days at school. They eagerly explore new subjects with open minds, embracing the diverse perspectives and ideas that their peers and teachers bring to the classroom. Laurier learners are not just enthusiastic about learning; they also have increasing skills and awareness in their capacity to self-assess, reflecting on their progress, and, additionally, acknowledging their role in their learning and setting goals for improvement. Their respectful attitude towards differences fosters a welcoming environment.

Laurier Elementary is home to a diverse group of students reflecting the cultural and linguistic richness of our city. Many of students speak a second language and are English Language Learners. For the past two years, teachers have engaged in a collaborative inquiry to build students' skills in literacy. In alignment with the Goal One of the Education Plan, teachers embrace the importance of teaching students how to learn; of empowering the learners being involved in and taking ownership of their learning goals. This past year we had 83% of our grade 4 students achieved Proficient or Developing in Language Arts and 13% were Emerging according to CSL data. Our FSA data revealed that 68% of grade 4 students were On Track or Extending in Literacy while 26% were Emerging. Sixty-five percent of grade 7 students were Proficient or Developing in Language Arts and 11% were emerging according to CSL data. FSA data for grade 7's revealed that 85% were On Track or Extending while 18% were Emerging. Emphasizing personalized learning, educational and social supports for all students is a priority for educators and staff at Laurier.

In alignment with the Values and Equity Statements of the Education Plan, our staff work to ensure that beyond academics, students have opportunities to showcase their passions and interests through participation in extracurricular activities including fine arts, athletics, sports and leadership. Fostering inclusion and using an equity lens in our diverse community enriches opportunities for success in educational experiences, models acceptance and builds connectedness. Laurier learners are supported in developing positive relationships with their teachers, creating a supportive network that nurtures both their academic and social development. The Student Learning Survey (SLS) revealed that 63% of our grade 7 students feel that school is a place where they belong most or all of the time; grade 4 results were similar at 62%. Seventy percent of grade 4 students shared that like making new friends and meeting new people at school; 66% of grade 7's were satisfied their ability to make new friends and meet people at school.

Coupled with these strengths, Laurier students navigate a variety of social and emotional challenges as they grow and develop. Students at Laurier are building their independence and rely on staff regularly for guidance and support with problem solving, decision-making and to build resiliency. Students exhibit anxious behavior when faced with new situations or peer conflict and struggle to regulate their emotions effectively. These challenges highlight the importance of continued focus on problem-solving strategies, conflict resolution and resiliency. Educators and caregivers play a vital role in nurturing resilience in these students, helping them develop the confidence to face challenges, to reflect, to take ownership and to move forward with the learning whether academic or social.

In our continued Reconciliation journey, the Laurier community uses the First People's Principles of Learning to build reflective classrooms and to invite students to build understanding of what it means to live on the ancestral territories of the three host nations. Students have increasing experiences of sharing the Indigenous Land Acknowledgement and always demonstrate pride when doing so. Our entire school has learned the Coast Salish Anthem, and we welcome our community at gatherings by singing this song, a gift of the late Chief Dan

George. The SLS revealed that 75% of grade 7 students recognized they were learning about Indigenous People (First Nations, Inuit, Metis) sometimes, most or all of the time; 84% of grade 4 students recognized this as well. Being more intentional in our journey with an increased focus on the Calls to Action and an expansion of resources is anticipated to benefit students in their personal and our collective journey.

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## 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

To enhance student achievement across literacy, numeracy, and social-emotional well-being, Laurier teachers continue to implement Universal Design for Learning (UDL) principles that meet the needs of diverse learning styles and abilities. This approach ensures that every student has equitable access to the curriculum through multiple means of representation, engagement, and expression. At Laurier, we are committed to learning how to learn.

In Literacy, explicit teaching of reading strategies, coupled with embedded formative assessment principles, allows teachers to continuously monitor students' progress and adjust instruction accordingly. By setting clear learning intentions and co-creating success criteria with students, our teachers empower learners to take ownership of their educational goals and progress. Regular self-assessment and peer assessment activities foster a deeper understanding of their own learning processes and encourage collaboration among peers.

Learning activities incorporate questions that encourage critical thinking and reflection, promoting deeper engagement and understanding of content. Descriptive feedback is provided regularly to guide students in improving their work and building confidence in their abilities. This holistic approach ensures that academic achievement is supported by nurturing resilience in our students and building a strong sense of community within the classroom and the school.

By coupling these principles with our Positive Behaviour and Intervention Support Plan, SOAR, into everyday practice, students are supported in self-regulating and making positive decisions in all environments at school. Coupled with this, we utilize the WITS program to teach students how to navigate potential conflict with others. Through student leadership activities we will facilitate increased responsibility, growing independence, and will foster student agency. Laurier strives to create a nurturing environment where students thrive academically, socially, and emotionally, laying a solid foundation for achieving growing success.

### Improve equity

At Laurier, we're dedicated to enhancing equity by directly teaching students about the importance of fairness and inclusion and additionally, recognizing that this looks different for everybody. We're building capacity among our staff to increase flexibility and awareness, ensuring every student has the support they need to thrive. Recognizing and nurturing each student's unique talents and gifts is a priority; we believe diversity enriches our school community. We engage parents and our Parent Advisory Council (PAC) in designing programs and activities that reflect our commitment to equity, both within and beyond regular school hours. Our school-wide Positive Behavior Intervention Plan, SOAR (Supportive, Open-Minded, Awesome, Respectful) exists to foster a positive learning environment with a focus on being inclusive, accepting and on nurturing a

sincere sense of belonging at school. By embracing this holistic approach, we aim to create a school environment where every child feels valued, supported, and empowered to succeed.

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

Through a growing number of initiatives and practices, we are committed to learning, unlearning and relearning as we continue on the journey of reconciliation with First Nations, Métis, and Inuit communities. Through a blend of formal initiatives and everyday practices, we prioritize learning about the cultures and histories of Indigenous People, particularly those of the three host nations, integrating Indigenous Land Acknowledgements into all gatherings, and with increasing frequency in classrooms, to honor the traditional territories. We respectfully sing the Coast Salish anthem during assemblies and holiday celebrations and are humbled by the beauty of the music. Orange Shirt Day is observed as a week-long event: Truth & Reconciliation Week is dedicated to deepening our understanding of the Truth & Reconciliation Calls to Action. Partnering learning activities with the First People’s Principles of Learning as students engage with Indigenous stories, art, and music enriches our curriculum, promoting both cultural understanding and respect. Welcoming Indigenous performers and guests Our staff participate in Indigenous-focused professional development to enrich their understanding of their own reconciliation journey and to enhance their teaching practices. Outdoor, place-based learning opportunities and circle gatherings honor Indigenous traditions and strengthen our community's bond with Indigenous culture.

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## HOW WILL WE KNOW WE’RE ON TRACK?

For literacy, we will continue to use CSL, FSA and SLS data along with school-wide writes and other primary-wide or intermediate-wide data to track growth in literacy.

For social emotional growth and development, we will use office referrals, a school-wide survey, anecdotal observations and possibly parent feedback.

We will know we’re on track with improving equity by continuing to use SLS data and by having staff record formal observations using an equity lens.

To measure our progress with our Journey of Reconciliation we will continue to use SLS data, anecdotal observations and may also survey a wider range of grades to measure growth in this area.

We will share our understandings of student growth with our school community through PAC meetings and newsletters.