

## 2023-2024 School Learning Plan

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### SCHOOL STORY

David Livingstone Elementary School opened in 1913. Located in the northeast quadrant of Vancouver's Riley Park neighbourhood, adjacent to Prince Edward Park, Livingstone has a population of close to 280 students that includes English Language Learners (ELL), students with Ministry designations and students of Indigenous heritage. Livingstone families are from a variety of cultural backgrounds we are proud to honour and celebrate this richness. Livingstone is one of 8 elementary schools that make up the Sir Charles Tupper Secondary family of schools. Our close proximity to Tupper has facilitated a cooperative relationship between the two schools.

We have relatively strong literacy scores that are reflected in the Collaborative Early Learning Initiative scores for primary students and the intermediate literacy folders. We utilize literacy data from school wide assessments on reading and writing each term. Students enjoy project-based learning and are passionate about social and environmental issues. There are many collaborative teaching opportunities where students from different classes and often different grades come together to share, learn and discover. We are very fortunate to have a rich music program that all students in the school participate in weekly. The staff team has a great collegial spirit and are continually learning about innovative methods to support student learning; thereby increasing student success and sense of belonging.

We have just moved back to our seismically upgraded school as of February 6, 2023. We spent approximately a year and half at the South Hill swing site. Our learning community is so happy to be back in our neighbourhood.

Livingstone families are very involved in supporting their children's learning and are excited to come together for school and community events at our school. Livingstone's Parent Advisory Council (PAC) organizes several community building and fundraising activities throughout the school year. Families and school staff at Livingstone work together to prepare our students for success

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

We see that our students enjoy the opportunity to express their personal views on many social and environmental issues. Students are learning to work effectively in individual and small groups to complete projects. They are learning how to compromise, listen to each other's ideas, and to use respectful terms to share different opinions. In all classes students are sharing their learning with peers and finding courage in their own voices.

### Valuing Diversity and Strengths

- Many students are inclusive of others and understand that we are all unique with different needs and come from rich and diverse cultural backgrounds.
- We are committed to build our students' appreciation of cultural diversity and provide a safe and respectful environment for all children, families and staff at Livingstone.
- We are grateful for the support of our Parent Advisory Committee for sharing their rich cultural traditions that have included Diwali activities and dance workshops for Black History Month.

### Building Relationships

- Many students can work and play cooperatively with friends.
- Students can be extremely kind and loving.
- Students are learning to identify and differentiate between healthy and unhealthy relationships.
- Students are learning to identify when others need support, and when to seek out school staff.
- Students are learning to have empathy for others and consider how their peers feel.

### Social Emotional Learning

- All of our students are continually learning to recognize and monitor their feelings and understand how they impact their learning and social interactions.
- Students are learning to apply coping strategies to manage their feelings and ask for a break when needed.
- Our learners have demonstrated their knowledge and ability to follow our school's code of conduct. Livingstone students have shone during our school wide challenges to earn Livingstone Roar Tickets for being kind, safe and responsible. Our school community has thrived on these challenges and whole school celebrations of our achievement.

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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

We continue to focus on each student's growth and success in literacy in multiple ways. Livingstone continues its participation in the Collaborative Early Learning Inquiry project, which offers targeted support for primary students in Kindergarten to grade 3. Our intermediate team continues to keep literacy portfolios for each student in grades 4-7 tracking student development in reading and writing. All teachers discuss how to move forward with targeted intervention for reading and writing. As a learning community we have focused on the K-7 writing continuum. Grade group teaching teams utilize collaborative release time to assess student writing and discuss next steps to support our student writers.

We will continue to work on supporting student physical and mental well-being and belonging by utilizing common school wide language when we teach about our school's code of conduct and self-regulation strategies using such tools as the Zones of Regulation, Positive Behaviour Intervention Strategies, Mind Up, and Open Parachute.

## Improve equity

As outlined in the VSB Education plan Livingstone school is working to eliminate the gaps in achievement and outcomes among students. It is our collective goal at Livingstone to meet the needs of all learners to support their continued growth and success at school. It is essential that our students feel a sense of belonging and safety in their school and we need to work with families and staff to achieve this goal. Taking the time to listen to each story and model conflict resolution and problem solving for our students is essential.

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

Livingstone's Learning community is increasing our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions. Livingstone's Learning community is increasing our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions. Our school community believes it is essential that Indigenous students experience learning that is infused with Indigenous content and world views that build their sense of pride and belonging. Some highlights in our students' learning this year include:

- School Wide Indigenous Plant workshops, learning about what grows on the land where we live with Lori Snyder, Indigenous Metis herbalist and educator.
- Personalized land acknowledgements with the recognition and learning of Indigenous place names.
- Sharing stories of residential schools with our students at their appropriate level of understanding. Helping our students to understand the impact of the Indian Act on Indigenous people in Canada in the past, present and future.
- We continue to build a dedicated collection and shelving area of Indigenous books in our library, a \$1000 grant for more Indigenous authored books from the Kiwansis Club.
- Infusing Indigenous Content across the curriculum:
  - Science Connections between properties of matter and cedar.
  - Science/Social Studies: Making connections between the water cycle and Indigenous people's use of water. Lack of clean water on Reservations in Canada.
  - Music – learning about the Coast Salish Anthem, listening to and comparing different renditions.
  - Reading more books by Indigenous authors.

It is our school community's goal to decolonize our way of looking at the world and consider how are practice needs to change (Bauttiste 2000, Tuhiwai 2012). We will model this with our students as we learn alongside them working to reconsider our world view and acts of reconciliation.

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## HOW WILL WE KNOW WE'RE ON TRACK?

Livingstone staff will continue to use data from Classroom assessments, School wide reading and writing data as well as anecdotal evidence from school staff to build our understanding about student learning success throughout the year. In addition, we will refer to the Student Learning Survey and Foundation Skills Assessment. These forms of data collection are supported by the Ministry of Education and Child Care and provide a snapshot of information for Students in grades 4 and 7 each year. The University of British Columbia's Human Early Learning Project (HELP) provides valuable information on the health and well-being of Livingstone students through interdisciplinary research with their Early Years (K) and Middle Years (6/7) indexes. We will continue to listen to students and families about our student's experiences at school. We will hold student focus groups to ask them how they feel about their learning experiences and what they would change. We will continue with student leadership initiatives at our school that support student voice and agency.