



2023-2024 School Learning Plan

SCHOOL STORY

LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

xʷməθkʷəy̓əm (Musqueam) Skwxwú7mesh Úxwumixw (Squamish Nation) səliłwətał (Tsleil-Waututh Nation)

interpersonal relationship
 supportive family academic
 high achiever extra curricular focus calm
 active leadership dedicated staff
 curious learning academic learning

Sir William Osler is on the west side of Vancouver and nestled on a beautiful site beside Montgomery Park. Our staff and students use our outside space as much as our indoor space! With a collection of Chestnut and Redwood along with shrubs our school garden is brimming with opportunities to embrace nature. Field studies take the classes to Musqueam Bog to learn the indigenous stories knowledge keepers share.

There are twelve divisions, one being a MACC, Multi Age Cluster Class program. Student enrolment has been on the rise with many families coming through the Newcomers Welcome Center. We have welcomed students from many countries around the world, adding to the cultural fabric of Osler. At this time our enrolment number is 283. The staff strive to ensure VBE Education Plan Goals are front and center when it comes to equity and inclusion, such as 'Ensuring that students develop and can implement a plan for a successful transition upon

completion of in the secondary school.’ In past years our School Plan has percolated while health matters have focused increased attention. 2022-2023 reflects on our past goals centered around the social emotional wellbeing of students. It was important for the Osler staff to connect with students and families and to provide support and comfort at the forefront. By first working with students on their self-regulation, resilience and stamina, our academic goals can be further developed. Continued focus of self-regulation has supported learners and while we continue to continue this work, we also highlight our practice on literacy.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school community is a vibrant tapestry woven from diverse backgrounds, experiences, and perspectives. As we strive for inclusivity and equity, we recognize several key aspects. Families arrive from various corners of the world, seeking new opportunities. Initially, some students attend schools outside their designated catchment area due to space constraints. Students may struggle to see beyond their immediate viewpoint. Their growing awareness of the world presents both opportunities and challenges. Our students actively participate in a rich array of programs, from sports to arts to academics. These engagements foster holistic development and a sense of belonging. Risky play, once a staple of childhood, has shifted. Many students now choose online games over physical adventures. Striking a balance between safety and exploration is essential. While adults play a crucial role in shaping young minds, we must encourage independent thinking. Overreliance on guidance can hinder creativity and problem-solving. Parents hold high expectations for their children’s success. Ensuring consistent follow-through is vital for student growth. Our students are curious learners, eager to discover and understand. They seek answers promptly, driven by their thirst for knowledge. Families vary widely in structure and dynamics. Building strong relationships within our community is essential. Our students exhibit politeness, follow rules, and show kindness. They actively volunteer, contributing to the well-being of others. Students focus on mastering content. Balancing this with process-oriented learning ensures a well-rounded education. By acknowledging these nuances, we create an environment where fairness and justice thrive, nurturing each student’s potential.

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

Osler staff have given special emphasis to students' achievement in literacy. Our primary grades (Kindergarten to Grade 3) participate in the CELI (Collaborative Early Literacy Intervention) program focusing on targeted one to one and small group reading centers. Along with these group settings, teachers regularly assess and provide verbal and written feedback to students, further fostering a positive relationship with reading and writing. The collaboration commitment within the school brings forth common literacy goals and critically examines literacy practice. Intermediate teachers are also welcomed and included in collaboration emphasizing critical strategies students apply to their daily work. Attendance at District Literacy professional development opportunities provide further research and understanding of how we develop sound literacy practice for all.

Improve equity

Equity emphasized recognizing both academically successful and struggling learners using strategies that follow UDL (Universal Design for Learning). This design plays out differently in the classrooms in the forms of Passion Projects, small group work and the routines in the classroom as examples.

- Small group practice within classroom specifically in literacy and numeracy
- Ongoing formative and summative assessment at all levels. These include conventional assessments, continuing feedback, and self-reflection.
- Continued work around self-regulation within classrooms and school wide. Examples of these are Peace Circles and shared information in assemblies and in Morning Messages.

Efforts to establish a positive school culture of acknowledgement, acceptance, and action plan for all learners continues to drive our learning. Offering opportunities to all students strengthens our goal to improve equity. Providing athletics, fine arts and academic after school programs at the school helps grow skills, friendships and community.

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

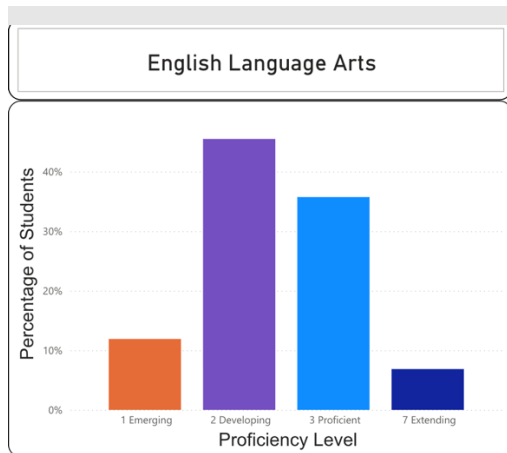
At Osler school we endeavour to bring awareness through hands-on experiences such as outings to Camosun Bog, and cedar harvesting and weaving all guided by indigenous people further building connection with local nations

We also fostering a sense of belonging and connectedness through continued restorative justice practice demonstrated in many of the classrooms as well as common practice in the office further strengthening our centering of First Peoples Principles in our school practice. The use of Peace Circles within the classrooms provides a restorative framework towards taking responsibility and addressing issues.

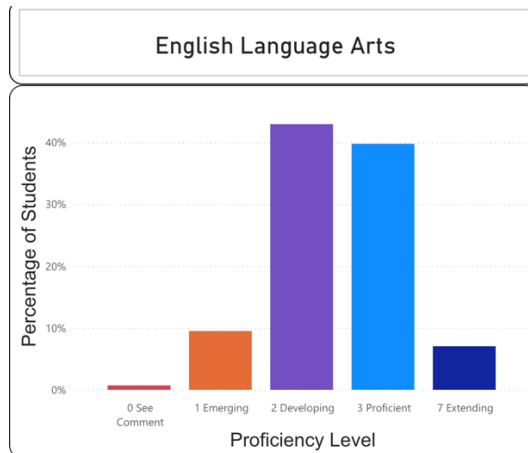
Continued connection to the land through Land Acknowledgements each day with opportunities for students to add their individual stories. Reframing our thinking to be open to accepting different realities is at the essence of our work.

HOW WILL WE KNOW WE'RE ON TRACK?

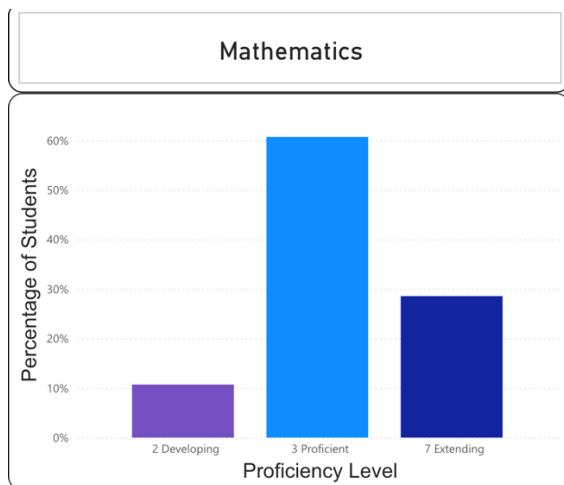
Staff use a variety of ways to ensure students are progressing to their ability. Osler keeps data using School Wide Writes, formal assessment processes and informal assessments to ensure students continue to grow. Data collected is used in reporting such as Learning Updates, formally known as Report Cards. Below are indicators of student progress in the areas of English Language Arts and Numeracy:



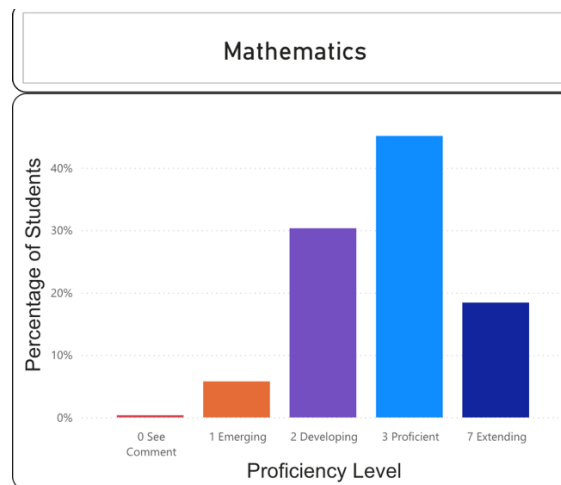
Term 1



Term 2



Term 1



Term 2

These graphs show building proficiency levels over time with improvement reaching the Extending levels in our school.

Osler staff welcome opportunities to improve and establish a strong lens towards equity. After-school program enrolment has been robust. The variety of choice allows students to participate in a wide range of activities. These activities continue to run with full enrolment from our students. The same is true of community programs offered through Community School Teams at Hamber along with other community agencies. These programs along with the activities provided within school hours supports all children further stabilizing equity. Osler students accept, support and embrace all without prejudice.

Students in Grade 4 and 7 also participated in the Ministry of Education Student Learning Survey. This data offered promising insight into student’s mindset;

” At school, are you learning about Indigenous Peoples (First Nations, Inuit, Meti)?” (N/A represents Grade 7’s not receiving the questions)

	Gr. 4	Gr. 7
Sometimes	78%	N/A
Most of the time	10%	N/A
All the time	10%	N/A

” At school are you being taught about indigenous peoples in Canada?”

	Gr. 4	Gr. 7
Sometimes	52%	59%
Most of the time	5%	15%
All the time	10%	11%

” At school, are you being taught about local First Nations?” (N/A represents Grade 4’s not receiving the questions)

	Gr. 4	Gr.7
Sometimes	N/A	59%
Most of the time	N/A	11%
All of the time	N/A	14%

Our collective continued approach to ensuring a ‘First People’s Principles of Learning’ lens embedded in our pedagogy promotes best practice. From excursions to Camosun Bog with First Peoples guidance, use of First Nations resources and practice, to harvesting cedar bark with First Peoples guidance and weaving cedar Osler staff and students immerse themselves to better understanding our place on this land and endeavour to be stewards of ancient ways and our present environment.

