

2023-2024

SCHOOL STORY

Grandview/ḡuuqinak’uuh Elementary School, located in the Grandview Woodlands community in East Vancouver, currently enrolls 138 students in grades Kindergarten through 7. We are proud to have a diverse student population represented by many races and cultures. Grandview was named for the view obtained from the heights rising on the eastern shores of False Creek. In early June 1991, a potlatch was held at the school gymnasium to honour the addition of the Indigenous name “ḡuuqinak’uuh” (pronounced oo-keen-a-coo), a Nuuchah-nulth word meaning “grand view”.

Grandview/ᑭᓄᓴᓴᓴᓴᓴᓴ school has diverse learners with a wide range of learning styles, various cultural and language backgrounds, and a healthy acceptance of others. It is our diversity that has led to a uniquely inclusive culture, one that celebrates and welcomes families and community. Many of the students at Grandview/ᑭᓄᓴᓴᓴᓴᓴᓴ (49%) identify as Indigenous. 21% of the students have a recognized Ministry Designation for learning differences, and all instruction is adapted to the unique learning style of each student. Grandview/ᑭᓄᓴᓴᓴᓴᓴᓴ uses a tiered level of support to ensure that students who are struggling have access to small groups and/or individualized support as needed.

The students respond well to structured routines and to the adults with whom they can develop a relationship of trust. We will continue to develop Trauma-Informed practices. Grandview/ᑲᑦᑭᑦᑲᑦᑲᑦ students demonstrate a powerful sense of community. Students feel safe here at the school, and connections between home and school are building with each passing year. There is a strong sense of community among the students. Students care for and look out for one another. When working with staff, the students need strong relationships built on trust to foster learning. Students enjoy learning about each other's cultural background and appreciate personalized learning. Grandview/ᑲᑦᑭᑦᑲᑦᑲᑦ students enjoy community-based connections and the learning opportunities they receive from family members, elders, and community mentors.

As a school team, we are taking steps toward decolonizing and Indigenizing some of our practices and focusing on Truth and Reconciliation Calls to Action. It is important that all adults at our school use a trauma-informed lens with the students.

The staff are dedicated to supporting the learning and social emotional needs of all our students. They are committed to enhance their own knowledge about Indigenous culture and history, trauma Informed practices, executive functioning, and flexible thinking. Staff members routinely participate in Collaborative Inquiry groups. Staff have participated in Mathematical Thinking and Literacy Skills Workshops. We have a group currently working on phonics instructions for struggling readers and writers in grades 2-7 so we can support students in building their confidence and skill.

We organize events that celebrate our unique and diverse school community. The two that we are extremely proud of are the Pride Parade, and the Indigenous Day event, with activities for the students and families.

We will continue with our commitment to S.O.A.R (Supportive, Open hearted, Awesome Attitude, Respectful). Our schoolwide Positive Behaviour Support Model has been successful. We celebrate schoolwide milestones and individuals have opportunities to receive incentives and receive a call home from administrator praising their effort.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

School Data:

	Emerging	Developing	Proficient	Extending
Grade 7	19%	0%	6%	75%
Grade 6	22%	14%	7%	57%
Grade 5	15%	0%	8%	77%
Grade 4	33%	0%	0%	67%
Grade 3	44%	11%	11%	34%
Grade 2	44%	0%	6%	50%
Grade 1	55%	18%	9%	18%

English Language Arts	Emerging	Developing	Proficient	Extending
Grade 7	0%	53%	35%	12%
Grade 6	6%	57%	37%	0%
Grade 5	7%	60%	20%	13%

Grade 4	24%	29%	47%	0%
Grade 3	26%	53%	21%	0%
Grade 2	31%	38%	31%	0%
Grade 1	43%	36%	21%	0%
Kindergarten	5%	40%	50%	5%

Students are becoming more proficient as readers as they move up in the grades due to the one-to-one, small group and whole class interventions provided by staff. However, the results from our Learning Updates indicate that the overall English Language Arts scores differ. The scores appear different because the Learning Updates in English Language Arts includes writing and written output is challenging for students to demonstrate. As a school we will be looking at how we can better support the students with their written output. This could include providing other options to demonstrate learning (oral, visual, etc.)

Learning Update Term 2 Mathematics

Math	Emerging	Developing	Proficient	Extending
Grade 7	41%	35%	24%	0%
Grade 6	19%	25%	56%	0%
Grade 5	0%	47%	53%	0%
Grade 4	0%	33%	67%	0%
Grade 3	10%	53%	32%	5%
Grade 2	12%	38%	50%	0%
Grade 1	29%	22%	43%	7%
Kindergarten	5%	50%	45%	0%

Math is a challenge for our students. Remembering math facts and step-by-step procedures are exceedingly difficult for many of the students as are critical thinking skills. For reading we use common language from kindergarten to Grade 7 and that consistency and routine has been extremely helpful. This does not occur in Math but may be beneficial.

With regards to equity, we are aware that many of the students we support arrive each day with diverse needs and experiences that impact their ability to learn. Despite their strong resilience many of the students continue to struggle with self-regulation, social emotional skills, and executive functioning skills. The students struggle with transitions and unstructured play time. Many of the students participate in our breakfast and lunch food program. We continue to support the students and the community with food security both during school and outside of school.

Staff at Grandview/ᑭᑭᑭᑭᑭᑭᑭᑭ have worked hard to build connections and trusting relationships with students and caregivers. We remain committed to advancing the Calls to Action of Truth and Reconciliation. We embed Indigenous knowledge, history, and language into daily and weekly practices. Students have participated in traditional medicine teachings, beading, drumming, singing, Talking Circles and The Seven Grandfathers Teachings. Students are engaged and thrive when we provide opportunities for the students and caregivers to feel valued and feel a sense of belonging.

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

As part of the work towards eliminating gaps, we are working to identify the barriers to student learning and then find ways to address them. We have a strong Early Literacy program in the primary grades. Staff work collaboratively to support the diverse needs of the students. We offer opportunities for whole group, small group, and individual learning through supports from the Reading Recovery program as well as from the resource team, a District Literacy teacher, and an Indigenous Enhancement teacher. Staff continue with this collaboration in the intermediate grades. This team approach to literacy intervention allows for group size and frequency of support according to student need, reduces stigma and disruption of "pull-out" support. This approach fits extremely well with the First Peoples' Principles of Learning and the VSB's Responsive Literacy Framework. This will continue next year.

We have noticed that the data demonstrates that numeracy skills are a challenge for many of the students. Next year we will be focusing on numeracy on some of our Professional Development days. Carole Fullerton, a math consultant, has already been secured to work with staff in September. Some staff have already participated in a Mathematical Thinking workshop as part of their Collaborative Inquiry.

Staff continue to enhance their knowledge about trauma, executive functioning and the strategies that support neurodiverse students through Professional Development.

Improve equity

We have developed a Response to Intervention Model that is specific to the needs of the students we support. The model provides important information for each student in the areas of academics and behaviour/social emotional challenges. The model we use acknowledges Adverse Childhood Experiences (ACES) and how those experiences can become barriers to how students learn and how they may see themselves as learners. We use this information to help support an environment that is sensitive to culture, inclusion, and diversity. It is important to ask ourselves if the voices of all the students and caregivers are represented and do they see themselves in our teachings (lessons, presentations, books etc.). Thanks to the Indigenous Education department we have a healthy Indigenous book collection in the library. We will continue to add Indigenous books to the collection, but we have also committed to purchasing books that represent a variety of races and cultures.

Written output can be a challenge for many students. Staff have included oral language and storytelling for students to demonstrate their learning. We are extremely fortunate that we receive grants and donations to support technology. Many of our students use iPads and/or laptops to support written output.

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

Staff have a strong commitment to supporting the journey of reconciliation. As a school community we try to connect First Peoples' Principles of Learning to all aspects of our practices. Staff continue to make teaching and learning more intentional. The students are supported by an Indigenous Education

2023-2024 School Learning Plan

SCHOOL STORY

Situated on the lands of the xʷməθkʷəy̓əm | Musqueam, Skwxwú7mesh | Squamish & səliwətaʔ | Tsleil-Waututh Nations, Bayview School is located near the site of a former Musqueam village called iy'a'l'mexw. The school enjoys a location within walking distance of Jericho Beach Park and 4th Avenue and Broadway. Surrounded by a mix of single dwelling and multi-dwelling homes, the school is an integral part of the community.

Bayview has a current population of 277 students and 37 staff. In addition to the educational program that is available to the students who live in the neighbourhood, the district CORE program is also part of our learning community. Originally constructed in 1914, Bayview School underwent a comprehensive rebuild, symbolizing a commitment to modernity while preserving the historical essence of the community. The school proudly reopened its doors in 2023, providing students with a contemporary learning environment that incorporated elements of the original building.

Bayview School thrives with the support of an outstanding school community. Our Parent Advisory Committee (PAC) takes the lead in coordinating events and fundraising initiatives for the school. Their efforts have significantly contributed to financing crucial elements such as our new playground, the gym score clock, and the development of the grass field. All Bayview families are warmly welcomed and encouraged to actively participate in our vibrant school community.

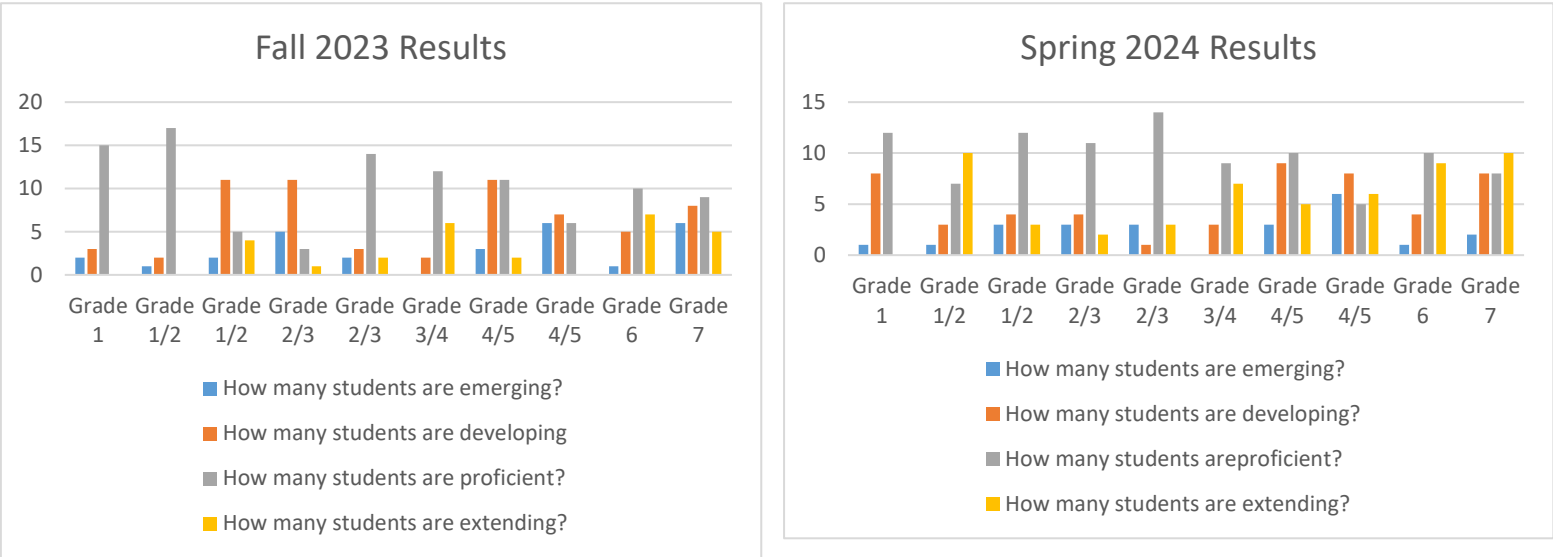
Bayview School is an engaging community where various activities and programs are offered as a means of increasing belonging and connection to the school. Unique to our school, are weekly student-led assemblies, where student achievement is celebrated through performances and slideshows. Run by a dedicated volunteer, the Knitting Club is one such example, bringing together individuals who share a passion for knitting. The commitment to literacy is evident in the One-to-One reading program, emphasizing personalized support for students. Students are also welcome to join the parent-led choir or take part in various extracurricular sports. Through school-wide drumming, Coast Salish weaving, and Orange Heart Day art, students are gaining a greater appreciation and understanding of the richness of local Indigenous communities.

Beyond the classroom, Bayview engages in initiatives like the Terry Fox Run, instilling a sense of community service and participation in charitable events. In-class field trips, both run by UBC student volunteers and paid options, provide hands-on learning experiences. The diversity of experiences extends to guest speakers, government officials, and local artistic performances who contribute to a well-rounded education.

The strong collaboration between Bayview School and the Jericho Kids Club (JKC), before and after school care, emphasizes a holistic approach to child development, ensuring support before and after school. This interconnected web of activities and partnerships underscores Bayview School's commitment to fostering a well-rounded, supportive, and dynamic community for its students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy: We have been focusing on writing as a goal for two years, and we have learned a great deal about the students at Bayview as writers. We conducted a school-wide write in the fall and in the spring and we noticed improvements between the two assessments.



By comparing these two charts of data, we notice that more students are either meeting or exceeding expectations. In discussions regarding our writing goal, many staff observed that students were feeling more confident and comfortable to write for longer periods of time. We notice similar results when looking at CSL data. For example, looking at Grade 2 data, in term 1, there were 15 students developing, and 3 extending. That changed to 19 who were proficient, and 4 who were extending in term 2, and then in term 3, there were 24 students who were proficient and 6 who were extending. This data was typical across the grades with some variation in Grade 1 and Grade 7. Overall, though, we feel that we have noticed positive changes in both attitudes towards writing, and in performance.

B) Equity: We are a very open school, and all families are welcome to be in our building at the start of the day, and end of the day, and for performances and weekly assemblies. This culture enhances the feeling of belonging, ensuring that all community members feel welcome.

In our student learning survey, 75% of Grade 4 students, and 99% of Grade 7 students, feel that adults in the school treat students fairly all of the time, or most of the time. We would like to investigate this a bit more for our grade 4 students. It is important to us, that as a school community, we are demonstrating what equity looks like in action, and that we are teaching about equity and incorporating culturally responsive pedagogy. We can gather some evidence to show how we are doing when we look at the student learning and the responses to the following questions. In response to the question: Students in my school treat each other with respect, even if they are not friends, 44% of Grade 4 students responded with All of the Time or Most of the Time, and 20%

responded with sometimes. We are curious to unpack this a bit more as this is an area worth learning more about. The Grade 7 question: At school, do you respect people who are different from you? 87% responded with All of the Time or Most of the Time. These results are much more encouraging.

C) **Reconciliation:** By looking at the student learning survey results for both Grades 4 and 7, we can see that the work around reconciliation we have been doing as a school is having a positive impact. 81% of grade 4 students say that they are sometimes, all of the time or most of the time learning about Indigenous people. The numbers are not quite as high (78%) when students are asked about learning about local First Nations. For our Grade 7 students, the numbers also are very positive with 84% of students saying that sometimes, most of the time, or all of the time they are learning about Indigenous people. The response to learning about local First Nations is much lower with 73% indicating that sometimes, most or all of the time they are learning about local First Nations.

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

Literacy: In relation to our writing goal, we still have some questions:

- How to motivate the reluctant ones?
- How to persevere more frequently through writing and editing?
- How can we teach them different genres?
- What do they need to be motivated to keep writing and to see writing as a fun activity
- How do we make sure to schedule writing in our programs?
- Do they like it?
- Are they writing at home?
- If we had more adults in the room during writing time if it would improve skills/learning?
- How do we get them to apply conventions?
- How do we encourage those students who don't want to write?

For 2024-2025 we will continue to support literacy through:

- Continued work with the District's Responsive Literacy Framework by using both the resources on the website, and the ones in the box we received
- Focusing our efforts more intentionally on the students who are emerging to help them progress
- Narrowing our focus to perhaps just one specific area of writing

Improve equity

We would like to explore the results from the Grade 4 student learning survey data that was mentioned above. We need to get a better understanding of how students view each other and how we continue to celebrate each other. Having a staff inquiry of culturally responsive pedagogy would be one way to support staff with their understanding of this area, and how student inclusion and equity can be supported.

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

We have had the opportunity to have Indigenous cultural presentations at our school and we will continue to do that, but we would also like to explore developing a relationship with an Indigenous elder, or community member to be able to support our staff and Indigenous students better. Staff will also continue with their own learning journey. We will continue to begin assemblies with The Coast Salish anthem and we have noticed that most students are now singing along. We also begin our morning message with a land acknowledgment, but we would like to see how these can be more personalized. We will work towards deepening the connection to the land acknowledgement next year.

HOW WILL WE KNOW WE'RE ON TRACK?

Literacy

We will continue to do school-wide write to maintain the focus on the work that we have been doing even though, there may be a shift to another academic achievement goal. We will also continue to use CSL and SLS data, as well as our own attitudinal survey data from students.

Equity

We will continue to use SLS data, and perhaps do a similar survey with more students beyond Grades 4 and 7. There are some school practices that we would like to examine from an equity lens, such as hot lunches and increasing access to our playground.

Reconciliation

We will continue to use SLS data. Also, this year, we did a small sample survey asking students what they had learned about Indigenous people and we would like to do more of that next year in a more purposeful way. In particular, I am interested in asking our Indigenous students how they feel about the work we are doing and if they see themselves in the work.

With all of our work and our data, we will continue to share this with our school community through PAC meetings and newsletters.

2023-2024

School Learning Plan

SCHOOL STORY

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

Lord Beaconsfield Elementary is located in Renfrew Heights, near the intersection of Nanaimo and 20th Avenue in Vancouver, British Columbia. Lord Beaconsfield enrolls 235 students from diverse backgrounds in kindergarten to Grade 7. The majority of students are bilingual and speak two languages – English and an additional language. There are at least sixteen language groups represented. Lord Beaconsfield supports three district programs: the Excellence in Social Emotional Learning (EXSEL), Home Learners and the Alderwood Family Development Centre.

Our school has a strong connection to the community. Cedar Cottage Neighbourhood House plays a role in the school by providing before and after school care. The Gladstone Family of Schools offers additional out-of-school time programs to students. Lord Beaconsfield school community also has connections to Trout Lake Community Centre, Renfrew Community Centre, One to One Reading, the YMCA, and Renfrew Public Library.

Lord Beaconsfield staff are committed to early literacy. The school is actively involved in the Vancouver School Board's (VSB) Collaborative Early Intervention Initiative (CELI) and, as such, offers the Reading Recovery Program. The staff are strong advocates for reconciliation and routinely look for opportunities to connect student learning with Indigenous knowledge and culture. Our staff see the value in varying the learning spaces for students and make use of the school garden and outside community spaces to support student learning.

Lord Beaconsfield offers an active extra-curricular sports program with teams playing volleyball, basketball, soccer, badminton, cross-country, and track and field. Lord Beaconsfield students demonstrate a strong sense of community and responsibility. Students take an active role in supporting organizations such as Covenant House Vancouver and are involved in an annual fundraising activity for the Terry Fox Foundation. Beaconsfield students are responsible, respectful, and ready to learn as outlined in the school code of conduct.

Parents in our community value school programs, activities, and projects. They take initiatives to plan events and support our school. Through active fundraising, Beaconsfield's Parent Advisory Council (PAC) has built two new playgrounds and a beautiful community garden. They support the school in

many ways such as organizing hot lunch opportunities, supporting the fruit and vegetable program, and planning events throughout the school year.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learning community is defined by its diversity, kindness, cooperation, and passion for learning. At Lord Beaconsfield Elementary, we take pride in fostering a safe, respectful and responsible environment, with caring staff, well-behaved, hard-working students and supportive parents. Each member of our community actively contributes to creating an environment where everyone feels valued and supported in their journey of learning and personal growth.

Over the last few years our staff recognized that our students needed further development in social-emotional skills, including critical thinking, risk-taking, confidence-building, problem-solving, conflict resolution, and self-regulation. By prioritizing social and emotional well-being, we provide students with the tools they need to navigate the school environment safely, understanding that this foundation is crucial for academic success. This is an area that we will continue to work on with our students.

Another school goal this year focuses on literacy. Term 2 CSL data in Language Arts indicated that 60% of Beaconsfield students were Emerging or Developing in English Language Arts. As English Language Arts comprises reading, writing and oral language, we conducted further assessments to narrow our focus. Intermediate students completed the Fountas and Pinnell Benchmark Reading Assessment. The results indicated that on average, 50% of our students at the intermediate level are at the emerging level in their reading comprehension. At the primary level, our students were assessed in a number of ways using various assessments. The results imply that on average, 25% of our students at the primary level are at the emerging level in reading comprehension.

Recognizing that students come from diverse social economic backgrounds and experiences, we strive to level the entry point for all students. When possible, our commitment extends to supporting families throughout the summer months. We will continue to promote equity by reaching out to families to address basic needs such as food insecurity.

Our students participate in the reconciliation process learning through classroom teachings and projects, assemblies and land-based learning where outdoor spaces are created to support connection to each other and to the land. We will continue to feature and grow our collection of Indigenous books in the library as well as resources for staff. We will integrate First Peoples Principles of Learning throughout our classroom activities and routines.

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 literacy goal is to improve students' reading performance (decoding, comprehension and phonological awareness). We have begun this process by providing daily opportunities for students to learn at their own instructional level and we are monitoring our process by collecting and analyzing school wide data through reading benchmark assessments.

Our strategies include small, guided reading groups in grades K to 4. As we are a collaborative early literacy (CELI) school, our intentional and personalized classroom practice includes small group activities that emphasise

oral language development, phonological and phonemic awareness. We also acknowledge the key role that early writing plays in developing print awareness and foundational reading skills. Our flexible, dynamic groupings adapt based on student needs. Additionally, we use formative and summative assessments to inform our teaching practices. Specifically, our program targets at risk learners, providing additional small group work for these students four times a week.

At the intermediate level, our teachers are utilizing various strategies to enhance literacy including the use of graphic organizers such as concept maps, Venn diagrams, and storyboards to help students organize information, identify main ideas, and make connections. Additionally, literature circles are formed where students read and discuss books together, with each member taking on a specific role, such as discussion leader or summarizer. Writing workshops are also a key component, providing opportunities for drafting, revising, and editing. These workshops focus on different genres, including narrative, persuasive, and informative perspectives, emphasizing clarity, coherence, and voice.

Improve equity

At Beaconsfield Elementary, we are committed to fostering equity by supporting and monitoring our diverse, multicultural student body. We meet regularly to prioritize the needs of our students and to ensure they have equal access to the resources, support, and opportunities necessary for their success. Our teacher's commitment is reflected in several key initiatives. Firstly, our culturally responsive instruction acknowledges and embraces the diversity within our student body, presenting information in multiple formats to accommodate various learning preferences. Additionally, we actively address biases and discrimination, educating our students about the impacts of racism and discrimination while promoting empathy and understanding. Moreover, we strive to provide equitable access to resources such as technology, extracurricular activities, and support services, ensuring that every student has the tools they need to thrive. Furthermore, we empower students to contribute to the ongoing conversation about equity by creating opportunities for them to voice their concerns and ideas within the classroom setting. Lastly, our food program provides essential meals such as breakfast, snacks, and lunch to families in need, recognizing the critical role nutrition plays in supporting academic achievement and overall well-being. Through these comprehensive efforts, we are dedicated to creating a truly inclusive and equitable learning environment at our school.

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

Beaconsfield staff are committed to the journey of reconciliation through integrating Indigenous learnings into our daily instruction. We actively integrate Indigenous perspectives and contributions into the curriculum, enriching subjects such as social studies, language arts, science, and art. Land-based learning experiences play a central role in our efforts, providing students with opportunities to connect deeply with the land, environment, and traditional territories of local Indigenous communities. One example of this is the Artist in Residence program, which focused on the interconnectedness of water and land from an Indigenous perspective. We also invite guest speakers like Candice Halls-Howcroft, a member of the Skwxwú7mesh Úxwumixw (Squamish Nation), to share their expertise and insights with students. Moreover, visits from Indigenous elders and knowledge keepers, such as Cease, an Indigenous ethnobotanist from the Salish peoples, further enrich students' understanding of Indigenous plant life and ecologies. Our commitment to Indigenous education extends beyond specific events, as demonstrated by our Indigenous Day activities in the fall, where we deepen our understanding of land-based learning, First People's Principles of Learning, and culturally responsive teaching. By weaving Indigenous learnings into our school curriculum, we actively contribute to reconciliation efforts and foster cultural diversity and understanding within our school community.

HOW WILL WE KNOW WE'RE ON TRACK?

To make sure that we are on track with our literacy goal we will employ a comprehensive approach that includes assessing reading skills in a variety of ways. At the primary level, we will continue to use the K Protocol, Developmental Reading Assessment (DRA), and Benchmarks. At the intermediate level we will assess our students by using the Fountas and Pinnell Benchmark Assessment. We conduct school-wide writing assessments in the fall and spring and gather data from the Collaborative Early Literacy Intervention (CELI). Regular class reviews and Learning Updates, utilizing POWER BI, ensure continuous data collection and review. Student self-evaluations and profiles rubrics, along with reading rubrics, provide additional insights. Support and assessments from Speech Language Pathologists, and discussions within the School Based Team further contribute to our understanding of each student's reading development. Lastly, we will continue to collaborate with district staff in support of this goal.

To monitor and track our Indigenous education goal, we will continue to emphasize Indigenous perspectives and knowledge in our classroom teachings. To ensure we are on track with our equity goal, our school-based team will meet throughout the year to ensure we are using available structures and supports to identify and address inequalities amongst students. This approach will enable staff to better support all students and families, creating an environment where every student can be successful.

2023-2024 School Learning Plan

SCHOOL STORY

Britannia Community Elementary School is located in a vibrant and diverse neighbourhood off of Commercial Drive in East Vancouver. Britannia Elementary has 270 students whose families come from diverse cultural, linguistic, and economic backgrounds. It is a proud school designated as an Enhanced Services site, on the north-east side of the city. Approximately 14% of our students meet the requirements for specialized supports for their learning needs. We have a variety of programming to support all students in the regular classroom setting.

Britannia has a full-time Youth and Family Worker, Neighbourhood Assistant, and Literacy Teacher. We also have a full-time onsite food services coordinator. We offer a breakfast and a lunch program and provide a variety of healthy snacks to all our learners. Our hot breakfast program regularly serves over 15% of our school population and the hot lunch program caters to approximately 60% of our students. Additionally, KidSafe provides out-of-school programming for a limited number of referred students during prolonged breaks.

The school shares the site with the Britannia Community Centre and works closely with community centre staff to plan after-school programs and day camps during prolonged breaks and on professional development days. The community centre also has before and after-school care, as well as a preschool program. We work collaboratively with the Community Schools Team and have many close partnerships with community groups and agencies such as the Saint James Music Academy, Red Fox Healthy Living Society and Blue Eagles Community Cadets.

Our learners come from diverse and rich cultural, spiritual, linguistic, and socio-economic backgrounds. Britannia has a significant Indigenous population with a proud connection to place and culture. We work with our Indigenous Enhancement Teacher, our Indigenous Enhancement Worker, and outside Indigenous supports to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. Britannia has a strong commitment to reconciliation and works within the lens of the First Peoples Principles of Learning to guide our work.

Demographics

There are currently 270 students including 110 Indigenous; 10 English Language Learners, and 42 students with a Ministry designation for a diverse learning need.

What are our assets?

- The students, staff and parent community
- We celebrate ALL students daily - with the vision of: All children CAN learn, and ALL children WILL be successful

What is unique, and positive?

- Britannia Elementary School was originally designed and built in the 1970's as an Open Area School with interior spaces being utilized as resource centers
- Enhanced Services School which supports the complex needs of some of our students and families- Supported with enhancement-based teachers for Literacy and Indigenous Education focus
- Breakfast and Lunch Programs- breakfast by family donation, Lunch by envelope submission payment
- Family Room- encourages parent/caregiver-school relationships and parent/caregiver involvement
- Fairmont Hotel integrated curricular programming: cooking classes and garden growing
- Extra-curricular sports provided by staff throughout year from basketball to cross country - multiple sport activities for students - including morning gym time prior to school hours to support attendance and engagement
- Physical Education specialist providing diverse athletic skills and knowledge
- Connection to Community Center that provides after school programming: cooking, piano, music etc.
- Student leadership clubs/monitors: Recycling, hot lunch, library, grade 7 camp fundraisers, assembly
- Community outreach through food and clothing supports

New Initiatives for 2023-2024:

- Interior non-enrolling rooms redesigned to maximize student/teacher learning space to align with curriculum
- Addition of onsite Library/Learning Commons to enhance literacy programming, project-based learning, and community relationship building
- Indigenous Focus Room – a space for cultural enrichment
- Applied Skills, Technology and Design collaborative curriculum opportunities with Secondary School staff
- A redesigned Code of Conduct based on community feedback and Positive Behaviour Intervention Strategies
- Modernized and culturally relevant school logo inspired from student input
- Grade 7 learn to ski program

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Britannia learners come from a wealth of cultural, spiritual, linguistic, and socio-economic backgrounds. Britannia students are lively and represent diversity in identity and learning. Staff work to develop and provide learning opportunities that highlight community strengths in neurodiversity, cultural awareness, athletics and the arts.

Britannia has a significant Indigenous population with a proud connection to place and culture. We work with the Indigenous Enhancement Team and outside Indigenous supports to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. Britannia is committed to reconciliation and relies on the First Peoples Principles of Learning to guide our work.

Literacy

Currently, 62% of the K-4 students are reading at or above grade level (fig 1.) as assessed through the Fountas and Pinnell Benchmark Assessment System. However, staff have observed that many of the students in intermediate grades find the critical analysis of reading materials challenging. Fountas and Pinnell Benchmark Assessment System and Learning Summary data show 51% of the intermediate grade 5, 6 and 7 students are not yet proficient in English Language Arts (fig. 2). Intermediate students can decode but are not achieving grade level expectations in reading comprehension. Additionally, we noticed students display a disconnect between what they are reading and life experiences; low background knowledge (or exposure) makes it difficult for learners to find meaning in stories, concepts, and ideas taught.

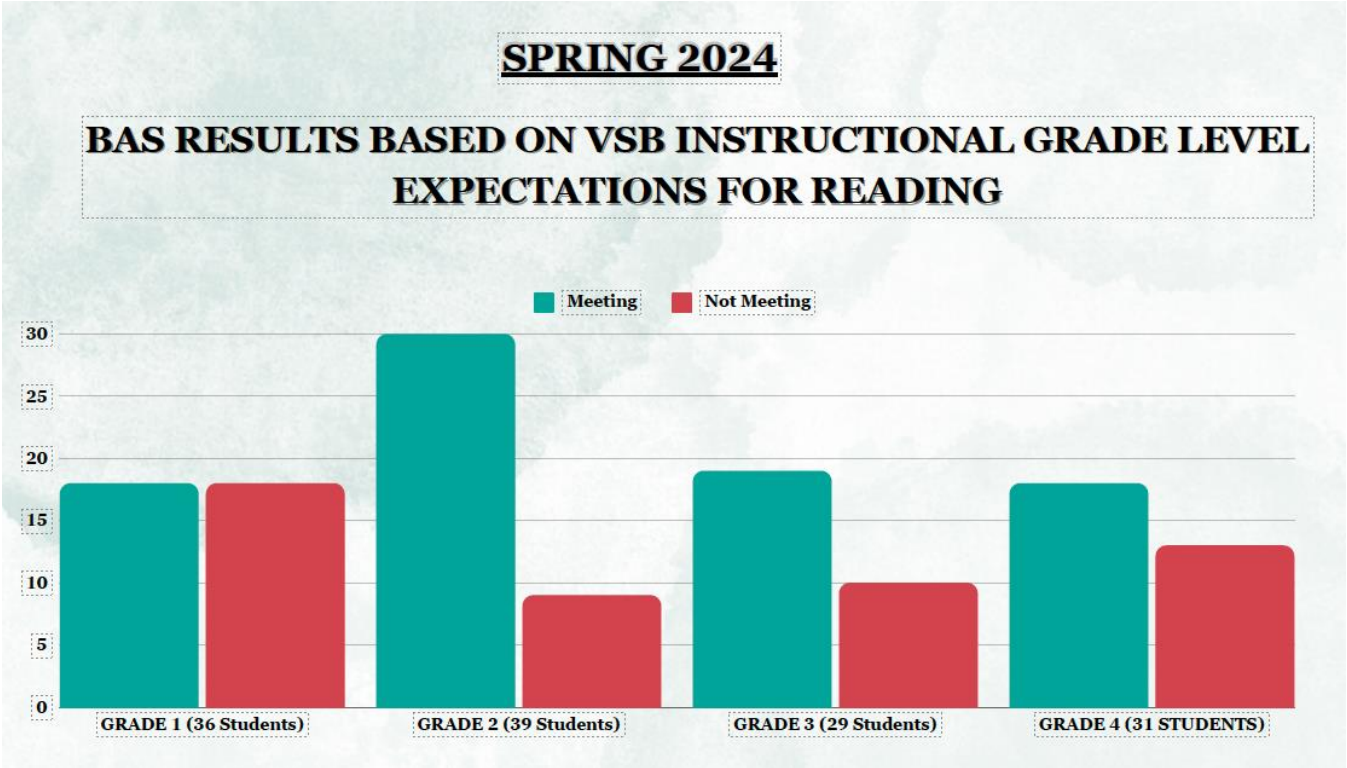


Fig 1. Primary (K-4) literacy assessment.

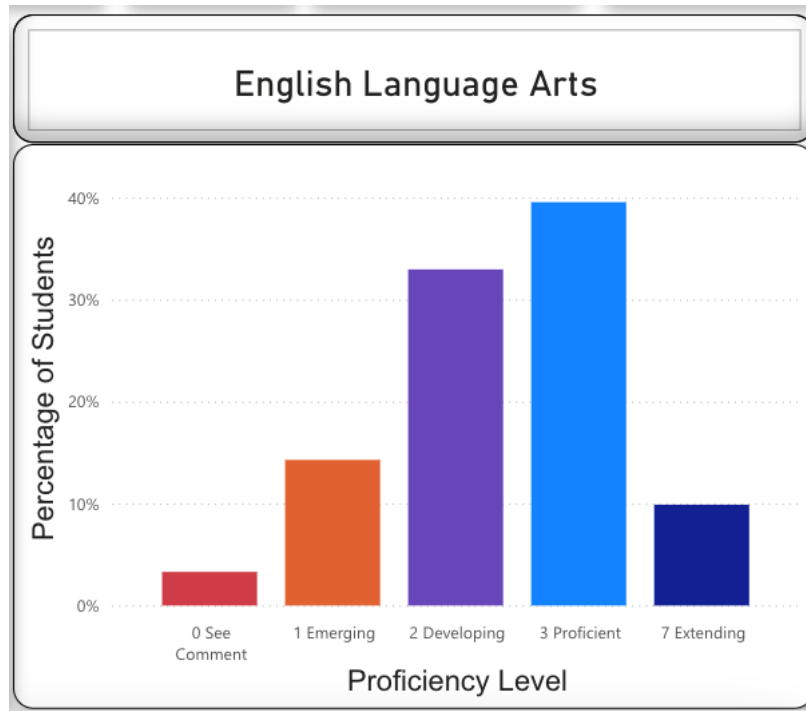


Fig 2. Intermediate (5-7) English Language Arts proficiency.

Equity

As a Tier 1 designated inner-city school, a significant number of our families 46% benefit from food and clothing support provided by the school. We have a robust emergency pantry and provide grocery gift cards to those who need them. This program is run by our Neighbourhood Assistant and funded mostly through Vancouver Sun Children's Fund Adopt-A-School grants and private donors.

Reconciliation

Tracked by the Indigenous support team, all students combined, we average nearly 2000 cultural interactions annually, or about 20 different cultural projects and events throughout the year. Culturally significant practices include weaving, carving, dancing and drum-making. We seek to provide activities like these for all the students each year. Most of these opportunities are realized through grants or private donors. This year's data (Fig 3. Culture and Community) shows our cultural interactions were down from previous years, as one of our planned school-wide events didn't materialize.

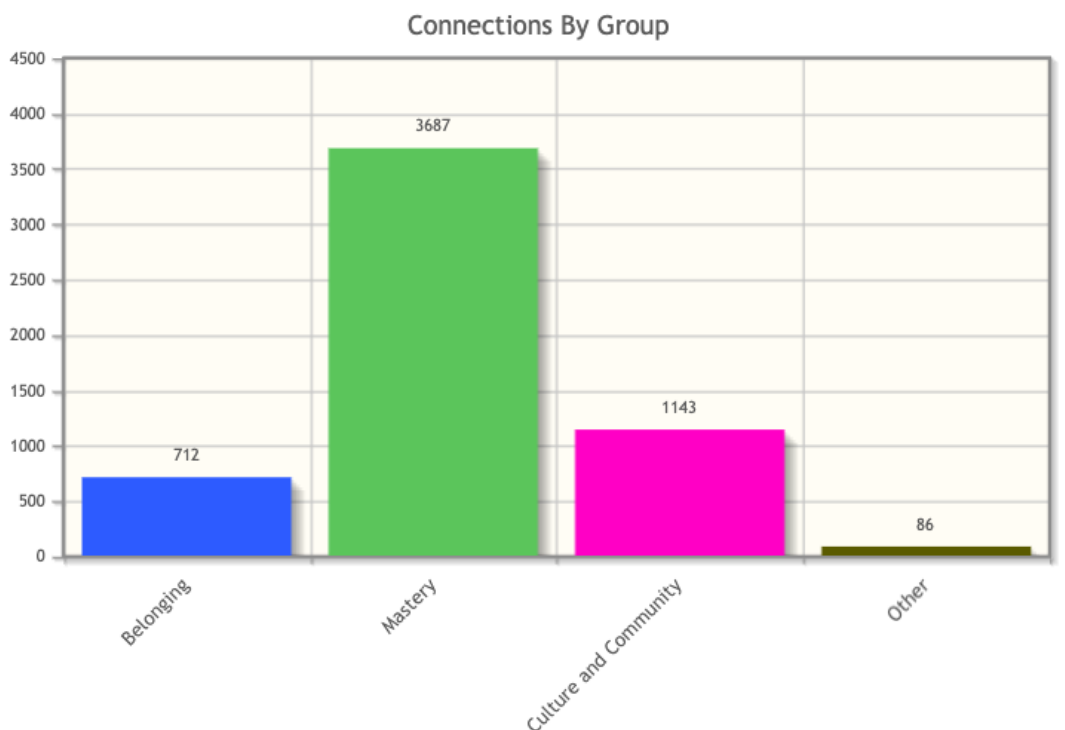


Fig 3. 2024 Indigenous Enhancement Team support data collected through Indigenous Intervention Management System (IIMS).

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 goal is to increase reading fluency and comprehension.

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 as a staff 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, with emphasis placed on these skills in primary grades (K–3) to ensure a strong foundation for reading. These goals are integral to the VSB Responsive Literacy Framework K-7. Specifically, we are monitoring reading scores through BAS assessments, creating opportunities for small-group targeted reading instruction and intervention, and exploring occasions for universal instruction as well.

This goal links to the Vancouver School Board's Education Plan to improve student achievement, physical and mental well-being, and belonging by ...

- *Encouraging students to reach beyond previous boundaries in knowledge and experience.*
- *Increasing literacy, numeracy, and deep, critical, and creative thinking.*
- *Ensuring the alignment among school, district, and provincial education plans.*
- *Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and support provided to students.*

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

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)*
- *Learning involves patience and time*
- *Learning involves recognizing the consequences of one's actions.*

Further, it connects to the Aboriginal Education Enhancement Agreement:

The Vancouver Board of Education will provide equity of opportunity for Aboriginal students and be committed to the ongoing development of best-practice strategies for instruction, improvement, and inclusion.

Improve equity

We will increase the frequency of our outreach food and clothing support for next year. Focussing on essential support for families helps build a foundation for students where their basic needs are being met. Many of Britannia families require support resulting from intergenerational trauma and fractured relationships with schools. Creating more opportunities will help foster trusting connections.

We will continue to target our Literacy Enhancement Teacher support and our resource team support towards our most vulnerable learners, especially using these resources to teach our primary students to read.

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

At Britannia, we strive to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. This goal aligns with the District's goals but is of particular significance in our community because many families are of Indigenous ancestry. This goal is practiced each day in a variety of ways, as we engage with community and district resources to deliver a well-rounded program which keeps the First Peoples Principles of Learning focal to all we do.

We have explored and provided a variety of experiences for students and the community:

- Orange Shirt Day – awareness of residential schools and stories of survivors
- Opportunities for learning and practicing culture
 - Weaving
 - Carving
 - Powwow dance
 - Traditional games
 - Drum and rattle making
- Indigenous acknowledgement, at whole school events, assemblies, and meetings
- Purchase of Indigenous resources/books and share with staff/students.
- Truth and Reconciliation Day Assembly
- Walk for Wenjack
- MMIW parade
- National Indigenous Peoples Day Assembly
- First Nations Principles of Learning incorporated in all inquiries.
- Indigenous garden exploration
- Development and review of Indigenous Success Plans for Indigenous students in Grades 1, 2, 4 and 6

HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year report card data and the Fountas and Pinnell Benchmark Assessment, we created a baseline for achievement in reading scores and English Language Arts and will examine subsequent scores to analyze and gauge student learning and progression throughout the year, and year-over-year, at Britannia.

Using third term 2023 Student Report Card Data, we see that in English Language Arts marks are trending upwards since the fall, 18% of students are at the Emerging level of achievement, 32% of students are at the Developing level, 36% are at the Proficient level, and 12% are at the Extending level. When examining reading achievement using the Fountas and Pinnell Benchmark Assessment, we found that 44% of students K-7 were below grade-level expectations. The data indicates a need for targeted and consistent efforts in literacy instruction and best-practice strategies. We will continue to review this data next year.

Other sources of data we will use to gain a clear picture of the students and their learning strengths and stretches include 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 grade 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 Britannia students through interdisciplinary research with their Early Years (K) and Middle Years (4) indexes.

2024-2025

School Learning Plan

SCHOOL STORY

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) & səliwətał (Tsleil-Waututh Nation). Established in 1908, Britannia Secondary School in Vancouver, British Columbia, boasts a storied history that intertwines with the dynamic tapestry of the Grandview-Woodland neighbourhood. Originally known as Britannia High School, it emerged as one of the city's pioneer secondary institutions, responding to the evolving needs of a burgeoning population.

Throughout the years, Britannia has not only adapted to changes in educational paradigms but has also embraced the rich diversity of its surroundings. The school's commitment to inclusivity is evident in its robust Indigenous supports, acknowledging the ancestral lands upon which it stands. Britannia Secondary actively engages with Indigenous cultures and traditions, fostering an environment that celebrates diversity and reconciliation. This commitment aligns with the broader ethos of the Grandview-Woodland neighborhood, which is renowned for its multicultural makeup, with residents hailing from a myriad of backgrounds.

In addition to its cultural inclusivity, Britannia Secondary School is recognized for its academic excellence. Staff are engaged and dynamic, and despite its small size, the school offers a wide variety of programming for all learners. The International Baccalaureate (IB) program at Britannia provides students with a globally-focused education, emphasizing critical thinking and intercultural understanding. This initiative aligns with the school's dedication to preparing students for a rapidly changing world. Furthermore, Britannia has become a hub for sports enthusiasts, housing a hockey academy that blends academic pursuits with athletic development. The academy not only underscores the school's commitment to holistic education but also taps into the Canadian passion for ice hockey, creating a unique and well-rounded educational experience for students.

With its commitment to diverse community involvement, support for Indigenous communities, student learning and behavioural support programs (Learning Assistance Life Skills, Learning Support Program, Junior and Senior Social Development), Vancouver Alternate Secondary School partnership in alternative programming (Outreach and Streetfront), and the hockey academy, Britannia Secondary School remains a beacon of cultural diversity, educational vibrancy and community unity in Vancouver.

We offer the following student learning and behavioural support programs:

- LALS – Learning Assistance/Life Skills program is designed for students with mild to moderate intellectual disabilities.
- LSP – The Learning Support Program provides academic support for students with diagnosed learning disabilities.
- SSD – The Senior and Junior Social Development Programs offer small, sheltered learning communities for students with significant social-emotional and executive functioning challenges.
 - Post Secondary Transition – The Secondary Life Skills Program is a small, supportive class for adult students with autism, physical disabilities, deaf/blind or chronic health conditions or have a moderate to severe/profound intellectual disability.
 - Outreach – Located in the Britannia Community Complex above the Britannia Public Library, Outreach was created to provide a safe, welcoming, and successful learning environment to Indigenous students who face barriers and/or systemic obstacles in regular classes. Students who attend Outreach are working towards graduating with a British Columbia Dogwood Certificate.
 - Streetfront – The Streetfront program provides experiential activities for students who have had previous difficulty engaging in a mainstream educational setting. These experiences include marathon running through the Street2Peak program, which has taken students to the peaks of Patagonia, New Zealand, Kilimanjaro and Newfoundland. The grade 8 – 10 program students are also on the British Columbia Dogwood graduation certificate track. Staff were recently the recipients of the Premier’s Award for Excellence in Education for Outstanding Collaboration.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We are a diverse community. Over 50% of our students identify as Indigenous or Black. Our students are resilient, kind, and industrious. They respond well to our staff who emphasize connection combined with high levels of support and accountability. Basic needs are required by many of our students; as a result, we have an extensive community support framework both in school and after school which endeavours to address student needs and engage students academically and socially.

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

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

Numeracy and Equity

Goal #1: Our first goal is to improve the numeracy skills of our Grade 8 and 9 students.

Numeracy has an increasingly significant role in enabling and sustaining cultural, social, economic, and technological advances. Being numerate involves more than mastering basic mathematics. Numeracy involves connecting mathematics that students learn at school with what occurs outside of school, and requires skills such as problem-solving, critical thinking and logic related to applications in the real world.

Mathematics gives students access to important mathematical ideas, knowledge, and skills. Numeracy connects these skills with their personal and professional lives. When a learning institution focuses on these two key areas concurrently, equitable opportunities for students to enroll in senior math courses in high school and post-secondary increase, as well as a positive disposition towards math, occurs.

To ensure equitable skill acquisition in numeracy in students, we will begin the process of early identification of students who have struggled in Mathematics and will support student progress in math by adding an additional class of numeracy support.

Action #1:

- All incoming grade 7 students will be assessed using an online math assessment chosen by the math department.

Action #2

- Through feeder school input, and the numeracy assessment student data, we will determine which students would benefit from extra math support in grade eight. The students will be enrolled in both a Numeracy class and a Math 8 class.

Action #3:

- Data (Numeracy assessment and CSL reports) as well as a post numeracy assessment with all grade eights, will be reviewed in late spring to see if the extra math support helped students improve their numeracy.

As mathematical skills, knowledge and confidence grow, we are predicting an increase in our Numeracy 10 assessment scores which every student must take as part of graduation requirements.

Belonging and Equity

Goal #2: Our second goal is to increase engagement and sense of belonging in our students.

Attendance is an ongoing concern, but one which is complex and has many layers which cannot be resolved easily. Creating opportunities for students to express themselves in a supportive and accountable environment is pivotal, particularly with an emphasis on equity.

The school will focus on three key approaches/structures: restorative practices, motivational interviewing, and student forums.

These approaches/structures aim to provide equitable opportunities for all students to express their needs, concerns, and ideas regarding their school experience. By actively listening and incorporating

their feedback into our strategies, we seek to address barriers to attendance, especially those faced by marginalized and underserved students. This approach fosters a more inclusive environment and ensures that every student feels heard, valued, and supported.

By focusing on equity and fostering a sense of belonging, we aim to identify and address the root causes of absenteeism and empower all students to take an active role in shaping their educational journey.

Action #1:

Student forums:

- Organize student forums moderated by counsellors to ensure confidentiality while collecting authentic comments from students
- Create a safe space for students to share their experiences, concerns and suggestions

Action #2:

Motivational Interviewing:

- Provide training for staff on motivational interviewing techniques to help them engage students in meaningful conversations.
- Focus on empowering students to make positive changes and take ownership of their attendance and academic performance.

Action #3:

Restorative Practices:

- Implement a high support/high accountability approach using restorative circles.
- Emphasize working collaboratively with students, rather than doing things for them, to them, or not addressing the issue.
- Create a school community where students feel heard, valued, and responsible for their actions.

By integrating these approaches, the school aims to create a more inclusive and supportive environment that encourages students to attend regularly and participate actively in their education.

We will use attendance and student survey data (hard data) and street data (anecdotal and narrative information shared in forums and circles) to track the efficacy of the three approaches as described above.

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

Goal #3: Our third goal is to establish an Indigenous student leadership group in conjunction with the district Indigenous education department.

Of the close to 600 students currently enrolled in Britannia Secondary, over 40% of our students identify as Indigenous. Hence the need to establish a robust and active Indigenous Student Leadership group at Britannia. Whereas Eurocentric leadership emphasizes independent achievement, self-growth, and competitiveness, Indigenous leadership is much more rooted in mutual growth and development with a focus less on self and more on all relations and the wellness of others. Indigenous principles of respect, relevance, reciprocity, and responsibility are integral to a governance model that is reflective of Indigenous ways of knowing, being and doing.

One area we are particularly proud of is the Wellness Blocks for our grades eight and nine students. With the support of staff (classroom teachers, counsellors, Indigenous support staff and community support workers), students participated in a variety of land-based, Indigenous focused, and mindfulness activities at least two times a week. We began with the grade eights two years ago, but the project has been so successful that the grade nine students have also requested the continuation of the wellness blocks. The wellness project was part of a 3-year inquiry cycle through NOIE (Networks of Inquiry and Indigenous Education) to improve the transition of students from elementary to high school and will continue with further community funding.

Our staff also supported the creation of a new and much larger All Nations room which is inclusive to *all* students. It is a fun, safe, and caring place to be. Students regularly access the room for academic, emotional, and physical needs supports such as food and clothing.

As we focus on creating the Indigenous student leadership group, it is important for non-Indigenous students and educators to recognize that the Indigenous student leadership cohort is Indigenous led. A more impactful and equitable centering and lifting up of our Indigenous students will, as a result, take place.

Action #1

- District and School staff from our Indigenous Department and School Administration will meet to plan and implement an Indigenous Student Leadership group in Britannia Secondary in the fall.

Action #2

- Local elders will be invited to speak to the students about community leadership and will share their wisdom, experience, and stories about what is Indigenous leadership.

Action #3

- Regular community gatherings and sessions with students led by Indigenous students modelling student leadership will be established beginning in the late fall. Leadership students will share information with other students about how to be a positive Indigenous leader within the school.

The Indigenous Student Leadership group will become an integral part of the school much like the current Student council. Events will be cited in the school calendar well ahead of time so that the school staff, students and surrounding community will be aware of upcoming events.

HOW WILL WE KNOW WE'RE ON TRACK?

Throughout the year staff will seek input from the community, parents/guardians, staff, and students to determine how successful the implementation of the goals and subsequent actions as described in this SLP (School Learning Plan) have been. Some of the feedback will be data (hard data) and others will be anecdotal (street data – narratives).

Goal 1 - Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging:

- Continue to discuss and seek feedback from staff about our challenges and successes at staff meetings, Professional Development days, and collaborative times throughout the year
- Review of academic results such as CSL reports (report cards) and subject incomplete lists
- Review and tracking of Numeracy 10 assessments
- Seek student and parent/guardian feedback through PAC meetings and students through FIT sessions and student forums
- Increased student completion rates of Math 8 and Math 9 courses

Goal 2 - Improve Belonging and Equity

- Surveys – YDI (Youth Development Index), Ministry of Education Student Learning Survey, and McCreary survey
- Discuss and seek feedback from staff about our challenges and successes at staff meetings, Professional Development days, and collaborative times throughout the year
- Seek student and parent/guardian feedback through PAC Meetings, and students through FIT sessions and Student forums
- Review and closely monitor student attendance rates

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit by creating an Indigenous Student Group

- Review the Indigenous success plans for each of our Indigenous students to ensure they are successful and to provide the necessary support when needed
- District and Indigenous school staff, Britannia Administration and Counselling department will seek student and parent/guardian feedback through Indigenous community meetings and students through FIT sessions and student forums
- Britannia Indigenous Education staff will meet with students and families regularly to seek feedback
- Track the number of students in Indigenous student leadership on a yearly basis
- Inclusion of Indigenous Student-led events in the yearly school calendar
- Document Indigenous students meeting with elders throughout the year

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 (SELC), 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.

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation)

Graham Bruce Elementary School is located on Tanner Street, which is a six-minute walk from the Joyce-Collingwood Station of the Expo Skytrain Line. Parks nearby Bruce include Cariboo Park, Carleton Park and Price Park. Graham Bruce is located in a vibrant multicultural community with a diverse population in diverse housing types, from high-density apartments near the skytrain to a large collection of detached and semi-detached houses with suites. Bruce is part of the Windermere Family of Schools.

We currently enroll 290 students from Kindergarten to Grade 7. Collingwood Neighbourhood School, which is a Kindergarten to Gr. 3 school on Euclid Avenue, is Bruce's annex. After completing Grade 3 at Collingwood, most students transition to Bruce in Grade 4. Collingwood Neighbourhood House provides on-site before and after school care to our students.

There are 40 staff at Bruce, including classroom and resource teachers, collaborative early literacy intervention and literacy enhancement teachers, teacher-librarian, music teacher, youth and family worker, school and student support workers, Indigenous education assistant, office administrative assistant, building engineers, supervision aides, and principal. In addition, our district staff supporting our school community includes, the area counselor, school psychologist and speech language pathologist.

Staff at Graham Bruce Elementary School promote a safe, caring, and respectful climate within a neighborhood rich in multicultural diversity.

At Graham Bruce Elementary School, we strive to maintain an inclusive environment for all our students and celebrate our different abilities and cultures in a variety of ways throughout the school year, providing opportunities for cultural exchange and learning.

Graham Bruce Elementary School is actively involved in the Collaborative Early Literacy Intervention (CELI), which targets support for our early learners in kindergarten and grade one by providing one-to-one support through Reading Recovery, small group instruction, and strong classroom practice. We are also involved in the Levelled Literacy Intervention. We continue to invest in updated technology for student use. Students have utilized technology in their learning by accessing the school FuturePLAY Lab for STEAM (science, technology, engineering, art and math) activities, using laptops and iPads and Smartboards in many classrooms. We work closely with our many and various community partners such as artists who support our Artist-in-Residence Studio Program (AIIRS), Literacy One to One, City of Vancouver School Active Travel Program, and Collingwood

Neighbourhood Society. Our Youth and Family Worker, Indigenous Education Assistant, Literacy Enhancement Teacher and Area Counselor offer ongoing support to students with diverse academic and social and emotional needs. We work closely with our many and various community partners such as artists who support our Artist-in-Residence Studio Program (AIIRS), Literacy One to One, City of Vancouver School Active Travel Program, and Collingwood Neighbourhood Community. Our Youth and Family Worker, Indigenous Education Assistant, Literacy Enhancement Teacher and Area Counselor offer ongoing support to students with diverse academic and social and emotional needs. Some students regularly participate in the hot lunch program. The school has several community sports, recreation, clubs and arts programs for students provided by staff and the Windermere Community schools team (e.g. cooking, sports, arts and crafts, science – through Science World and Arts Umbrella).

At Bruce, 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 contribute financially to field trips, classroom funds, performances and sport activities. Our PAC is actively involved in our school community, organizing school-wide events such as community potlucks and BBQ gatherings, and holding monthly meetings and a variety of fundraising initiatives.

Graham Bruce Elementary School aligns its goals with the Vancouver School Boards' Education plan, emphasizing student achievement, well-being, belonging, and equity. The commitment to ongoing assessment and monitoring of student performance, along with the recognition of the diverse challenges students may face, underscores the dedication to continuous improvement and development. To achieve our goals, we continue to monitor our students' performance at school using a variety of assessment tools, including our annual MDI and Learning Survey's results, and learning and summative updates throughout the school year. Some of these outcomes clearly highlight our students' voices through their self-assessment in different areas.

The staff members at Bruce visualize success for our students and understand that intellectual development, social skills and physical well-being are all valued as components of a well-rounded whole child. Staff is united in developing and working collaboratively on the school goals.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Graham Bruce Elementary, we champion a diverse and evolving community that embraces students from various socio-economic and linguistic backgrounds. In the academic year 2023-2024, approximately 6% of our student body identifies as Indigenous. A notable 58% of our students come from households where English is not the primary language, with approximately 45% designated as English Language Learners (ELL). Bruce Elementary proudly represents thirty-three distinct language groups. About 7% of our students carry ministry designations, guiding individual education plans tailored to their unique learning needs.

Each year, Vancouver School Board participates in the Ministry of Education and Child Care Student Learning Survey, which has been administered annually in BC public schools since 2001. Our Grade 4 and 7 students participated in the survey in the Spring of 2024. Based on this survey, 84% of our Grade 4 students expressed that they liked school and 71% thought they could get the help they needed from adults when having a problem. 48% of our students felt good about themselves. 42% of our Grade 4 students attended clubs, dance sports or music classes outside of school time. 54% of our Grade 7 students expressed that they liked school and 60% felt they were able to get the extra help when needed. 74% of our students described their physical health good to excellent and 62% described their mental health good to excellent. 47% of our Grade 7 students attended clubs, dance sports or music classes outside of school time.

As we are moving from a pandemic era with an impact on the mental health of our population, especially our younger students, we continue to work with our students and families in providing them with the tools and resources that they require to improve their mental and physical health and as a staff, we will maintain our collaborative efforts to offer extra-curricular activities to our students. This school year, we offered our students athletic opportunities such as biking, basketball, volleyball, roller blading, tennis, gymnastics, curling and track and field. Classes are involved in gardening and environmental projects. We have started our student council at the intermediate level to include a stronger student voice in our everyday school life.

In Literacy, when comparing competency scales in English Language Arts between Term 1 and Term 2, we observed a decrease in Emerging and Developing levels, alongside an increase in Proficient and Extending competencies among our K-7 students. This indicates that the strategies and support provided have contributed to enhanced attainment of higher-level competency scales. By March 2024, 11% of our students were at Emerging level, 40% at Developing level, 40% at Proficient level and 7% were extending in Literacy.

Our CELI teacher worked with our Grade 1 students who received Early Intervention (EI) during the 2023-2024 school year. These students were identified as "at-risk" in key literacy areas and were selected based on inclusive eligibility criteria involving understanding of screening tasks. Initially, all students were categorized as Emerging in September. By June, only four remain in the Emerging category, with others progressing to either Proficient or Extending levels. Continued Emerging status prompts advocacy for further support. Students who received EI in Grade 1 (September 2022) demonstrated continued growth into Grade 2 (June 2024), with most achieving Proficient or Extending levels. Our data demonstrated sustained impact of Early Intervention, showing that nearly all Grade 1 students who received EI in September 2021 continued to exhibit reading growth through their Grade 3 year.

At Graham Bruce, our commitment to truth and reconciliation is deeply ingrained in our educational practices through the integration of Indigenous perspectives. Each day, our students begin with a land acknowledgement, demonstrating our respect for the traditional territories of the three nations. We actively enrich our classroom libraries with new Indigenous resources, supported by contributions from the VSB Indigenous department. Collaborating closely with our Indigenous Education Assistant, we continuously deepen our understanding of Indigenous perspectives. We actively participate in Orange Shirt Day, emphasizing its significance in promoting reconciliation and honoring the legacy of residential schools. Indigenous content is increasingly woven into various curricular areas, such as Language Arts featuring First People's Stories. We continue to work on developing an Indigenous food plant and pollinator garden. Our students were also engaged by an Indigenous dance performer who delivered an immersive Pow Wow dance demonstration, imparting cultural knowledge through interactive sessions.

According to the 2023-2024 Ministry Student Learning Survey, 48% of our grade 4 students think that they sometimes learn about Indigenous Peoples, with 25% learning most of the time, and 2% always. Among grade 7 students, 31% participate in Indigenous celebrations or activities at school occasionally, 9% do so most of the time, and 5% always. While our staff diligently integrates Indigenous ways of knowing into the curriculum, reinforces daily land acknowledgments, expands library resources, and organizes engaging activities, we acknowledge the importance of further enhancing visibility and understanding of Indigenous learning among our students. At Graham Bruce Elementary School, we strive to maintain an inclusive environment for all our students and celebrate our different abilities and cultures in a variety of ways throughout the school year, providing opportunities for cultural exchange and learning.

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

This school year, we have worked collaboratively as a team to enhance student literacy achievement through an equity-focused approach, integrating the First People Principles of Learning into our teaching practices. Our progress has been driven by ongoing discussions and collective efforts within our daily routines, as well as through our engagement with professional development and inquiry-based learning team initiatives.

Within our professional development sessions, we have delved into the analysis of our school's literacy objectives, exchanging insights and identifying shared priorities. This exploration has led us to develop tailored inquiry questions for literacy, customized to address the unique needs of students across different grade levels. By crafting sub-questions finely attuned to each group's learning requirements, we have ensured that our objectives seamlessly align with the district's literacy focus, deeply rooted in the VSB Responsive Literacy Framework.

Throughout the school year, our primary teachers met regularly to discuss literacy strategies in meetings led by our Collaborative Early Literacy Intervention (CELI) and Literacy Enhancement Teachers. Simultaneously, our Intermediate teachers collaborated with Yrsa Jensen on a novel approach as part of their inquiry learning team. In both groups, the emphasis was on enhancing reading comprehension and fostering self-regulated learning by equipping students with proven strategies to improve their reading skills and comprehension.

Our approach has been guided by the fundamental principles of formative teaching and learning, with a focus on clarifying learning intentions, establishing criteria, posing reflective questions, providing descriptive feedback, and fostering self and peer assessment. Furthermore, our primary team, along with the Principal, represented Graham Bruce at the district literacy days. During these events, we explored the concept of establishing a common language across grade levels to enhance communication, promote consistency, and facilitate the monitoring and assessment of student progress. As we progress, our literacy goal for the next school year is to further develop our existing initiatives, aligning our practices with the district's Responsive Literacy Framework. Our specific focus will be on refining our assessment methods and tools to ensure consistency across all grade levels.

Improve equity

At Bruce, our mission centers on aligning with the 2026 VSB Education Plan, with a particular emphasis on fostering equity and diminishing achievement gaps among students. Through collaborative endeavors with educators, support teams, and community stakeholders, we prioritize the active inclusion of every student, regardless of their abilities or socio-economic backgrounds. Our dedicated team comprises classroom and resource teachers, collaborative and early literacy intervention teacher, literacy enhancement teacher, support staff, a youth and family worker, an Indigenous education assistant, a counselor, and a principal. Together, we employ a team approach to cultivate an inclusive and equitable learning environment for all our students.

Our teaching faculty employs a diverse range of strategies to enhance student learning, such as integrating technology, fostering peer collaboration, and providing personalized support tailored to individual needs. We

place a premium on diversity in our instructional materials, incorporate various learning modalities, and conduct ongoing assessments to ensure each student receives the necessary assistance for their academic development.

Moreover, our commitment to equity transcends the confines of the classroom. Our family hub extends to after-school programs to students, while our artist-in-residence initiative offers weekly art sessions, ensuring all students have access to enriching extracurricular activities.

In our pursuit of equity, we actively confront issues of racism and discrimination. This school year, we facilitated anti-racism workshops in collaboration with District Resource Teachers from the District Equity and Anti-Oppression team, observed Black History Month, and honored Indigenous perspectives through daily announcements and special events like Indigenous History Month. Additionally, our library curates a diverse selection of books emphasizing themes of diversity, inclusion, and cultural understanding.

By nurturing an inclusive learning environment and advocating for equity both within and beyond the classroom, we endeavor to ensure that every student at Bruce has the opportunity to thrive academically, socially, and emotionally. In addition, our commitment to equity will remain central to our decision-making process. We will continue to enhance our team approach by closely collaborating with our counseling team, which includes a counselor, youth and family worker, and an Indigenous education assistant.

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

In our ongoing journey of truth and reconciliation, discussions held throughout the school year, notably on Indigenous focus day, centered around the evolving landscape and its significance for Indigenous communities across generations. Conversations illuminated challenges such as limited access to resources and knowledge, environmental pollution, and escalating land costs, while also celebrating endeavors to restore environments like the Renfrew ravine. Wisdom shared by elders underscored traditions, reverence for nature, and the interconnectedness of all life. Educators deliberated on the integration of Indigenous perspectives into various subjects such as science, math, art, and physical education, striving for a holistic approach to learning.

Recommendations for nurturing students' comprehension of Indigenous perspectives on land included exploring natural spaces, engaging with Indigenous murals, cultivating a deeper appreciation for the land through gardening and planting Indigenous flora at schools, as well as learning and utilizing the original Indigenous names for local places and integrating Indigenous narratives into curriculum materials. Teachers delved into the First Peoples Principles of Learning, reflecting on the principle that struck them the most. They explored how these principles intertwine with their roles as culturally responsive educators and their approach to land-based and placed-based learning. Ensuring access to authentic Indigenous knowledge and fostering open-mindedness were recognized as pivotal for students to embrace diverse perspectives on land. In conclusion, nurturing an understanding of Indigenous perspectives on land is imperative for fostering respect, stewardship, and a sense of belonging among all members of our school communities. Through sustained dialogue, education, and action, we endeavor to forge a more inclusive and sustainable future for generations to come. Furthermore, we are dedicated to expanding our collection of Indigenous resources in the library and facilitating the sharing of ideas and resources among staff to maintain consistency across grade levels.

HOW WILL WE KNOW WE'RE ON TRACK?

We are proud of the intensive work we accomplished this year toward our literacy goals, emphasizing equity and truth and reconciliation. Our efforts included exploring various tools to monitor student performance in literacy and English Language Arts. We focused on establishing a common language of formative assessment based on six major principles. Teachers prioritized reading comprehension in their literacy endeavors.

For the upcoming school year, we will:

- Identify student strengths and needs through school-wide assessments.
- Conduct ongoing staff discussions to evaluate effectiveness and identify areas for further development.
- Dedicate professional development sessions to enhancing reading comprehension.
- Collaborate to assess current programs and determine necessary adjustments, with discussions spanning from kindergarten through grade 7.

In summary, we are planning to reach our goals through the following initiatives and strategies:

- Using the Formative Assessment principles and language to support student learning.
- Collaboratively exploring current programs to identify potential changes.
- Continuing staff conversations throughout the school year to assess effectiveness and areas for improvement, with a focus on increasing reading comprehension progressively from kindergarten to grade 7.
- Conducting school-based professional development with a focus on reading comprehension.
- Participating in district professional development with an emphasis on literacy.
- Providing continued support for Collaborative Early Literacy Intervention (CELI).
- Ensuring ongoing support for Literacy Enhancement initiatives.

We will know we are on track through:

- School-wide assessments identifying student strengths and needs.
- Student goal-setting and self-reflections.
- Assessment outcomes for English Language Arts in Terms 1 and 2 as reported in Learning Updates #1 and #2.
- Observing students' relationship with literacy, including their book choices and responses to various literature.
- Utilizing the BAS kit to inform practice by collecting baseline data in reading comprehension in September and March.
- Reviewing results from the Collaborative Early Literacy Intervention at the primary level.
- Analyzing results from the 2024-2025 Ministry Student Learning Survey.
- Considering MDI data.
- Conducting a thorough review of our library resources and collections.



LORD BYNG SECONDARY SCHOOL

2024-2025

School Learning Plan

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) & səlilwətał (Tsleil-Waututh Nation).



Lord Byng Secondary School is located on the unceded ancestral lands of the the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) and is working to create relationships with our local Indigenous communities as part of the School's Four Pillars of Learning and our Reconciliation journey.

The school is partnered with the following catchment elementary schools:

- Kitchener
- Queen Mary
- Jules Quesnel
- Queen Elizabeth

The local neighbourhood in which the school is located is richly resourced with Dunbar Community Centre and several parks within the catchment, including Jericho Beach Park, Almond Park and Pacific Spirit Park, the school is also close to the University of British Columbia. The current student enrollment is 1460 of which 270 are newcomer ELL learners. Most newcomer ELL learners are from China and are Mandarin language speakers, a smaller number of current students at the school are Cantonese language speakers. Other recently arrived newcomers are from Latin America, the United Kingdom, and several European countries as well as from Ukraine.

Byng respects and values diversity and embraces inclusion as a fundamental guiding principle of learning. This guiding principle aligns with the school's Inclusion and Diversity Pillar of Learning and reflects the Ministry of Education's (MOE) new reporting requirements that mandates equitable support for all learners. The school has a robust plan to develop and implement core aspects of the curriculum and is aligning our pedagogical practices to align with district and MOE guidelines.

The population of teaching and support staff at Lord Byng includes 80 teaching staff with 10 support staff. Staff at the school are actively engaged in ongoing professional development and the school learning community makes effective use of our Collaborative Planning structure that provides staff with continued professional development and support.

The collective vision of the school reflected in the Four Pillars of Learning is to create equity and support all learners to fully develop their intellectual, emotional, and physical potential to enable them to appreciate their own worth and the worth of others, as well as to function responsibly and effectively in a changing and increasingly technological Canadian society as Educated Citizens. Supporting that vision, the school offers a comprehensive curricular program for all students and has a very high graduation rate. The school offers outstanding programs in performing and visual arts, computer sciences, and other academic areas, which are enhanced by the Byng Arts Mini School Program. The Byng Arts Mini School provides continuity of learning from grade 8-12 including a unique arts-focused Career Education and Capstone 11, 12 learning pathway. The Byng Arts Program is open to all students from across the Vancouver School District and enrolls 420 students.

Other programs at the school include the Experiential Learning Cohort (ELC) which provides a unique learning opportunity for students in Grades 10 and 11 with a focus on outdoor learning as well as project-focused learning experiences. The school also runs the LALS class for students with special learning needs that has integrated classroom experiences.

All Byng students have access to a rich Career Education 8-12 program that provides excellent foundational skills for all students and supports learners with school and community mentors during their senior years. The school showcases the Grade 12 student passion projects each year. The school also offers a comprehensive Work Experience learning opportunity for Grade 11 and 12 students.

Students graduating from Byng transition into various post-secondary institutions including university, college, and trades and vocational training opportunities.

The school has a very active athletics and physical and health education program with students able to participate in sports activities for all levels of sporting aptitude in the Fall, Winter and Spring seasons. The school offers many extracurricular activities, including clubs and community focused volunteer experiences. These offerings provide a rich resource for students to celebrate diversity; challenge their physical, intellectual and creative abilities; raise awareness of economic, social and environmental issues; and engage in community service and philanthropic work.

The school enjoys the support of a very actively engaged parent community and is well served by community volunteers who support school-wide events, graduation, athletics and active fundraising for school projects that reflect our Four Pillars of Learning. The Byng PAC has actively supported the students, staff, and administration as they work towards achieving school goals.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Byng student learning community is complex and multi-faceted with a rich diversity of learning styles, needs and abilities. Many students are academically focused and accomplished, a fact that is reflected by several indicators including Ministry of Education assessments in numeracy and literacy, senior academic courses taken by students at the school, the graduation rate for the students as well as the successful transition of Grade 12 students into post-secondary institutions. A significant proportion of the student population has Ministry designations that reflect the diversity of learners at the school.

Many of the newcomer students to the school are focused on English Language acquisition and are keen to transition rapidly through the ELL Program to be fully integrated into mainstream classes.

Most learners are actively engaged in the school community, a fact reflected in the number of clubs, extra-curricular activities and athletics programs that run year-round. Students are keen to participate in all manner of active learning opportunities provided by the school including field trips, project-based learning, and artistic performances and to showcase their learning through frequent exhibits, and through the Capstone 12 Fair that is run annually at the school. A strong student voice is very apparent at the school, reflected by the student feedback expressed through the Ministry of Education Satisfaction Survey for students in Grades 10 and 12 as well as evidence gathered through separate student surveys for Grades 8, 9 and 11.

Challenges expressed by students through the same school and MOE surveys include anxiety related to testing, homework and balancing schoolwork and other activities. Other highlights from the data included students wanting to find additional creative ways to express their learning. Students have identified that they want different ways to express their learning. An example of this is seen in the recent data gathered from the MOE Grade 10 Satisfaction survey with only 14.8% of student responses indicating that they can choose how they show their learning (Grade 10) while only 16.3% of Grade 12s indicated that they had opportunities to choose their learning methods all the time. Opportunities for students in Grade 10 to use creative methods” Most of the time” was 20.3% and 24.5% for students in Grade 12.

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

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

Goal 1: To support students in all grades to reduce stress created by school related learning activities.

This goal was selected to address the concerns shared by students identifying testing and homework as the leading cause of school related stress with both Grade 10 & 12 students indicating this in the 2023-24 Ministry of Education Student Learning Survey.

To address this goal the following actions will be taken:

- Review assessment practices in all curricula areas and work with staff on using both Core and Curricula Competencies and the four-point proficiency scale.
- Continue to provide staff with professional development support through Collaborative Planning Time to develop alternative assessment tools for summative assessment.
- The school will continue to work with students to support them to reflect on their learning and to develop frequent check-ins for understanding of the Core Competencies and Curricula Competencies (during FIT sessions and homeroom reflection periods).
- Provide additional support for stress management and academic support through a new realigned student support model combining the roles of key Student Support Team members into a Learning Hub model for learning.
- Develop student learning support through the Learning Hub that provides year-round support (Semester 1 & Semester 2).

Improve equity

Goal 2: To support students in all grades to experience equity for learning.

This goal was selected to address the concerns shared by students identifying that they wanted greater input into the types of topics and projects they could use to express their learning.

Only 11% of students in Grade 10 had an opportunity to choose their own topics and projects while 24.5% of Grade 12's had an opportunity to select topics and projects of their choosing. Evidence for this conclusion was found in the 2023-24 MOE Satisfaction Survey. Both responses came from students providing answers to the question:

At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)? (MOE Student Satisfaction Survey Grade 10 & 12).

To address this goal the following actions will be taken:

- Develop strategies with teachers to provide learning opportunities for our diverse learners to allow for multiple opportunities to demonstrate their understanding of key concepts and knowledge through increasing choice and creativity in key assignments.
- Develop strategies with departments to develop multi-faceted projects that provide choices and opportunities for all learners to experience success.
- Continue to develop resources and support for the CLC Capstone 12 learning opportunities. Examples will include developing Career Education 10-12 for Byng Arts students.
- Celebrate and acknowledge student accomplishments through showcasing student work through frequent newsletters and community-focused events such as the Capstone Fair.

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

The school has worked to develop and support the implementation of our Reconciliation with First Nations, Metis and Inuit peoples in alignment with the VSB Ed. Plan 2026 and MOE guidelines.

Strengths include the consistent year-over-year offerings of senior academic Indigenous focused graduation courses that are current graduation requirements. Each year the school has developed additional learning opportunities for students to meet their academic graduation requirements as well as to develop a deep understanding of Indigenous history, culture and teachings.

Current offerings 2023-24 and next year 2024-25 course offerings include:

- Senior academic courses introduced for graduation requirements in Social Studies: Current year SS Contemporary Indigenous Studies 12 & BC First Peoples 12. Next year Contemporary Indigenous Studies 12 and BC First Peoples 12.
- Senior academic English Courses: Current year English First Peoples Writing & Literary Studies 10, English First Peoples Writing & Literary Studies 10, English First Peoples New Media and Spoken Language 10, English First Peoples New Media & Spoken Language 10, English First Peoples 12. Next year English First Peoples 12, English First Peoples Literary Studies Spoken Language 11, English First Peoples Writing & Lit Studies 10, English First Peoples New Media & Spoken Language 10.
- Capstone 12 Indigenous Focused (LEAF) is being introduced for senior students who can opt to focus their required Capstone 12 project with an Indigenous focus based on LEAF pedagogy. The LEAF model allows students to complete their Capstone project using the First Peoples Principles of Learning in a way that develops leadership skills in a place-based learning process. A LEAF Certificate is awarded at Graduation to recognize students' unique achievements in Leadership, Action, Environment and First Peoples Principles of Learning.

Along with the introduction of multiple learning opportunities for students in the core Social Studies and English Senior academic course offerings, students in all grades have benefitted from the continued opportunities to work alongside Indigenous Knowledge Keepers and Elders.

These include:

- Martin Sparrow (Musqueam Nation): Student Learning experiences include carving, cedar weaving, singing & storytelling.
- Dave Robinson (Iroquois): Student learning experiences include teachings from the First Peoples Principles of Learning (Indigenous Science and Ethics, storytelling & carving).
- Ray McKeown (Lakota Metis): Student learning experiences include Indigenous Games and learning, cultural teachings and traditional artwork.

Students were given an opportunity to reflect on their learning experiences on this important school goal that is reflected in our Four Pillars of Learning and guiding question:

Truth and Reconciliation Through Indigenous Teaching and Learning: How do we authentically promote, embrace, and engage with the First Peoples Principles of Learning?

Student responses in both the Grade 10 & 12 Ministry of Education Satisfaction Survey as well as the school-wide 8, 9 and 10 survey indicated that students had a positive experience of learning about Reconciliation as well as First Nations, Metis and Inuit people's history, culture and teachings.

Our goal for this area of learning will be:

Goal #3: To support students in all grades to continue our journey of Reconciliation with First Nations, Metis and Inuit and to build on our strengths and accomplishments as a learning community.

To address this goal the following actions will be taken:

- Continue to develop relationships with the local Indigenous community through developing project-based experiences for all students in Grades 8-12 (e.g. Capstone 12 LEAF focused learning opportunity).
- Continue to celebrate and recognize important calendar events throughout the year (September Reconciliation Month, September 30th Orange Shirt Day, June National Indigenous Month, June 21st National Indigenous Day).
- Continue to work with the VSB Indigenous Education Department to create learning opportunities for all students.
- Continue to provide ongoing professional development opportunities for staff.
- Develop school-based distributed leadership at the school level to support school-wide initiatives for learning (For example the Social Studies Department is now the Social Studies & Indigenous Education Department).

HOW WILL WE KNOW WE'RE ON TRACK?

Success at Lord Byng will be measured through the ongoing outcomes. Indicators of success will include:

Belonging:

- Review of Student Surveys: Satisfaction Survey Ministry of Education, check-ins with students through frequent assemblies and exit surveys.
- Anecdotal information gathering.
- Data collection that reflects the Pillars of Learning.
- Continued review of Graduation data.
- Continued review of numeracy and literacy assessment.
- Community feedback (parent, staff, students).

Equity

- Review of Student Surveys: Satisfaction Survey Ministry of Education, check-ins with students through frequent assemblies and exit surveys.
- Project-based learning outcomes and student feedback.
- Student reflections on their learning through exit interviews, and Core Competency reflections.
- Peer-to-peer feedback, staff, and community feedback.
- Anecdotal information gathering.
- Department and staff feedback.
- Data collection that reflects the Pillars of Learning.
- Continued review of Graduation data.
- Continued review of numeracy and literacy assessment.
- Community feedback (parent, staff, students).

Reconciliation

- Review of Student Surveys: Satisfaction Survey Ministry of Education, check-ins with students through frequent assemblies and exit surveys.
- Project-based learning outcomes and student feedback.
- Department and staff feedback.
- Data collection that reflects the Pillars of Learning.
- Continued review of Graduation data.
- Continued review of numeracy and literacy assessment.
- Community feedback (parent, staff, students).

2023 - 2024

School Learning Plan

SCHOOL STORY

Carnarvon School is a public elementary school located on the west side of Vancouver, British Columbia. Originally opened in 1955 as Trafalgar Annex, the school has a rich history of providing quality education to students in the community for over 60 years.

Throughout its history, Carnarvon School has provided a diverse and inclusive education for all students. In recent years, the school has made a conscious effort to incorporate an Indigenous context into its curriculum and to acknowledge the important role that Indigenous peoples have played in the history of the area. This includes regular cultural activities and events that celebrate Indigenous cultures, as well as the integration of Indigenous perspectives into the school's curriculum. Carnarvon School also works closely with local Indigenous organizations and community members to ensure that its approach to Indigenous education is culturally appropriate and respectful.

Today, Carnarvon School continues to provide a welcoming and inclusive environment for students of all backgrounds. Our school is wheelchair accessible, and we are fortunate to have a universally accessible playground and outdoor school garden on our school grounds. Our vision of success for each student is rooted in the First Peoples Principles of Learning and is also articulated in our school's Mission Statement: We strive to create a safe learning environment so all students can learn and contribute to the community.

At Carnarvon Elementary, we actively focus on enriching the academic, artistic, physical, social, and emotional needs for all students. We pride ourselves in the curriculum offered through the joint commitment of staff, parents, and our community partners. Our school's diverse cultural population is honoured throughout the year with cultural celebrations and learning opportunities to help build community, respect and unity. As the school looks to the future, we are committed to building on our rich collective history. Learning ultimately involves patience and time; as a dedicated team, we will continue to foster a strong sense of community, cultural understanding, and academic excellence for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

We strive to create a safe learning environment so all students can learn and contribute to the community.

We acknowledge that learning takes patience and time.



Charles McGee (1924 - 2021)

An American artist and educator from Detroit, known for creating paintings, assemblages, and sculptures. His art was inspired by the energy of life, interdependence, equality and connection among all living things. His philosophy reflects the First Peoples Principles of Learning we explore at school every day. These ideas were the driving force in his life and his practice. Through his work, McGee encouraged peace, balance and harmony with the desire to make the work a better place. We created a community piece with our staff and students, building an interconnected web of shared experience to create unity.

At Carnarvon, we actively focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves in the curriculum offered through the joint commitment of staff, parents, and community partners. Carnarvon students come from many different cultural backgrounds. 25% of our school community are English Language Learners (ELL). Thirty-one of our students have ministry designations to reflect their unique learning needs. Eleven of our students are international students and nine students identify as Indigenous. This year, we had 65 student moves which is quite an exception for our school. This growing number reflects the changing dynamic of the community as families move into and out of the neighbourhood. Carnarvon School is also a mentorship site for teacher candidates enrolled in the UBC Bachelor of Education program.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are supported by our administration team, our classroom teachers, our resource and ELL teaching team, our Music Specialist and Teacher Librarian, our Education Assistants (SSAs), our School Counsellor, our Speech Language Pathologist, our School Psychologist, and our Supervision Aide team. At Carnarvon, staff take a team approach to support and nurture students. Information from the Student Learning Survey shows that Grade 4 and 7 students have strong connections with the adults in the building.

When asked if they had 3 trusted adults they could turn to for help, the results were 12% and 8% respectively. When asked if there were 4 or more adults, the number jumps considerably to 37% for both grades.

Carnarvon students feel safe at school. They have a sense of belonging and are connected to the adults in the building. From the information gathered in the Student Learning Survey (completed in April 2023), 81% of our Grade 7s state they have a strong sense of belonging. In grade 4, the number increases to 84%. When students were asked if they felt welcome and safe at school, their responses were quite high:

Do You Feel Welcome at School	Most of the time	All of the time
Grade 7s	38%	36%
Grade 4s	32%	47%
Do You Feel Safe at School	Most of the time	All of the time
Grade 7s	42%	42%
Grade 4s	40%	40%

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:

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler

At Carnarvon, our teachers work in Primary and Intermediate teams, meeting regularly to discuss student outcomes and to support student learning.

The Primary team is currently working on a Collaborative Inquiry looking at improving literacy using the Heggerty Phonics Program. They are looking at developing a consistent way of teaching Language Arts skills across the K-2 grades to strengthen reading confidence. They are focusing on two programs; Heggerty (an intensive phonics program) and UFLI (University of Florida Institute) which is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The UFLI program is designed for core instruction in the primary grades or for intervention with struggling students in any grade. For more information about the Heggerty program, please refer to the Heggerty Phonemic Awareness Curriculum (2022-23) Grades K-1 Efficacy Study Review: <https://heggerty.org/wp-content/uploads/2023/11/LXD-Heggerty-PA-Curriculum-2023-Study-Review-1.pdf>

Our Intermediate Team explores world events to enhance student connection and learning. Students create and build in small groups to strengthen their understanding of the world.

Teachers combine LA, Math, Science, Socials, ADST and Career Education inquiry-based learning. Students have the opportunity to produce multi-modal projects which are shared with parents and the school community.

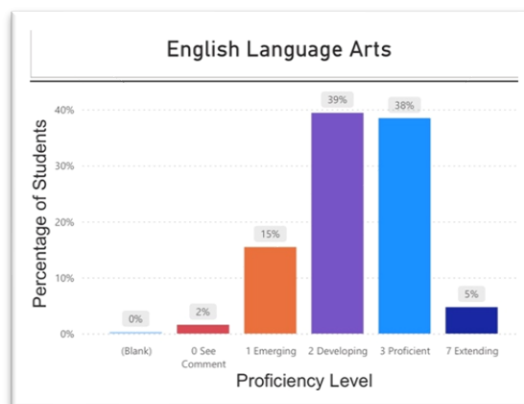
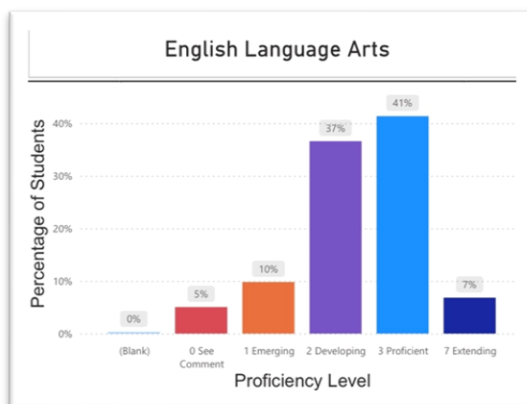
Our Team has also purchased the Echos Pro French Program and many teachers are using the What if the World program to build reading and comprehension skills. They also add recently published novels for Gr. 4-7 Literature Circles, ensuring diverse characters, themes and authors are represented in the selections. Based on CSL, Student Learning Survey and FSA results, our students are on the right track.

Student Learning Survey: Grades 4 & 7

Getting Better at Reading	Agree	Strongly Agree
Grade 7s	48%	26%
Grade 4s	30%	35%
Getting Better at Writing	Agree	Strongly Agree
Grade 7s	42%	26%
Grade 4s	30%	35%

Language Arts Data from CSL:

	Emerging	Developing	Proficient	Extending
Grade 7	2	14	30	8
Grade 6	4	22	24	3
Grade 5	10	11	19	1
Grade 4	8	18	15	3
Grade 3	1	13	33	1
Grade 2	12	23	13	1
Grade 1	3	17	9	0
Kindergarten	2	6	19	6



Carnarvon School CSL Data, Terms 1 and 2, 2023-24

Improve equity

It is our goal to ensure that students are active participants in their learning, working productively together, listening, and learning from others, and reflecting on their work. As students move up through the grades, they are learning the importance of a 21st-century mindset, building critical thinking and communication skills, creativity, problem-solving, perseverance, collaboration, information literacy, technology skills and digital literacy, media literacy, global awareness, self-direction, social skills, literacy skills, civic literacy, social responsibility, innovation skills, thinking skills.

Academic Enrichment:

In-class guest speakers are brought in to enhance science and STEM activities, as well as the arts. To engage students' creativity and build a 21st Century Mindset, teachers challenge their students to brainstorm, plan, design, test and retest wind turbine machines, floating penny barges, cardboard structures, food truck design and food sourcing, food sustainability and political structures.

FSA: Literacy

	Emerging	On Tract	Extending
Grade 7	6%	83%	11%
Grade 4	12%	65%	23%

FSA: Numeracy

	Emerging	On Tract	Extending
Grade 7	8%	46%	46%
Grade 4	23%	54%	23%

Our school offers a diverse range of artistic opportunities. Intermediate students learn to play the recorder, ukulele, and guitar. The Winter Concert is organized by our music specialist, showcasing student voices and talent the students bring to the school such as cello, violin, and piano. Teachers also bring in professional artists to lead students through enhanced art and drama activities throughout the year.

Students have shown us they like to stay active and involved. We offer an array of physical activities such as cross-country, Terry Fox runs, volleyball, basketball, badminton, ball hockey, track-and-field, and ultimate frisbee. Additionally, we bring in expert instructors for lacrosse, hip-hop dance, and pickleball sessions. Our students are involved in many extra-curricular clubs and activities. They love to explore their interests and give back to the school community. We offer Morning Announcers, Student Council, Library Monitors, Lunch Knitting,

Craft and Chess Clubs, School Yearbook, Rubik's Cube Club, Diversity, and Garden Club. Develop leadership skills through opportunities such as being student announcers for morning announcements, serving as equipment monitors during recess and lunch, leading assemblies, spearheading technology initiatives, participating in buddy classes, organizing student council events, contributing to food drives for the local pantry, coordinating Remembrance Day Poppy sales, and supporting fundraisers like Elf Fest to benefit a local Vancouver school.

Team / Club	Number of students
Morning Announcers	26
Library Monitors	44
Yearbook Committee	6
Chess Club	24
Knitting / Lunch Club	17
Cross Country	47
Track and Field	60
Basketball	39
Volleyball	35
Badminton	21
Diversity Club	6
Ball Hockey	12
Rubix Cube Club	15
Choir	18

Students enjoy participating in extracurricular activities: Track and Field, Library Monitors and Basketball being the most popular.

Our school prioritizes mental well-being with school-based counselling and social-emotional programs. Through daily messages reinforcing our code of conduct, students learn concrete examples of how to care for themselves, others, and their environment. Teachers also weave a growth mindset into their lessons to reinforce resiliency.

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

As we continue our Reconciliation journey, students are learning the value of respect. In our Daily morning announcements, for example, students refer to our three host nations using traditional pronunciations to acknowledge the land we are on. They are also capable of saying the land acknowledgement independently at school events and assemblies. Students use the First Peoples Principles of Learning to guide their learning and understanding of the land we are learning on. Making personal connections to the land acknowledgement helps

students identify the importance of place, where they are on their learning journey and the necessity of taking care of the land we are privileged to learn on. Students can plant and grow vegetables in our Community Garden. Giving back and keeping our neighbourhood clean are reinforced with grounds and neighbourhood clean-ups.



Primary Students Exploring Meaning Behind the Land Acknowledgement.

Teachers incorporate stories, artwork, and the Principles of Learning into class programs, lessons, and projects. This work is reflected positively in the Student Learning Survey; when students were asked if they were learning about Indigenous peoples, our students responded favourably.

Indigenous Learning:

	Some of the time	Most of the time	All of the time
Grade 7	46	24	13
Grade 4	47	22	5

Our teachers identify they teach from a positive lens, incorporating enriching and respectful content. Teachers take advantage of the proximity to Camosun Bog and UBC, using the resources to develop a culturally responsive Land-based acknowledgement. By the end of the year, they hope to make the acknowledgement meaningful for students; coming from an understanding of history and why we say it.



As the school looks to the future, we are committed to building on our rich collective histories. Learning ultimately involves patience and time; as a dedicated team, we will continue to foster a strong sense of community, cultural understanding, and academic excellence for all our students.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to work as a team to ensure our students continue to build on their strengths, enhancing problem-solving skills, creative thinking and social-emotional resiliency. These traits will be tracked throughout the year with student self-reflections (completed in September and May), term reflections and CSL descriptive written comments. In the fall, we plan to meet as a group to assess writing in primary and intermediate teams using a student-write and assessing work using BC Performance Standards. This will help us track student improvement in writing. Reading Comprehension will also be explored. Our primary team will continue to use the Fountas and Pinnell (Benchmark Assessment System) and we will try to find an effective assessment to use at the intermediate level.

Literacy growth will be tracked using CSL data, student reflections, teacher data (for phonemic awareness) and FSA results. Our Reconciliation Journey will be documented and shared with our community through newsletters, CSL reports, photographs, assemblies and bulletin board displays. Information from the Student Learning Survey will also be examined. Student self-reflections will also be an important piece showcasing growth and understanding.

2023-2024

School Learning Plan

SCHOOL STORY

Emily Carr Elementary School is in a densely populated urban setting at Oak Street and King Edward in the Douglas Park area. We have 326 students in grades Kindergarten to Seven. The school is named after the Canadian writer and painter, Emily Carr.

Our school population has diverse needs and abilities. We fully integrate all students, including those with Ministry Designations that represent their specific learning requirements and those who are learning to speak English. We strive to achieve meaningful participation of all students. [Click or tap here to enter text.](#)

Parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) and with generous contributions to fundraising, organizing school events, and supporting students' academic, social, and cultural growth. The PAC's Inclusivity and Diversity Committee continues to grow and promote support and connection with families who have children who have disabilities or are neurodivergent, with initiatives, such as information coffee sessions for parents. They have also worked to add books to our school library on several topics around diversity and neurodiversity.

Students at Emily Carr are well-rounded, successful children with a variety of background experiences. They have many strengths in the BC Curriculum Core Competencies including positive communication skills, solid creative and critical thinking, and a keen sense of personal and social responsibility. Students celebrate many aspects of their learning through activities including performances, assemblies, concerts, sharing within classes and between buddy classes, volunteer opportunities and field trips. Student Leadership programs (including Peer Helpers, Kindergarten Leaders, Activity Leaders, Library Monitors, Morning Announcers, Hallway Monitors and Equipment Monitors) as well as student clubs/initiatives (such as Emily Carr's Got Talent Club, Pride Club, D&D Club and Book Club) continue to grow at Emily Carr Elementary, contributing to a positive school culture where students work in teams to achieve tasks and build communication and interpersonal skills, while promoting values of volunteerism, community service and cooperation.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Overall, the Emily Carr community of learners is highly motivated to succeed in all subject areas. Many of our students have effective communication skills, like to talk and are not afraid to ask questions. Also, they like to read and follow directions and routines well.

Our students demonstrate a strong sense of community, as seen in the growing number of student leadership programs and the consistent number of intermediate volunteers that run these student-led programs (ex.

Playground Helper, Kindergarten Helpers, Hallway Monitors, Library Monitors, Equipment Monitors, Morning Announcers and Activity Leaders). Students are eager to be helpers around the school for a variety of tasks and regularly enjoy being 'big buddies' to younger students through reading and other activities. Emily Carr students volunteer to help in a variety of ways and make a difference, both in the school and the general community. A general sense of kindness exists and is evident daily, across the grades, with many who act as champions for others who need a boost in this area.

This is an active school, with many students that enjoy participating in school sports teams (ex. cross country, volleyball, basketball, and ultimate frisbee) and daily student-initiated sports (ex. soccer, football, and square ball, etc.). Additionally, Emily Carr students express their ideas/views and explore their personal interests through a growing number of clubs (Pride Club, Book Club, Emily Carr's Got Talent, Club, etc.). They celebrate diversity and enjoy learning about social justice issues.

We have many newcomers and ELL students. We have supported them to make connections with other students and provided additional English language instruction and support to adapt to their new learning environment. We also have students with higher social-emotional needs and some students who have experienced trauma or big life challenges. Many students are continuing to learn to regulate their emotions and struggle with peaceful conflict. Many behaviour incidents can be related to students having less developed self-regulation skills, resulting in physical or verbal outbursts. Students are working on taking responsibility for their belongings, actions, and their learning. We have noticed students struggling with attention, staying calm, alert, and focused. There is a wide range of learners, academically, and students with exceptionalities, demonstrating a need for differentiated learning, support, and sometimes creative ways to help students achieve in all developmental areas.

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

As a school community, we are working on applying trauma informed practices in our classrooms and broader school environment to address behavioural concerns, and establishing a sense of belonging, connection, and support for all. A whole school approach to trauma-informed practice can include strategies, such as peer mentoring, teacher-student mentoring, and restorative practices. Providing students with supportive environments that facilitate learning and provide a positive impact on their emotional well-being helps them succeed academically and socially, and encourages a stronger sense of belonging. Trauma informed practices serve as a foundation to create a safer, healthier learning environment.

By understanding the effects of trauma on student behaviour and emotions, school staff can respond to behaviors in ways that are compassionate, supportive, and effective. This approach not only benefits the students but also supports families and helps create a more cohesive and understanding school community. Angela Murphy, from Complex Trauma Resources (CTR), led staff through a professional development workshop, called From Surviving to Thriving in the Classroom. She spoke about students experiencing mental health challenges or who have experienced trauma and showed us how their brains may often be in a state of hyperarousal or heightened stress response (see stress staircase leading to fight, flight or freeze, Children and Complex Trauma, Chuck Geddes, p. 83). In this state, it becomes difficult for them to take in and retain new information, which directly impacts their learning ability. Furthermore, cognitive functioning, attention, memory, academic performance, and school-related behaviour can all be impacted by experiencing prolonged

stress. Addressing mental health and trauma in a school community is crucial for creating an environment where students can learn effectively.

Emily Carr staff also took part in a professional book club, reading *Children and Complex Trauma: A Roadmap to Healing and Recovery* by Chuck Geddes. Geddes wrote,

Managing mental health and trauma in the school community allows educators to help students learn. The brain cannot take in and later recall information when it is in a state of hyperarousal. Children and youth who are experiencing certain mental health concerns, or have histories of trauma, may consistently be in this state.” Trauma-informed practices help create environments where the brain can learn rather than exist in a state of hyperarousal. By understanding trauma and its effects, school staff can respond to challenging behavior in a way that supports the students, families, and staff alike. “(Trauma-Informed Safe and Caring School Communities - Safer Schools Together)

Improve equity

Some students have a greater number of obstacles. We continue to work towards removing some of the barriers to learning that are keeping students from reaching their full potential. By adopting trauma-informed approaches, staff hope not only to help students academically but also contribute to their overall well-being and resilience. This approach supports the entire school community and promotes a positive learning environment for all.

The implementation of trauma-informed practices includes creating safe and predictable environments where students feel secure. Identifying what triggers stress responses in students allows school staff to preemptively address potential challenges and provide appropriate supports; promoting emotional regulation, fostering connections and collaborating with families to encourage a consistent approach to support at home and at school. In this way, our school will improve equity by addressing the needs of students by giving them what they need to be successful learners.

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

Emily Carr continues the journey of reconciliation with First Nations, Metis, and Inuit. Our commitment to education for reconciliation is demonstrated by including Indigenous perspectives and experiences throughout the K-7 curriculum. The #63 Call to Action of the Truth and Reconciliation Commission asks for the Ministers of Education of Canada “to maintain an annual commitment to Aboriginal education issues, including:

- i. *Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.*
- ii. *Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.*
- iii. *Building student capacity for intercultural understanding, empathy, and mutual respect.”*

(Truth & Reconciliation Calls to Action, National Centre for Truth and Reconciliation, University of Manitoba, p. 71)

We will take up this call to action by continuing to explore and amplify First People’s voices through engaging with literature, information, and media texts with local Indigenous content. Through this process we will promote diversity and contribute to a more inclusive and accurate portrayal of their experiences. This is an important way for fostering understanding, respect, and appreciation of their rich cultures and perspectives.

During the District Indigenous Focus Day on November 24, 2023, staff took time to review Indigenous resources provided by the district and brainstormed how these books could be used to support the curriculum. Additionally, they read articles on land-based education and discussed the First Peoples Principles of Learning. These resources and new learning continue to support opportunities within the regular curriculum to learn about indigenous culture and community. We hope this approach will enrich our student's education and help dismantle stereotypes and promote reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

At the beginning of the year, grade 1-7 teachers met with the resource team to complete class reviews, looking at the needs of the students. In term 2, all teachers met again. This time, their class review narrowed in focus to identifying specific learners who were at risk in the areas of literacy, numeracy, physical and mental well-being and belonging. Teachers identified which students were thriving in the school community and which students would benefit from additional supports. Report card data on literacy and numeracy was used to substantiate students who were identified as at risk in these academic areas. In the third term written summary of learning, staff identified that 6.7% of students were assessed at the emerging level in Language Arts and that 4.2% of students were assessed at the emerging level in math. Furthermore, classroom teachers identified 15.8% of their students as vulnerable in physical and mental wellness and 10.9% of students were identified as vulnerable in belonging during class reviews. We will use this as baseline data for the 2024-2025 school year.

Using a trauma-informed lens, we have put a variety of support in place to improve student achievement. Some examples of strategy types are as follows:

- universal support (consistent classroom routines and predictable structures, such as daily schedules and class meetings)
- individual support (ex. recognize environmental triggers, front load future activities or changes ahead of time, resource support, individual counsellor support, etc.)
- school wide support (ex. Student leadership programs, clubs, big buddies)
- classroom support (ex. Counsellor led SEL program introduction, Responsive literacy Framework etc.)

In the Fall, Emily Carr staff will again review the needs of our students, from kindergarten to grade 7, during our class review process. We will discuss students that we have identified as vulnerable in the following areas: literacy, numeracy, physical and mental wellness, and belonging. Throughout the year, we will revisit any concerns that we've identified and target the various types of support (ex. individual classroom strategies, whole school approaches, increasing opportunities for student voice, etc.) that can be implemented to meet the needs of our students, particularly in the areas of physical and mental wellness and in belonging, with a focus on improving equity for all.

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), skwxwú7mesh (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation). It is with respectful consideration that the programs and services are provided to students and families to honour cultural protocols of these communities.

Edith Cavell Elementary School is in Vancouver's Douglas Park neighbourhood and serves around 330 Kindergarten to grade 7 students and approximately 40 staff members. Cavell was seismically upgraded between January 2021 and May 2023.

Our motto: 'Cavell Cares: Take care of yourself; Take care of others; Take care of this place' is clear amongst students. Kindergarten students state that Cavell students are kind, helpful and respectful people. Cavell students love our library to get books, and our gym is fun for playing skittles in. Kindergarten students also love the fact that they learn about the Seven Sacred Teachings. What do intermediate students enjoy about Cavell? The playground, the staff who care about them, the activities and field trips they get to do to enhance their learning, the musical instrument selection because they learn a lot about music and the many sports teams and leadership opportunities that help make them well rounded students.

We celebrate each other through our appreciation for diversity. Our current student population is spread across 14 divisions. Students who are learning English are integrated into our regular program with support from classroom and resource teaching staff. English language learners comprise approximately 17% of our population and speak a variety of home languages including Japanese, Dutch, Tagalog, Spanish, Mandarin, Cantonese, Serbian, Arabic, Italian, German, Swedish, Ukrainian, French, Czech, Portuguese, Armenian, Turkish, Croatian, Hindi, Vietnamese, Hebrew and Russian.

We are fortunate to have a dedicated parent community who actively contributes to the educational experiences at our school in a variety of ways. The Parent Advisory Council (PAC) organizes hot lunches 4-5 days a week, school events such as welcome back coffee, welcome back BBQ, pumpkin patch, school dances, movie nights, parent socials, walk-a-thon, silent auction, and a spring carnival event. Parents and guardians volunteer in class as well as within the school community serving on the PAC executive, organizing an event, or offering to coach a sports team. New ideas and members are always welcome at the monthly PAC meetings.

Staff, students, and parents work together to set high expectations in all areas of student learning. Goal setting meetings are an important way to set the direction for the collaborative journey ahead. Throughout the year there are many opportunities for our students to plan, direct and take responsibility for their learning.

We also provide experiences that showcase student learning including events such as Open Houses, Learning Celebrations, Learning Fairs, student voting, our Winter Concert, school wide projects and many more. We also

look for opportunities to extend our learning beyond the classroom walls with experiential learning. Our school is committed to implementing the First Peoples Principles of Learning.

Participation in a wide variety of athletic pursuits is also celebrated. Students are great athletes and appreciate the opportunity to play team sports. This year, students had many extracurricular opportunities including cross country, volleyball, basketball, badminton, ultimate, soccer, kilometre club, intramurals, and track and field.

Consistent with our motto, we encourage students to take care of others. The entire school is engaged in activities which encourage students to develop a broader sense of social responsibility and think about their place in the world. Some of these programs are at the classroom level, while others, such as Jump Rope for Heart, Kindness projects, community outreach, and the Terry Fox run are schoolwide.

In addition to the indoor learning opportunities, our long-term plan is to create additional outdoor learning spaces with gardening and exploration in mind. We are also fortunate to be near Douglas and Queen Elizabeth Parks.

Students at Cavell are responsible and appreciate leadership opportunities. They are eager to build school spirit, and with the support of the Cavell community, raise awareness of current issues such as climate change and anti-racism. Older students assist younger students with inclusion and fair play and partake in leadership opportunities for the benefit of the school community as primary and lunch monitors, library monitors, and classroom buddy activities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students are making significant strides in literacy. Based on CSL data, approximately 60% of students are proficient or extending their literacy skills by term two. Standardized tests indicate growth in early literacy skills. As we move forward, we'll continue to build on this foundation, implementing a school-wide assessment approach in the next academic year.

Cavell early learners utilize and learn using structured literacy programs and have demonstrated significant gains in reading levels across the primary grades. Most intermediate grades have base-line data to move forward during the next school year to track the growth of reading abilities.

Beyond academics, our learners are actively engaged in community arts and sports. According to our Student Learning Survey in Grades 4 and 7:

- Cavell students are involved in after school activities over 70% of the time
- Cavell students indicated that Cavell is a place where they feel they belong over 80% of the time which is higher than the district average
- 60% of Cavell students indicate that they have never or almost never have been bullied
- Cavell students indicate they are provided with the opportunities to work in a group, are provided feedback on improving learning, choose a path for learning, and collaborate with others to achieve goals close to 80% of the time
- Feeling stressed or anxious is an area where the Cavell students ranked above the district at close to 50% saying they feel stressed or anxious some of the time. Approximately 10% said they felt stressed or anxious all the time. This is also slightly higher than the district. The positive is that most students indicated they had strategies they can use to feel better.

Social and emotional wellness is very important as student stress and anxiety levels have increased.

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 believe that we need to keep literacy as a foundational skill, that is essential to a child's ability to understand, pursue and accomplish their goals. To strengthen this foundation, we are implementing a comprehensive assessment practice across all grades, focusing on literacy and writing, and diligently tracking the outcomes to ensure progress. Direct literacy instruction will be targeted specifically at our intermediate grades. Our staff's commitment to professional development is evident as they will participate in the Carole Fullerton Numeracy and Assessment Professional Day in September 2024, along with ongoing literacy training throughout the year. Central to our approach is fostering a sense of belonging, with students actively setting goals, reflecting on their learning journey, self-assessing, and persistently trying to improve. We are dedicated to amplifying student voice, choice, and engagement by tailoring our teaching to meet the diverse needs of every learner. Comprehensive formative and summative assessments will be conducted to monitor and support all facets of learning. We are committed to engaging our students with innovative educational practices that connect them deeply with their learning, propelling them towards greater academic success. Moreover, we aim to enhance our community's capacity by supporting the physical and mental well-being of our students, ensuring a nurturing environment where everyone feels they belong.

Improve equity

At our school, we are dedicated to fostering a collaborative environment where staff work together to cultivate a culture of cooperation. This commitment extends to creating meaningful opportunities for both teachers and students to delve into deeper learning experiences that promote a sense of belonging and equity. We are mindful of the challenges faced by our growing population, particularly concerning food security and financial barriers to participating in special activities. Recognizing the diverse backgrounds of our Cavell community, we are steadfast in our pursuit of equity for all. Our approach includes acknowledging the varied learning needs of our students, ensuring that our staff collaborates effectively to provide comprehensive support, both socially and emotionally as well as academically. We continue to place a high priority on social-emotional learning, understanding that a robust SEL foundation is essential for academic success. Additionally, we maintain a focus on monitoring data that reflects student engagement and their connections with adults in the school, as these relationships are vital to our educational mission. Through these concerted efforts, we aim to create an inclusive and supportive learning environment for every member of our school family.

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

We are committed to providing ongoing learning opportunities about Indigenous cultures and histories. We aim to start this journey with our youngest learners by integrating the 7 Sacred Teachings into the Kindergarten curriculum, fostering an early appreciation for these guiding principles. Additionally, we will continue to recognize and honor the land of the Three Host Nations through our updated land acknowledgment, ensuring that this act of respect is a part of our daily routine and special assemblies. Our commitment extends to enhancing our students' understanding through authentic experiential learning opportunities that highlight Indigenous culture and history. Moreover, we are dedicated to embedding place-based learning throughout our curriculum, allowing students to gain a deeper connection to the land and the diverse narratives it holds. This holistic approach ensures that our educational goals are not only inclusive but also provide a meaningful exploration of the rich Indigenous heritage that shapes our community.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue tracking and analyzing our school wide reading assessments and monitoring progress made throughout the year. Our literacy data will include multiple forms of summative and formative assessments including but not exclusively standardized tests, portfolios, student writing samples, learning updates, classroom-based assessments and student self-reflections.

When tracking our equity and Indigenous education goals we will use data from the Student Learning Survey, Middle-years Development Instrument, Early-years Development Instrument, Learning Updates, FSA, classroom assessments and celebrations of learning. Student voice will be incorporated during goal setting and term reflections capturing their connections to our community. Cavell has a positive school culture, and we will continue to promote and develop this by empowering our student voice and leadership throughout the year.

2023-2024

School Learning Plan

SCHOOL STORY

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

Students who attend Champlain Heights Annex Elementary are drawn from a catchment area of moderate to higher density housing, consisting of townhouses, single family homes, housing cooperatives, rental and subsidized housing.

Champlain Heights Annex has 5 divisions with 94 students from Kindergarten to grade 3. Almost 40% of our students are English Language Learners, with 15 different languages spoken at home. Students come from diverse ethnic and demographic backgrounds. The more prevalent languages spoken at home include Spanish, Korean, and Mandarin.

Some of the unique characteristics of our school grounds include a large outdoor grass field, a well-used sand pit, and a large gravel field where many students of all grades play soccer. Students enjoy using the large spaces for tag games or finding a sunny spot to relax with friends. Classes participate in using our 7 garden beds to varying degrees to learn about healthy living and sustainability. Identifiable school strengths include a dedicated staff committed to lifelong learning and supporting our diverse learners. Staff regularly collaborate on school-wide professional development to focus on literacy. Staff also take great pride in teaching students to be independent citizens and critical thinkers. Students are taught to celebrate their abilities and learn to resolve conflicts in peaceful ways that respect all members. Empathy is a large focus in problem solving.

Students learn that they are an important part of community, and they can make a significant impact in small ways. Staff encourage student leadership opportunities to raise funding for events such as Terry Fox and the World Wildlife Fund through activities students can lead including book fundraisers. Students are encouraged to demonstrate leadership skills by introducing guests and presentations at school-wide assemblies and regular school-wide announcements.

Staff coach cross country and track and field to students every year. Our staff work very closely together to collaborate on learning goals and activities. The dedicated Champlain Annex PAC volunteers are committed to raising funds for the school through pizza sales, bottle drives, bake sales, and Scholastic Book Fairs.

This literacy goal came from evidence over several previous school years of very little growth in the literacy skills of our students and that further Tier 1 instruction was needed at the classroom level. Tier 1 instruction focuses on universal programming that the classroom teacher implements to support the diverse needs of all learners.

Adopting the science of reading has allowed for every student, regardless of abilities, to be able to access curriculum, creating an environment consistent with the best practices of Universal Design for Learning. At Champlain Annex, we believe that strong literacy skills provide the basis for meaningful learning and responsible citizenship.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners have many strengths and challenges. Some strengths of our learners include a determination to work hard and engage in literacy activities to improve decoding and fluency reading skills. Students are not afraid of putting in the effort needed to improve their writing skills. Our learners also work collaboratively with their peers and act in kind and respectful ways to follow the school code of conduct. Some challenges for our neurodiverse learners include communicating their needs and navigating social situations.

Indigenous perspective: How do we respectfully and intentionally weave in Indigenous learning and reconciliation into our everyday learning, while specifically focusing on the First Peoples Principles of Learning. At Champlain Annex we reflect on the first two principles: Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Our classes recite the Indigenous land acknowledgement every morning and classes are taught early in the school year about the importance of the land acknowledgement. Literacy, Social Studies, Science, Art and other subject areas are often connected to an Indigenous picture book and used as an extension of learning and reconciliation. Our library is very well supported with picture books on Indigenous culture, other cultures represented in our school, as well as books that promote critical reflection and perspective thinking in celebrating diversity and building equity. There have been many learning opportunities inviting in outside resources that provided an equitable learning opportunity for all of our students.

Evidence which informs our understanding comes from our ongoing assessments of literacy skills using Dibels. We can track student progress of skill acquisition over the years in attendance at the Annex. Our data shows where students are progressing in their word decoding, phonemic knowledge, comprehension, and fluency skills. Using this information, we provide targeted interventions on ensuring students achieve their benchmarks by grade and term. The evidence tells us that using a school-wide unified literacy approach increases student achievement in literacy skills. Targeted interventions for students with at-risk indicators are bridging the gap and raising outcomes for these learners.

Approximately 20 percent of our learners are neurodiverse who have Ministry designations and approximately 4 percent have self-identified as Indigenous. Approximately 40% of our learners are English as a second language learners.

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 staff are seeking to answer these two inquiry questions:

- How can we increase our students' language acquisition?
- How will we apply our growing knowledge of the science of reading and ensure student success in language and literacy?

As a whole school (classroom teachers, support staff and resource teachers), we continue to use Sounds-Write, Story Champs, Colourful Semantics, CUBED, DIBELS, Heggerty, and Talk 4 Writing to support our literacy goals.

Staff are creating a shared understanding of how learners read through professional development and collaborative teaching. We are implementing a school-wide Science of Reading program supported by data. By understanding the development of students at different ages and appropriate teaching skills, we are raising student achievement in literacy.

We inform our teaching by highlighting Scarborough's reading rope philosophy to design our structured school-wide reading and writing program. By using school-wide Kindergarten to grade 3 universal screeners, DIBELS, we can track student progress. Following students along a continuum from kindergarten to grade 3, we can identify students who benefit from targeted interventions. Our data, generated from CSL reporting, indicates that student achievement in Language Arts is increasing. In the first term, students were at the following levels in Language Arts: Developing 19 percent, Proficient 11 percent, and Extending 3.5%. In the last term of school, numbers rose to: Developing 31 percent, Proficient 48 percent, and Extending 6.5 percent for the 2023/24 school year.

Staff are committed to empowering students to develop personal and social responsibility in actionable ways. Teachers host a yearly school used book fundraiser, or "market" to support local and international charities. Students practice using the Zones of Regulation, Mind Up, and Kelso's choices to regulate their emotions and interact in prosocial ways with their peers and staff.

To increase physical activity, all classes participate in engaging daily movement and exercise routines in class. Staff support increased student physical participation by coaching extracurricular activities including Cross Country and Track and Field. As a school, we invite performers and workshop leaders to motivate students in activities including wrestling, martial arts, and drumming to inspire students to engage in new activities and reach a larger population of students. We are considering a kilometer club.

Improve equity

- Providing positive feedback and praise for every accomplishment, no matter what size
- Small group Learning Support Teacher providing targeted instruction for literacy skills: reading, writing, math
- Small group instruction for Social Emotional Learning support through role playing

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

- Finding ways to integrate First Peoples Principles of Learning and Indigenous Knowledge through storytelling
- Creating art inspired by Indigenous artist and artifacts
- Asking students to personalize the Land Acknowledgement
- Recognizing the importance of the land as a source of life for animals and plants through studying salmon and releasing them into their natural habitat
- Participating in Orange Shirt Day and the Calls for Action

HOW WILL WE KNOW WE'RE ON TRACK?

- Using assessments to inform our practice: Formative assessments through observations and conversations with students
- Summative assessments in daily and weekly work
- Collecting school-wide data using the same measures across grades to assess literacy acquisition – using DIBELS
- Conversations among staff checking whether students are meeting benchmarks
- Problem solving and revisiting strategies for students who are not meeting benchmarks
- Understanding and asking What are we missing? What can we do differently?
- Staff professional development and collaboration to determine whether
- Gathering and including student input and feedback to gain understanding if we are meeting their needs and checking on their learning of new concepts
- Having conversations with families to receive feedback on school supports and listen to their feedback and experiences

2023-2024 School Learning Plan

SCHOOL STORY

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).

Students attending Champlain Heights Community Elementary School are drawn from a catchment area of moderate to higher density housing. The student population is diverse in its learning needs. In the 2023 -2024 school year, there are a little over 300 students from Kindergarten to Grade 7 distributed into 13 divisions. Approximately 34% of the student population speak English as an additional language, and among these students, Spanish, Korean, Cantonese, Mandarin and Russian are the home languages spoken with the highest prevalence. A little over ten students were self- identified as Indigenous while over a tenth of our students were identified as students with special needs. The teaching staff consists of a Resource Team, Teacher Librarian, Music and Art specialist teachers, a Literacy Enhancement Teacher, and a team of a Youth and Family Worker, Indigenous Enhancement Worker, and School and Student support workers. The school demonstrates how students, parents and staff work together to create a positive, inclusive learning environment within a diverse context.

Some of the unique characteristics of the school include the expansive outdoor area surrounding the school within which students enjoy creative play in the forest on a daily basis, gardening activities at the cedar garden boxes, body breaks, soccer and basketball in the field and courts, and active play in the two playgrounds. Students demonstrate a sense of care for and connection to the land. In September 2022, a new accessible sensory playground was opened at the school which includes a We-Go-Round, interactive musical instruments, a large scale communication board, braille and sign language displays, a We-saw, and monkey bars with rubber surfacing on the ground. The Champlain Heights neighbourhood has a lot of green space with trees and park land such as Sparwood Park, Captain Cook Park, Champlain Heights Park and the very large Everett Crowley Park. The school itself has a small forest that is encircled by long gravel paths enjoyed by many community members.

Students at Champlain Heights have many learning opportunities to treat others with respect and work cooperatively with each other, and they take pride in and show a commitment to school engagement through extra-curricular activities such as cross country, track and field, volleyball, and basketball, as well as service oriented activities such as Kindergarten monitors, lunch room monitors, school-wide assembly leadership, Safety Patrol, and school spirit initiatives. The school sees a high participation rate in the athletic opportunities

as well as service oriented commitments throughout the school year. There are also a few school clubs open to students at lunch hour, such as a school choir, a movie club, a chess and checkers club, and a soccer club. The clubs have a high student participation rate.

Some of the identified Champlain Heights School strengths are the commitment of staff to learn and grow, the staff's dedication to connect with and demonstrate great care for the students, and a school wide commitment to equity (nutrition support, equitable opportunities, support in accessing outside community organizations). The Grade 7 students enjoy unique experiences in the Outdoor Education program. Community Schools also offers after school targeted student leadership programming. The staff work very well as a team and have dedicated efforts in making the school a place where all learners feel safe to learn and thrive. Parents work as active partners with the school. The Parent Advisory Council (PAC) at Champlain run a variety of community events and fundraisers to bring our community together and support the school.

The staff and students at Champlain Heights are committed to continuing our Reconciliation journey by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Champlain Heights, the students and staff are committed to our Reconciliation journey in many ways such as student engagement in the process of giving the Indigenous land acknowledgement, integration of First Peoples Principles of Learning throughout the curriculum, the unlearning and relearning of history in the Social Studies curriculum, and Indigenous content in school wide events.

Curricular Competency Strengths:

- In the 2023/2024 school year in Math, many more students were at the Proficient or Extending range of performance as opposed to Emerging or Developing (around 60% overall throughout term 1, 2 and 3 based on the CSL Written Learning Update data in Power BI)

Curricular Competency Needs:

- In the 2023/2024 school year, the number of students across all grades who were at the Proficient or Extending range of performance in Language Arts was slightly lower than the number of students who had Emerging or Developing in English Language Arts over the course of the school year (the average over the school year across all grades was 47% in the Proficient and Extending category, based on the CSL Written Learning Update data in Power BI).

Core Competency Strengths:

- Strong sense of social responsibility: valuing diversity, contributing to community, building relationships
- Strong positive cultural identity
(Evidence is observational, anecdotal, and extracted from pertinent student responses in the Grade 4 and 7 Student Learning Survey data)

Core Competency Needs:

- Self-regulation
- Well-being
- Self-determination
- Communication and body/objects to self during unstructured school time

Student voice has been incorporated both formally in the form of the structured surveys, and student self-assessments, incident logs by students, and informally in the form of observations, conversations, walks and talks, and indirectly from a lot of staff input.

The body of evidence shows that the students have a lot of strengths and foundation in terms of academic and social strengths, and areas for growth and support are also evident and identifiable. Evidence from the Student Learning Survey results at Champlain Heights in comparison to the entire district demonstrates areas that require focus, such as the sense of feeling good about oneself for the Grade 7s, which shows a lower than district average of self reported sense of feeling good about oneself. The grade 4s on the other hand, had about the same percentage as the district average. A lack of sense of safety while going to and from school and home was evident when comparing the Grade 7 results to the district average. This was not a question included in the Grade 4 Student Learning Survey. At a collaborative staff wide professional development day, staff identified the students' sense of feeling good about oneself as an area for growth as well as, mental health, self regulation, social emotional learning, readiness to learn and taking responsibility for own actions as areas for student growth.

The data also demonstrates areas in which Champlain Heights has a higher than district average percentage in the area of assets such as a sense of belonging at school, and the presence of two or more adults who care about the student for both Grade 4 and 7 students (Student Learning Survey).

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

The school staff is committed to collaboration and ongoing updating and improvement of our practice as we align with the three goals of the VSB Education Plan 2026. The staff is committed to professional development in areas of literacy and math instruction, as well as Social Emotional Learning. As a staff, we are working on updating and expanding literacy resources at the school, especially for at risk learners. We have accessed special grant funding to assist with resource acquisition. The resource team is looking at reviewing supports provided to students for more efficient and effective interventions. The school plans to run a series of reading assessment training sessions for teachers and have a school wide practice of consistent reading assessments (in terms of tools and timing) twice a year for all grades. More thorough assessments and interventions will take place for identified at risk learners.

The Professional Development Committee is planning a session in September for all staff that addresses Social Emotional Learning and supporting social emotional needs. They are also in the process of planning a session to support our Literacy goal on the topic of effective and inclusive writing instructional practices.

In order to support students in their overall sense of well being and personal safety, our Youth and Family Worker programming for the upcoming school year has plans in place for learning that will be offered to students who may benefit from specific topics including healthy relationships, positive communication, positive self image and self talk, mindfulness, managing anxiety, conflict resolution, and self awareness throughout the upcoming school year.

The school works with the School Liaison Officer to address any safety concerns or vulnerabilities among student groups. As needed, education presentations on topics such as pedestrian safety, online safety, and personal safety are offered to students.

In addition, Champlain Heights will be one of the schools to have Safer Space programming from Children of the Street for intermediate students. This series will specifically address staying safe online.

Students in all grades learn about healthy living and the benefits of regular physical activity at age appropriate levels within the regular curriculum. The school has regular extra curricular sports available to students in specific ages groups including cross country, volleyball, basketball, and track and field. In addition, throughout the school year special programs are brought in to supplement the physical education curriculum with offerings such as hip hop dance, field hockey, and pickleball, with some variety year to year.

The school fosters a sense of belonging through school wide activities and events such as assemblies, clubs, PAC community events, and spirit days.

Improve equity

The school has accessed the Family Affordability Fund to supplement school fees and activity fees for families facing financial challenges and offers assistance from outside agencies when available and required. The PAC plans community events through an equity lens. Events are accessible to families without the need to pay admission if there is financial hardship. Spirit days involve creative ideas that are inclusive of all families and do not require a lot of preparation. Spirit days are also carefully planned to be culturally sensitive and inclusive. The school strives to hear the perspectives of all school community groups and works to remove barriers to school attendance and learning, by offering support and liaising with community partners as needed. The school team strives to maintain a safe space for all students both physically and emotionally, and addresses issues of safety with a high priority.

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

There are many teachers on staff who are very committed to teaching and learning Indigenous knowledge, history and awareness. The school invites Indigenous parents and caregivers in to share knowledge and cultural teachings with students, and has the opportunity for collaboration and engagement with the Indigenous Enhancement Worker.

Our school's Grade 7 students report a higher than district average regarding participating in ongoing Indigenous programs or activities.

In addition to the abundance of Indigenous Education that takes place in the respective classroom learning that is integrated in the curriculum. The whole school took part in presenting a very meaningful Truth and Reconciliation assembly and had the privilege to see a jingle dance performance. Multiple classes took part in a Silent Walk, drumming, and Indigenous content in other school wide assemblies such as the winter concert and the Remembrance Day assembly. A few of our primary classes had an enhanced learning experience about Indigenous education by visiting Cheakamus Centre for outdoor education. Those classes also learned about the salmon life cycle through an Indigenous lens. Some of the classes also learn Math with Indigenous content integration.

The school is committed to continuing to expand our learning and deepen knowledge as we continue on our journey of reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

- Use of baseline data (MDI, SLS, CHEQ and case studies) and compare with newer data gathered
- School wide reading assessment data
- Anecdotal information from students (walking interviews)
- Monitoring concerns shared by parents
- PSR Marks (English Language Arts)
- Written Learning Update performance data
- Attendance analysis
- Anecdotal comments from students and families
- Anecdotal observations of students
- Staff meetings to check in, share data, revisit plans to discuss
- Check ins at PAC meetings to hear parent perspectives
- All students and community members feeling welcomed and sense of belonging at Champlain Heights Community Elementary School
- Celebrate successes as a school at school wide assemblies
- Pivot and adjust if a positive difference is not observed

2024-2025 School Learning Plan

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) & səlilwətaʔ (Tsleil-Waututh Nation).

SCHOOL STORY

Sir Winston Churchill Secondary School (SWC) is located in south-central Vancouver at the intersection of West 54th Avenue and Heather Street. First opened in 1956, the school is home to approximately 2050 students and 140 staff. Our diverse community of learners come from a wide variety of cultures and backgrounds, travel here from across the school district, and include 160 International Education students joining us from countries around the world. In addition to the regular classes in standard departments, we also offer several District and school specialty programs:

French Immersion Program (Grade 8 – 12) – District Program

Students take four classes taught in French: two French language classes, Social Studies, and Science; along with the remainder (English, Math and electives) in English.

Autism Resource Centre (Grade 8 - 12) – District Program

This Centre is designed for students that are diagnosed with autism and able to meet secondary school expectations with minimal adaptations and support. The Centre provides a place for students to enhance their social, executive functioning, and organizational skills.

Synergy Program (Grade 8 and 9)

A Grade 8 and 9 learning cluster program designed for Churchill students who have demonstrated excellence, have a positive attitude toward learning, are highly motivated and reliable, are curious, critical and creative thinkers and are open to learning in new ways and places. Courses are taught in an interdisciplinary manner, to meet the unique needs of highly capable learners and to foster curiosity, social responsibility, personal and intellectual growth, and leadership.

Prelude Program (Grade 10)

This Churchill Grade 10 program consists of challenging courses that place emphasis on the skills of independent research, analysis, and communication in a variety of forms. Collaboration and self-motivation are key. At the heart of Prelude are two program-specific courses designed to promote international awareness, leadership, and community engagement: International Studies and Prelude Leadership.

International Baccalaureate Diploma Program (Grade 11 & 12) – District Program

The IB Diploma Program is designed as an academically challenging and balanced program that encourages community involvement and service while also preparing students for success at university. The IB Program values 21st century learning, there is a focus on the development of specific approaches to learning: communication, social, self-management/executive, research and thinking.

The IB Learner Profile and Approaches to Teaching and Learning are frameworks that encourage a holistic approach to education. All teachers and students strive to be:

- Inquirers – curious
- Knowledgeable - well-read, aware
- Thinkers - rational, critical
- Communicators – collaborative
- Principled - honest, act with integrity
- Open-Minded - non-judgmental, unprejudiced
- Caring – compassionate
- Risk-Takers – resilient
- Balanced – mindful
- Reflective - thoughtful

Ideal Mini (Grade 8 - 12) – District Program

This district program is a unique, self-contained, family like “school within a school” offering a safe, collaborative and enriching cohort-based learning environment for academically motivated and creative students. The program fosters a school community which emphasizes social responsibility, collaboration, mentorship and leadership. Ideal Mini is located in a self-contained space within the Churchill main building.

We are a community committed to learning and celebrating that learning!

Students’ learning and accomplishments are celebrated at a variety of school and community shows, fairs, concerts, performances, competitions (fun and formal), tournaments, etc.... Staff make an effort to note and celebrate all kinds of student achievement, not just academic. Diversity and inclusion are celebrated throughout the school year at Churchill, as we focus on equity and belonging for everyone in our school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

GOAL: Promote a sense of belonging and well-being by creating safe, inclusive spaces, prioritizing mental health support and ensuring equitable representation within our school community, increasing student voice opportunities and continued anti-racism work with staff and students.

The Youth Development Instrument (YDI) (2022-23) would indicate that our learners feel safe and connected to students and staff at Churchill and are very engaged in education and volunteering in and outside of school. However, our students reporting a strong sense of belonging, purpose, empathy, gratitude, self-concept and life satisfaction is lower than expected. General physical health, mental health literacy and mental health attitudes were also lower than expected.

The Student Learning Survey (SLS) supports the above in indicating that our students feel safe and supported at school, but that in terms of learning how to deal with emotions, feeling like they belong, feeling good about themselves and having strategies to maintain physical health and wellness, learning basic life and social skills needed for the future, our Grade 10s do not report as positively in this area as some of our other grades. Our Grade 12s feel much more positive and optimistic about their learning and the preparation for the future.

COMPASS Survey (2022 and 2024) results indicate that Churchill students feel safe and close to people at school, spend a lot of time doing homework, and again, feel less purposeful, capable, engaged and optimistic. 2024 survey results suggest that our priority on student mental health has improved outcomes going from 41% of students in 2022, reporting feeling nervous, anxious or on edge on most days in the last few weeks, going down to 31% feeling this in 2024. An interesting result shows that while 70% of our students are meeting the national guideline for physical activity, 57% of them are trying to change their weight. Survey results suggest that equity, inclusion, and belonging need to be a priority as 52% report feeling unwelcome or uncomfortable at school. Additionally, 3% of our students meet the national guideline of spending 2 hours or less on recreational screen time/day for a variety of reasons.

For the most part our learners do very well on their report cards and on Ministry Assessments: Numeracy 10: 74% of our students are Proficient or above; 84% are Proficient or above in Literacy 10; and this is 90% in Literacy 12.

When asked “What is going on for our learners?” staff answered (in order): anxiety, tired, excitement, fatigue; and commented that they find our students to be very grade conscious. When students were asked what one word best described their experience of school over Semester #1, they most often answered “stress” or “stressful” followed by “tiring” and “exhausting”.

As a result of our scanning, we will continue our focus beyond academics, on building belonging and supporting students’ social and emotional learning and growth.

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

Improve student achievement in literacy and numeracy:

In our vibrant school community, we recognize that literacy and numeracy are foundational skills essential for success in all aspects of life. And while SWC fairs well in our Ministry Assessment results (see results on previous page), as educators, parents, and students, we collaborate to create an environment that fosters growth and proficiency in these critical areas. Our goal here is to maintain and/or improve outcomes on the Ministry Assessments in both areas of literacy and numeracy. In this first year, we started by scanning the staff for their thoughts on this school goal and received the following feedback about how we are currently supporting our students.

Tailored Approaches for Diverse Learners: We celebrate the uniqueness of each student. Our teachers employ a variety of teaching methods, catering to different learning styles. Visual aids, hands-on activities, storytelling, and technology integration ensure that every student can engage with math and language effectively.

Real-Life Connections: Learning doesn't happen in isolation. We weave real-world examples into our lessons. Whether it's calculating grocery bills, analyzing news articles, or exploring scientific phenomena, students see the relevance of literacy and numeracy beyond the classroom.

Empowering Student Agency: We encourage students to express their understanding in creative ways. Whether through writing, presentations, or artistic projects, they learn that literacy and numeracy are tools for self-expression and problem-solving.

Early Intervention and Support: Recognizing that some students face challenges, we provide targeted support. Skills blocks, peer tutoring, and additional resources help struggling learners build a solid foundation.

Promoting Pleasure Reading: We advocate for reading beyond textbooks. Our library is a treasure trove of diverse books, enticing students to explore different genres. Reading for pleasure enhances vocabulary, comprehension, and critical thinking.

Remember, literacy and numeracy aren't just academic skills—they empower our students to navigate a complex world, make informed decisions, and contribute meaningfully. Let's continue this journey of growth and learning!

Improve mental well-being, and belonging:

In this first year, we started by scanning the staff for their thoughts on this school goal and received the following feedback:

Well-being and belonging – classroom practices: In fostering a positive and inclusive classroom environment, teachers employ a variety of practices. They begin with check-in questions, which allow students to express their feelings and experiences. By offering multiple formats for presentations and conducting vocabulary checks, teachers accommodate diverse learning styles. Talking circles and an open-door policy create a safe space where all students feel welcome. Encouraging communication and building confidence through respectful pressure ensures that every student has something valuable to contribute. Personalizing instruction, using student names, and getting to know students individually further enhance the sense of belonging. While group and pair learning activities connect students to the subject matter, teachers recognize that some students may not attend class regularly. To address this, they share resources through poster projects and engage in round-robin

reading. Patience, trust-building, and maintaining an environment where students interact with each other (away from phones) contribute to a positive atmosphere. Ultimately, teachers strive to make students feel a sense of belonging by focusing on relationships and building academic achievement through that connected lens and caring for student well-being.

Improve equity:

In this first year, we started by scanning the staff for their thoughts on this school goal and received the following feedback:

Equity – classroom practices: In pursuit of equity, teachers engage in conversations and observations without judgment. They take a deeper dive into understanding the needs of students with diverse learning and language requirements. Reflecting on existing policies, they question whether these policies truly promote equity or if there's room for improvement. Flexibility and an understanding that everyone learns differently are key to achieving equitable practices. Teachers also recognize the limited diversity represented in the literature taught in high school and emphasize the importance of authentic voices. Incorporating field trips, case studies, and art—guided by the principle of 'nothing about us without us'—allows students to explore different perspectives and contexts. Additionally, teachers strive to implement Universal Design for Learning (UDL) by providing visual and verbal instructions and offering various ways for students to engage in learning. Promoting cooperation over competition, allowing multiple formats for assignments (online or hard copies), and implementing small strategies like movement breaks and mindfulness contribute to making content accessible and creating an inclusive classroom environment.

What teachers wonder in this journey: Teachers harbor several curiosities related to equity and inclusion in their classrooms. Firstly, they wonder how banning phones might impact equity and access. While the ban could discourage distractions, teachers recognize that some students rely on phones for notetaking or catching up on Teams. Secondly, they inquire about structured opportunities for individualized learning support at Churchill. Are there daily chances for students to receive personalized assistance? Additionally, teachers seek ways to change their class openers to be more inclusive, fostering a welcoming environment for all. They also express interest in securing funding for sensory equipment in the ARC (Alternative Resource Center). Regarding Universal Design for Learning (UDL), teachers desire more information on implementation and assessment, especially for eighth graders who are developing social and executive functioning skills. Exploring professional development opportunities, including a full-day session with Destine Lord, remains a curiosity. Lastly, teachers emphasize that student accountability is not synonymous with equity; they aim to redefine inclusion and promote social justice. In working through these curiosities and wonderings we hope to improve our measurements in the 2024-25 Compass Survey discussed on p. 3.

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

Staff are feeling engaged in this work and seeking to continue their learning – here is their feedback:

Classroom practices: Acknowledging the ongoing journey of reconciliation, teachers actively weave indigenous learning into their class routines and lessons, making it a natural part of the course. Talking circles and sharing circles provide spaces for open dialogue and community-building. Storytelling, a powerful tradition, occurs almost daily, emphasizing patience and the time required for meaningful learning. Teachers encourage each other to 'just do it'—to try out lessons and strategies that have been shared within the educational community. Recognizing colonial attitudes that historically separated nature and humans as distinct entities, teachers now strive for an equal human-environment framework. They draw insights from research, personal experiences, conversations, and historical and current perspectives. Appropriation is acknowledged, and teachers engage in

circle check-ins, where they buy and give students small snacks to foster class community. Actively participating in local indigenous activities further strengthens connections. Teachers realize that even seemingly ordinary activities can be approached with an indigenous lens, fostering community and appreciation for outdoor spaces. Despite uncertainties, teachers aim to bring more circle storytelling into the classroom, applying basic principles and ensuring students see the connections.

What teachers want to know more about: Teachers often wonder about how to further indigenize their practice, seeking ways to incorporate Indigenous ways of knowing into their teaching. The goal being to support one another and learn together to improve the depth and breadth of Indigenous content in courses, thus further deepening student appreciation and knowledge of Indigenous culture and traditions. A secondary goal is to further embed the First Peoples Principles of Learning in their practice. Here are some considerations:

1. **Math Class Integration:** Teachers explore how to infuse indigenous issues into math lessons. This involves connecting mathematical concepts with indigenous perspectives, history, and cultural contexts. For instance, exploring traditional Indigenous counting systems or incorporating land-based mathematics can deepen students' understanding.
2. **Authenticity and Inclusivity:** Teachers strive for authenticity in their teaching, ensuring that Indigenous content is presented respectfully and without burdening Indigenous communities. Inclusive teaching practices within constraints (such as curriculum requirements) allow for meaningful integration.
3. **Cultural Awareness:** Teachers recognize the need for continuous learning and cultural awareness. They seek resources, attend workshops, and engage in professional development to deepen their understanding of Indigenous cultures, histories, and worldviews.
4. **Advocacy for Funding:** Teachers advocate for equity and reconciliation practices to receive adequate funding. They recognize that these practices are essential but may not always be prioritized within educational systems.
5. **Geopolitical Understanding:** Teachers explore how to incorporate Indigenous perspectives into geopolitical discussions. Understanding the roles of colonialism in the actions of great powers helps foster critical thinking and empathy.
6. **Collaboration and Access:** Collaborating with Indigenous educators, guest speakers, and local First Peoples provides authentic learning experiences. Teachers seek access to resources and experts who can enhance their teaching.
7. **Hands-On Activities:** Teachers design hands-on activities that integrate Indigenous culture into science lessons. This could involve exploring traditional ecological knowledge, land stewardship, or Indigenous contributions to scientific fields.
8. **Indigenous Music:** Professional development sessions led by experts in Indigenous music provide strategies for incorporating impactful Indigenous music and resources into the classroom.

While challenges exist, teachers remain committed to indigenizing their practice and promoting reconciliation. They inquire about available resources, protocols, and opportunities for collaboration to create a more inclusive and culturally responsive learning environment.

HOW WILL WE KNOW WE'RE ON TRACK?

Our students, through student forums and surveys, staff, and PAC will provide feedback (formal and informal) on our progress. Data obtained through SLS, the Compass Survey, the YDI, and Provincial Assessments next year will be analyzed and presented to groups of staff, students and parents for discussion about the difference we are making. Further refinements and adjustments will be made based on this feedback.

2023-2024 School Learning Plan

SCHOOL STORY

It is with deep gratitude and respect that Collingwood Neighbourhood School (CNS) is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) and səliwətaʔ (Tsleil-Wauthuth Nation).

CNS is close to Joyce Skytrain Station, a major transit hub. The neighbourhood is a growing, bustling mixture of new commercial development and tower housing located alongside long-time businesses and single-family homes. The stores and restaurants are diverse in their offerings and showcase the neighbourhood's different cultures. The school makes use of Gaston Park for outside playtimes.

CNS is a Kindergarten to Grade Three school that is an annex to Graham Bruce Elementary School, where most of our students attend for the remainder of their elementary years. Currently, there are 156 students in nine divisions and 23 staff members. The district TEIR (Targeted Early Intervention Resource) program is also part of our school. TEIR provides targeted reading instruction to Grade Two students identified with a significant delay in acquiring literacy skills. Like our neighbouring schools, CNS is part of the Windermere Family of Schools.

Physically connected to Collingwood Neighbourhood House Community Centre, CNS is very much a community hub. We host a very popular Strong Start Program which also runs an I-PALS (Parents as Literacy Supporters in Immigrant Communities) program for 3–5-year-old children and their parents who have permanent residency or refugee status. As many of these students attend Kindergarten at CNS, the two teams work very closely throughout the kindergarten transition. Additionally, CNS is home to an Out of School Care Program whose staff are always willing to collaborate with the school. CNS also has a strong relationship with our local Vancouver Public Library and Public Health Nurse. Relationships and belonging are central to our work at CNS and reflect the First Peoples' Principles of Learning that "learning is not an individual act but happens in relationship with people, materials and place."

CNS has a long-standing tradition of daily runs around Gaston Park. Rain or shine, this fifteen-minute exercise time involves all grades 1-3 classes and contributes to our students' sense of belonging and to their physical and mental well-being. Because of this program, we have many strong runners, many of whom join our Cross-Country running team.

The school garden, enclosed in our back courtyard, is a place for teaching, gathering, eating, playing and learning to be together in community. In our 6 raised garden beds are indigenous plants, a mud kitchen, and edible plants and herbs.

Recently, CNS has re-committed to a school-wide Music program which introduces all students to the fundamentals of Music including rhythm, beat, movement, song and simple instruments. There has also been a commitment to decolonize the school experience through song choice and including student voice.

Student achievement is seen as an opportunity for belonging and celebration. Each Spring all classes engage in an Applied Design Skills and Technology (ADST) project which culminates in a school-wide activity.

Our PAC is a group of parents who meet regularly at the beginning of each month. Recently, the PAC has supported school-wide initiatives including Gymnastics, Bollywood, Hip Hop, School-wide field studies as well as improvements to our school garden. This commitment to providing opportunities for all students works towards our common goals of equity and belonging for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of young learners is a diverse population. The majority, 65%, of our students identify as having a Home Language other than English, with the two most identified home languages being Tagalog and Mandarin/Cantonese. Students with diverse needs make up 6% of our student population and fewer than 10 students identify as Indigenous. With such diversity, one of Collingwood's strengths lies in its inclusivity. Students take responsibility for their peers and the sense of community is visible. Additionally, we often have many students joining our school community throughout the school year bringing new perspectives and energy.

Most of our students belong to families with working parents and caregivers so grandparents, extended family, baby-sitters, or Out of School Care support parents and caregivers by caring for our students before and after school. Dental health is a need for our community. Prior to Kindergarten, many of our current students did not receive dental check-ups.

Communication skills and general knowledge are a need for the learners in our community. Students' ability to successfully engage with peers, display expected play skills and participate in group learning have been identified by both teachers and the Early Developmental Index (EDI) as specific areas of need. While teaching problem solving skills and positive behaviour expectations does happen in classrooms, there continues to be a need to broaden and reinforce our school-wide approach.

From EDI data collected between 2019-2022 we know kindergarten students in Renfrew-Collingwood are more vulnerable than their average VSB peer. 33.7% of VSB Kindergarten students were identified as vulnerable on one or more of the five EDI scales whereas in our neighbourhood that number is 40.4%. In particular, the area of most need and largest discrepancy from the district average is Communication Skills and General Knowledge which looks at English language skills and general knowledge, such as the ability to clearly communicate one's own needs, participate in story-telling, and general interest in the world. This is reflected in our school data as well. The Kindergarten Screener administered in the middle of the school year tells us that half of our Kindergarten students need targeted literacy support in phonological awareness and oral language.

However, the Kindergarten Screener did indicate that Concepts of Print and Letter Identification are strong. Additionally, according to the EDI, one of our relative strengths is Language and Cognitive Development

which measures children's basic and advanced literacy skills, numeracy skills, interest in numeracy/literacy and memory.

Reading and writing data are also regularly collected for all our older students (grades 1-3). Reading data from the DIBELS assessment indicates that half of our students are reading well and at negligible risk for future reading difficulties and half of our students are struggling in one or more components of reading. From regular School Wide Writes, we know that most of our students' writing skills are either developing or proficient. Students not in these categories have emerging writing skills.

At Collingwood, our students are familiar with the land acknowledgement. Each day begins with a school-wide land acknowledgement that students read over the PA and a second one is delivered by students in their classrooms. The classroom delivered land acknowledgement allows teachers and students to discuss various aspects of land acknowledgements and to try their own in a smaller, more familiar setting. All students at Collingwood are familiar with VSB's current land acknowledgement that honors the traditional territories of our three host nations. Collingwood's focus was "Learning from the Land" and classroom observations throughout the school year demonstrated that students learned about the connection between land and the four seasons. Classes crafted reflections and created art that reflected their understandings, and the First Peoples Principles of Learning are woven through all teaching. Students know that learning takes time, and this is also communicated in parent conversations. During our Orange Shirt Day Assembly all students learned about promoting reconciliation and the importance of understanding the legacy of residential schools.

While our staff diligently integrate Indigenous ways of knowing into the curriculum, deliver and support daily land acknowledgments, expand library resources, and organize engaging activities, we acknowledge the importance of further enhancing visibility and understanding of Indigenous learning among our students. At Collingwood Neighbourhood School, we strive to maintain an inclusive environment for all our students and celebrate our different abilities and cultures in a variety of ways throughout the school year, providing opportunities for cultural exchange and learning.

Equity in primary schools is a crucial topic, and there are several key areas where evidence of equity can be observed at Collingwood: inclusive curriculum, teacher-student relationships, equitable leadership, support systems and professional development. Teachers at CNS strive to deliver a culturally responsive pedagogy and implement a curriculum reflecting our school's diverse cultures, histories and perspectives which helps ensure all students see themselves represented in their education. Strong, respectful relationships between teachers and students are vital. According to data collected through an informal survey, 95% of all Grade 2 and 3 students could identify at least one supportive staff member. We offer a daily lunch program that is accessed by about 15% of our students and which has proven to be a helpful support for our families. We also waive school fees to support families, though that was accessed by fewer than 5% of our families.

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

A school wide focus on evidence-based practices has been adopted by teachers to improve student achievement. 2023-2024 was a year of many firsts. It was the first year all staff implemented structured literacy and taught reading consistently across all settings. This initiative needed accompanying reading material, and the purchase of decodable readers was financially supported by PAC and school fundraising. It was the first year

using a school-wide reading assessment (DIBELS) to assess the acquisition of literacy skills. This assessment can be used to detect risk and monitor the development of early literacy and early reading skills. These scores were collated by grade and shared with the teachers for future planning. It was also the first-year teachers collaboratively planned and assessed student writing samples three times a year and began developing assessment rubrics for these School-Wide Writes.

Collingwood is a diverse community of learners and families. Using culturally responsive pedagogy within the context of literacy is one way we improve belonging. We continually build our collection of books that represent all children in classrooms and in our library. We use literacy to explore identity and have tied this to the common idea of celebration.

This school year we began school-wide assemblies and opportunities to foster belonging and student leadership. Once a month the school gathers in the Gym to listen and learn from (mostly) student presenters. Some of the highlights this year were our Pink Shirt Day Assembly, Indigenous Heritage Month Assembly, and anything that features a practice performance from one of the Music Classes. All grade three students have a School Leadership Role and contribute to the school community. Everything from delivering the morning announcements to recycling to advertising to lunchroom monitors and playground leaders. When writing their memories about Collingwood Neighbourhood School, students often referred to these leadership opportunities.

Improve equity

Equity in classrooms and schools means making sure every student has the resources and support they need to be successful. At Collingwood, we strive to ensure that all students have equal opportunities to achieve their full learning potential, regardless of factors such as race, culture, gender, religion, ethnicity, immigration status, individual experiences, or socio-economic background. This commitment drives our approach to selecting instructional tools that accommodate various learning styles, supporting staff in navigating the emotional and cognitive complexities necessary for fostering equity, and making inclusive decisions regarding school resources and funding.

We use data to identify disparities in performance and determine what interventions are most urgently needed. This includes providing targeted support, interventions, and assistance to students at risk of falling behind. Collingwood strives to be an inclusive learning environment and models this early on to the benefit of our entire school community. Accommodations, individualized programming, adaptations, and modifications to support positive behaviour and meaningful school experiences are developed and implemented when needs are identified regardless of diagnosis and designations.

Building equity is a process and staff have taken steps to examine their teaching materials. Conscious and visible efforts to cull classroom libraries and work towards building a more representative collection are underway.

Communicating with and supporting parents are two of our top priorities. We take the time necessary and implement various strategies to reach all parents. Whether that is through Google translate, using our district interpreters and settlement workers, providing multi-lingual links and a diversity calendar in newsletters. We aim to be adaptable, individually focused and fair in targeting supplemental funding to families with our Gift Card and Fresh Produce Backpack Program.

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

Collingwood's journey of reconciliation happens on many levels. There is personal, classroom and school learning that happens throughout the school year. Personally, staff have engaged in understanding proper reconciliation and meaningful land acknowledgements. In our classrooms there have been focused lessons and units of specific topics while weaving the First Peoples Principles of Learning through all units of study. The theme of *Learning From the Land* provided a school-wide focus for student learning. In some classes this looked like learning about the importance of rivers and salmon. In others there was learning about indigenous shapes and totem animals, seasonal rounds, icons and touchstones. There were lessons on taking care of the land using the land and the connection between communities, shared values and understandings. Students applied this learning to written responses, drawings, and projects. We have noticed more students have been independently seeking out and noticing Indigenous books in the library and they are able to identify First Nations art around the school and in the community. Student announcers have been delivering the land acknowledgement daily and classes have developed their own extensions and understandings around land acknowledgments. Students have reported enjoying learning about indigenous cultures, and specifically Coast Salish.

Going forward staff have decided to work towards increasing resources and continue the school-wide focus on *Learning From the Land*. Having a larger and diversified collection of Indigenous Guided Reading books, units of study, multi-media lesson supplements, and workshops/performances will support new learning. The idea of oral storytelling and encouraging students to tell their stories has been explored as a way the First Peoples Principles of Learning can come to life within the context of teaching and learning within literacy. There is also a goal amongst staff to align our school's direction and develop a whole school project with an indigenous focus.

HOW WILL WE KNOW WE'RE ON TRACK?

Data collection from reading and writing assessments, report cards and student reflections will provide evidence of student achievement.

Implementing literacy supports for our students who need a tier 2 intervention is a priority for the 2024-2025 school year. Currently, we are acquiring a limited number of Lexia accounts to support this. Lexia is a research-proven software that works hand in hand with administrators and educators to help create equitable learning opportunities through the effective implementation of the Science of Reading. Developed with a mission to mitigate the equity gap, it follows an adaptive blended learning model that offers explicit, systematic and personalized reading instruction to students of all abilities.

Collecting student responses to school developed surveys focused on school expectations and current positive behaviour supports will provide information on students' understanding of what it means to be a Collingwood student and where more work is needed.

Evidence of learning from students' work in class on Indigenous teachings, increased library collections and guided reading sets featuring indigenous authors and content, and greater collaboration with Indigenous department will help reach our goal of setting a school-wide goal and project. Dedicated teacher professional development focused on Indigenous weaving led by the pro-d committee has been planned for the 2024-2025 school year. Resource sharing at the beginning of staff meetings has been put into the framework for the 2024-2025 school year.

2023-2024 School Learning Plan

SCHOOL STORY

Captain James Cook Elementary is located on the the ancestral and unceded, lands of the *xʷməθkʷəy̓əm* (Musqueam), *Skwxwú7mesh Úxwumixw* (Squamish Nation) & *səlilwətaʔ* (Tsleil-Waututh Nation) is. With deep gratitude and respect, we are honoured to be learning and unlearning as we work towards reconciliation.

At Cook, we “Take care of ourselves, take care of others and take care of this place.” The school is decolonizing our practices. From community meetings taking place outside and in a circular fashion to a food security program that is overwhelmed with need, our literacy program has made huge strides with our reading rates and we celebrate student achievement and participation with a Hands Across the School initiative.

The Cook School community is made up of a diverse range of learners and families. There are students from a mix of socio-economic families. The community is comprised of a mixture of older and new single-family dwellings, moderate to high-priced rental units, and cooperative and subsidized housing projects. Many students speak multiple languages. At present there are over 34 home languages in our school community. Cook Elementary presently enrolls 462 students. We have 20 divisions; with 20 classroom teachers, 7 Resource teachers who work part-time and full-time, a teacher-librarian, a PE prep teacher, a Literacy enhancement teacher, an area counsellor, a Speech and Language Pathologist, 2 office administrators, 3 supervision aides, a Youth and Family Worker and a Strong Start teacher, as well as a Vice Principal and Principal. There are also 21 Student Support Workers who support students with diverse needs.

Cook is a school with students that are proud of their community. Cook students are advocates for each other and are very supportive. There are great deal of need at our school: students who live in poverty, with special needs, trauma, a large refugee population and more. The Cook community is diverse, strong and beautiful. Our students create amazing projects within our school and out in the community. We have a very active student body that loves to make our community and the world better!

The school, which has been identified as meeting District vulnerability criteria, receives Community School Team (CST) Enhanced Services, which also provides a full-time Youth & Family Worker (YFW) as well as a large number of after-school Killarney CST (KCST) programming support. Through Enhanced Services, various grants and the KCST, Cook has been able to offer additional school programs such as a Weekly Grocery program, Lunch Program, District Literacy Teacher, five One-to-One Readers, Arts Umbrella, Lego, Games and Arts & Crafts, and Kidsafe.

The school is also fortunate to have a thriving StrongStart Centre for families with children ages 0-5 that operates daily every morning at Cook. In addition, Cook practices The Early Intervention Model and Reading Recovery programming.

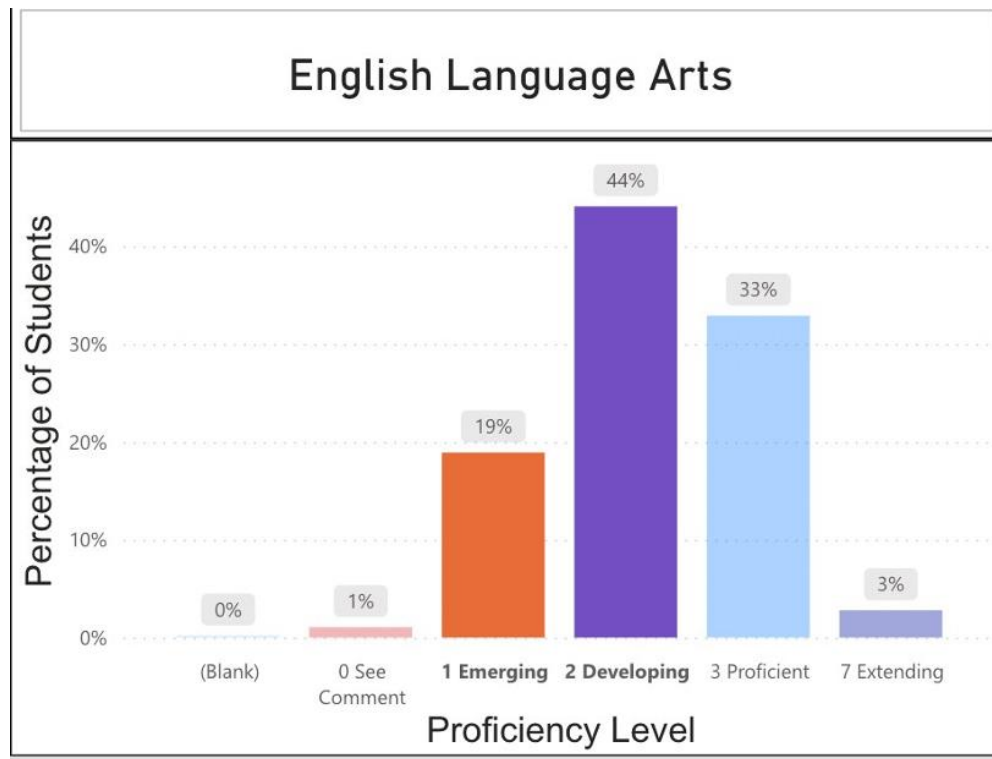
Learners are eager to participate in school life beyond the classroom. There have been several successful student initiatives including: Chess club, Uno club, Origami club, Art Club, multiple fundraisers and more have all been student created and run. We have highly attended sports teams: basketball, cross-country, volleyball and track and field. We also host Global Citizens, Gardening, the LEAD program, our Dance program, Library monitors, Playground Leaders, Student Leadership Committee, Buddy Classes, Daily Announcements, and much more. High participation in these areas tells us that students are eager for opportunities to be leaders in their community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners are strong, resilient and intelligent. They are creative, hard-working, collaborative and self-starters. We are a student-centered school community with countless opportunities for student leadership, participation, and action in our school. Cook boasts a very diverse population of learners, all with distinct socio-economic, social-emotional and cultural perspectives. We have welcomed dozens of new students over the last year from all over the world and have over 30 home languages represented in our school community.

Our diverse learners require both academic and social-emotional support. We view everything in our school through a lens of equity. Our community has financial needs which we try to address through our Food Security program that provides breakfast, snacks and lunch to vulnerable families in need.

The Cook staff has prioritized literacy, and our literacy intervention program supports students schoolwide in improving their decoding, comprehension and writing. The staff has worked hard to adapt the program to the current student needs, and it is evolving to serve all the students in our community. Our current assessment measures, the BAS and MAZE, show improvement in our literacy rates. We still have a lot of work to do to improve our overall literacy rates from K-grade 7. Looking to the future, we see a need for a numeracy intervention.



We track student behavioural issues with “Think Sheets” where students are encouraged to describe what happened, how they could have done something different and what they plan to do next time. These are collected and reviewed by administration to help plan our monthly community meetings. This approach ensures that students are learning from their actions, and we practice restorative justice which allows students to lead the experience.

There is an active student population at Cook. Students have initiated over a dozen clubs this past year including, Rubik’s Cube, Dungeons and Dragons, Chess, Basketball, Volleyball, Origami, Uno, Cheerleading, Art, Badminton and more. Students also participate in student leadership groups, Playground Leaders and students’ announcements. Beyond our student-led programs, we partner with the Community Schools Team (CST), who provides many opportunities for students to participate in programs they would not otherwise have the chance to, Super Science, Dance, LEAD and more.

The data from our Student Learning Survey provides insights into our student’s well-being and sense of belonging. Our grade 4 and 7 students report that over 75% of them feel that they are improving their reading. 87% of the students surveyed feel that they are welcome and a sense of belonging at Cook Elementary. We also discovered that over 30% of our students felt hungry at some time or another because there was not enough food around. However, on the other side, 70% of our students surveyed said there was healthy food available at the school when they are hungry. Finally, 81% of the students surveyed said they felt good about themselves. These responses help us to plan for how to approach our school community needs best.

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

“Creating a space where kids feel safe means that we must create a space where we share power. One can let go of power without letting go of control.” (Minor, We Got This)

Our Cook Community has an abundance of compassion, care and creativity. We recognize the genius in each of our learners and celebrate our diversity and experiences. We also recognize that literacy is key to success for our learners. Our literacy approach is ever evolving, and we adapt to where our learners are. We are working towards bringing every learner in our school up to grade level in reading and writing.

Literacy

Our data points to a literacy deficit in our school, the staff has implemented a strong literacy program that supports all learners, and provides added intervention for our most vulnerable learners. “If your literacy program is not structured to get the most number of kids to the top, or to that level of society, or to proficiency, there is no equity. There can be no equity, no social justice, without literacy.” (Kareem Weaver, *The Reading League Conference*, 2021.)

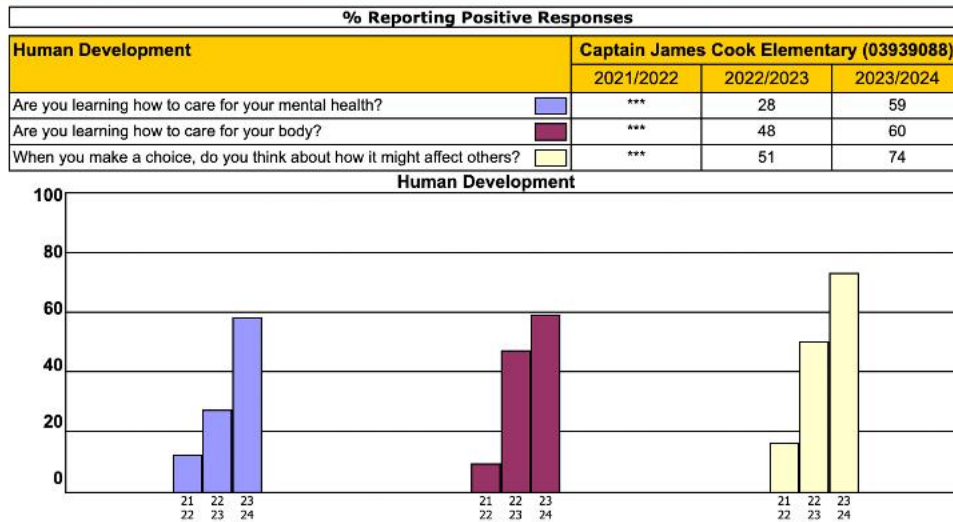
The Cook staff has committed to a literacy program that services all our students. In primary we are a CELI (Collaborative Early Literacy Intervention) school, our Reading Recovery teacher supports multiple grade 1 students one to one to bring them up to grade level in their reading skills. Our staff supports our students with reading groups, targeted literacy interventions on a daily basis. Cook has become a district leader in our literacy program, welcoming staff from schools all over Vancouver to observe the initiatives we have happening. The school also has a Literacy Enhancement Teacher, who works with students, builds capacity of our teaching staff and drives our literacy program.

Physical and Mental Well-Being

We have seen growth in the numbers of students who are coming out for sports teams and clubs. Our sports teams are very well-attended and it has been notable that many students are joining sports teams for the first time in Grade 6 and 7. This points to an inclusive and welcoming environment where students are able to take risks and try new things.

The graph below demonstrates an increase, year over year, in students acknowledging that Cook has focused on students taking care of themselves and others.

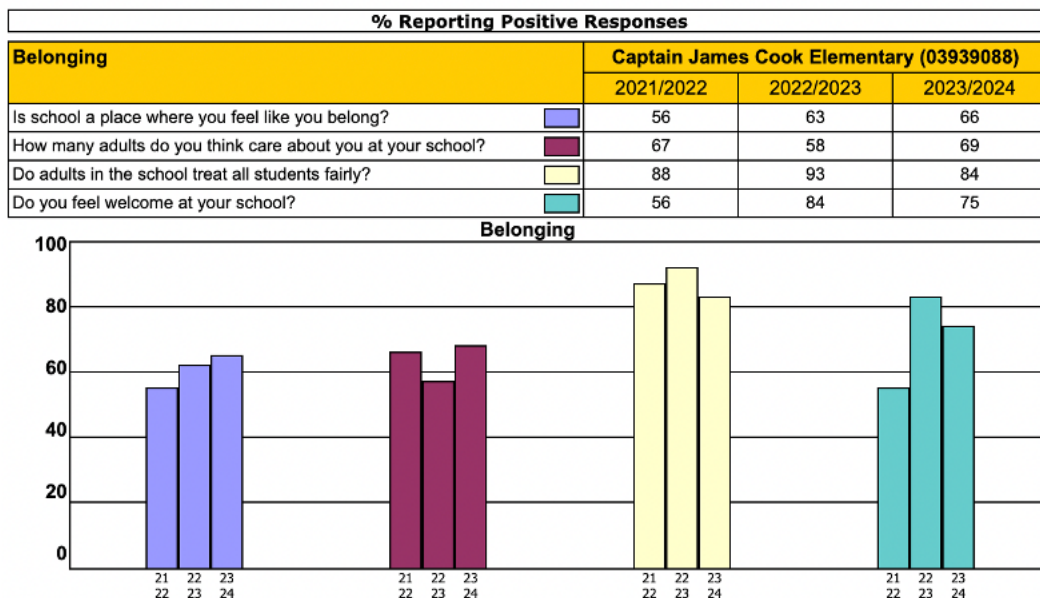
GRADE 4 RESULTS (in %), 2021/2022 - 2023/2024








Belonging

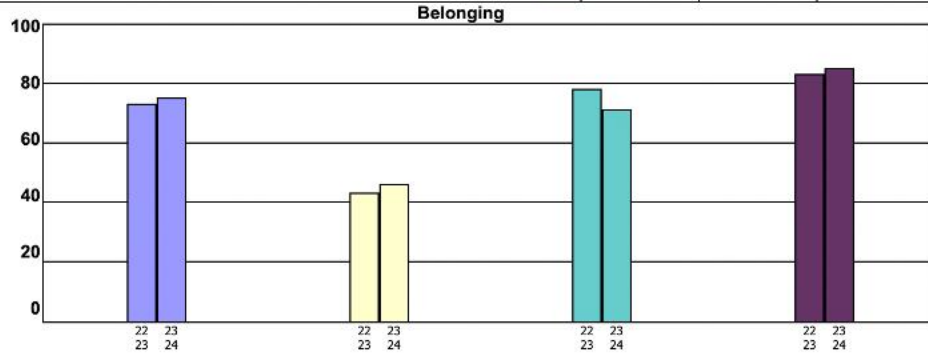
Our Middle Years Development Data from 2023-24 told us that there were students who did not feel a sense of belonging at our school. The staff has taken this on and worked very hard to provide more opportunities for students to feel that they belong in our community, and for students to find other like-minded students. We've had many students come forward and create their own clubs – Dungeons and Dragons, Uno, Volleyball, Cheerleading, Origami, Skipping, Basketball, Computers, Art, and the list goes on. Through these student-led clubs we have built up the sense of belonging and ownership in our school community.

GRADE 4 RESULTS (in %), 2021/2022 - 2023/2024



GRADE 7 RESULTS (in %), 2021/2022 - 2023/2024

% Reporting Positive Responses				
Belonging		Captain James Cook Elementary (03939088)		
		2021/2022	2022/2023	2023/2024
Is school a place where you feel like you belong?		N/A	74	76
Do you see diverse sexual orientations and gender identities represented in your school or activities?		N/A	N/A	N/A
How many adults do you think care about you at your school?		N/A	44	47
Do adults in the school treat all students fairly?		N/A	79	72
Do you feel welcome at your school?		N/A	84	86



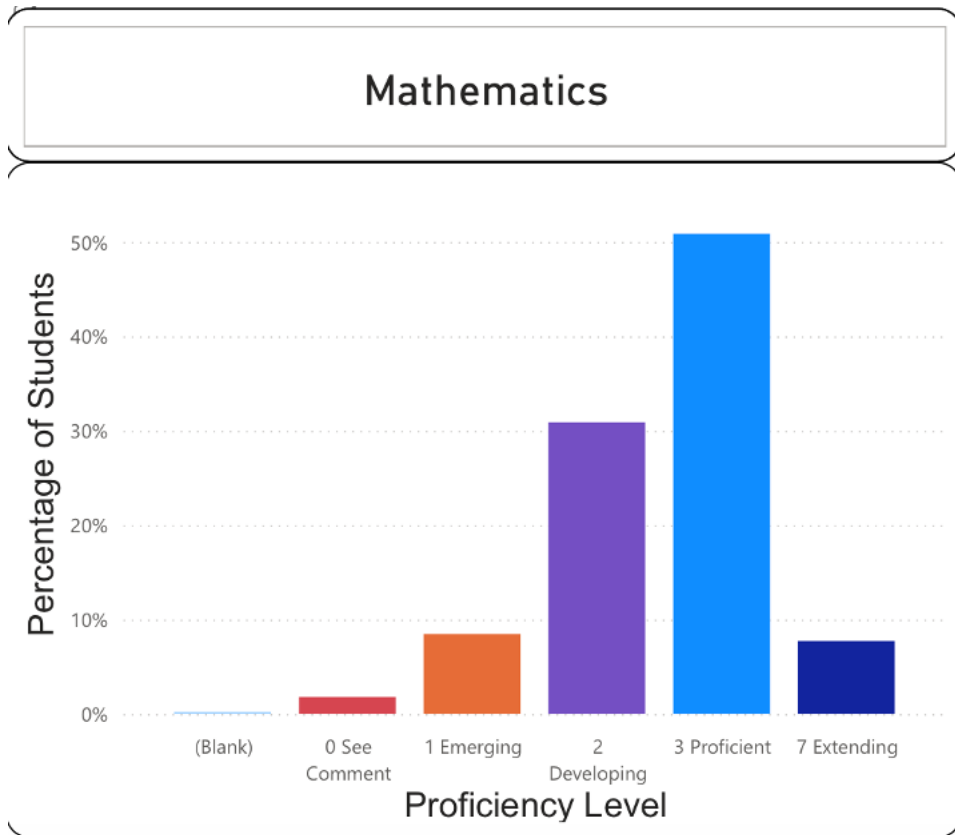
Notes:

The graphs reflect the data of our school's sense of belonging and more. We can see that we have work to do in this regard. The staff here cares deeply about students and goes to great lengths to show students that they are cared for. However, the data suggests that students are not receiving this message and so we are working on programs that reinforce these messages.

The code of conduct at Cook is "Take care of yourself, others and this place." We use schoolwide community meetings to breakdown what these things mean and demonstrate ways of acting these out. Students present skits, songs, and other presentations to build up the abilities of all our students.

Numeracy

Currently our numeracy skills are good across grades at Cook. As seen in the graph, most of our students are proficient in Math. However, we are starting to see an emerging need in Numeracy. We are working to create a consistent assessment measure throughout the school so that we can track accurate data. There have been discussions about using our literacy model for numeracy as well.



Our literacy focus connects to the Vancouver School Board Education Plan goals. The VSB is committed to improving student achievement, “increasing literacy, numeracy and deep critical, and creative thinking.” With improved literacy rates we are also confident that community well-being will be reflected in this improvement. Our students will gain confidence through their successes. Our literacy goal connects to the VSB goal of increasing equity by “eliminating gaps in achievement and outcomes among students”. Our most vulnerable students are often in need of literacy support as they have not had access to support. Our goal is to focus on our most vulnerable population and provide those extra supports to engage them in every subject and activity in the school.

We can identify success as we “Focus on individual student academic success through the use of Student Success Plans which are completed three times during each school year.” Our focus on reconciliatory practices in decolonizing our school will not only meet the Education Plan goals set out by the VSB but it will also aid in improving the mental health and overall health of all our students.

Improve equity

“Anything that abridges opportunity or compromises our responsibilities to one another is our enemy. As such, if we are not doing equity, then we are not doing education.” (Cornelius Minor, We Got This)

Equity has been a priority focus for the staff at Cook this year. We understand that without equity we will continue to perpetuate cycles of trauma and will steal opportunities from our students who need the most support. We are proud of the growth we have made as a school team here at Cook to prioritize our most needy

members of the community and provide opportunities that some students and families would not otherwise have.

Cook is supported by the Community Schools Team (CST). Through the CST, our students are provided opportunities for Dance, Science and more. CST also offers KidSafe which is childcare during Spring Break, Winter Holidays and over the Summer for those families that have difficulties securing other childcare. These are all opportunities that are reserved for students in our community that would not normally get them.

Our food program feeds over 100 students every day. Our breakfast program supports students and families who have difficulty accessing food in the morning. Our student learning surveys showed us that 60% of our grade 4 students have “accessed healthy food at the school when they are hungry.” We are lucky to be supported by local organizations that provide our families with frozen meals every few weeks. We are also supported by a fruit and vegetable program which delivers fresh produce for our families every month. We also have a snack program at Cook, that provides morning snacks for those that need them. These programs are essential to our school success.

This year marked a small change in our field trip process. Our PAC was able to provide money to each classroom that could be earmarked for field trips. Field trips have become less accessible over the last few years with rising costs of buses and experiences. With the PAC funds classes have been able to experience many more field trips this year.

We have prioritized our most vulnerable students in many ways this year and provided equitable education. Our most vulnerable students have access to programs and supports, we are proud of the progress we are making in this regard. We have also prioritized the spaces in our school. We have an RBLM (Ready Bodies, Learning Minds) space that is for the use of our students who need proprioceptive input and output and look forward to creating more spaces for our sensory seeking students.

We celebrated our first Pride Parade at Cook Elementary this year. Our student leadership group led the way in envisioning and executing an amazing event in support of the 2SLGBTQIA+ community. Many families participated and cheered us on.

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

With our equitable literacy focus students can access more information to “increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions.”

Our literacy focus also connects to the Aboriginal Education Enhancement Agreement goals of Belonging, Mastery and Culture and Community. While we must be aware of not colonizing our practices in literacy education, improving our literacy rates schoolwide will have a ripple effect on our Indigenous education practices, as well as our Indigenous students. Our literacy efforts focus on inclusion and equity practices and will connect to improving the sense of belonging in our school community. We can utilize this improved literacy to connect with culture and community, “To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.”

We continue to have community meetings at Cook, where all students are taught about taking care of each other and this land. These are essential in our work towards reconciliation. Our data shows that 45% of our grade 7 students and 62% of our grade 4 students report participating in ongoing Indigenous activities at school. We hope to build on these numbers.

We were lucky to host Russell Wallace this year. Russell Wallace is a traditional singer from the Lil'Wat Nation. He led 2 of our classes in a weeklong inquiry into drums and voice. The students loved it, we hope to do more programs like this in the years to come.

Our school journey towards reconciliation will continue next year. We expect an update on our name change application as we work to decolonize our school practices.

HOW WILL WE KNOW WE'RE ON TRACK?

The Cook school community has done an amazing job of integrating many forms of data into our daily approach to education and community building. Our data collection informs our next steps and provides us with the insights we need in order to continue or pivot in a new direction. We collect data from many different sources, our BAS assessments, MAZE literacy assessments, Student Learning Survey, The Middle Years Development, The FSA and more. We will know we're on track because we can see the development on a term to term and year to year basis. Cook has put itself in a position to be able to document progress in all of the categories mentioned in this learning plan.

There are also other less formal ways of tracking data and information in the school. The principal, Ms Kong has Fireside chats with staff members at the end of the year to gather feedback and thoughts, we have class reviews twice a year, and are consistently collecting anecdotal evidence from staff throughout the year. We track student behaviour with behaviour logs. In addition to those two formal data sets, we also collect "Think sheets" where students are asked to reflect on their behaviours, explain them and think about what they would do the next time. There is also a restorative justice piece to the Think sheets where students are encouraged to address the situation with peers or adults.

Through formal data and Street data the Cook community understands where we are and where we need to go next.

2023-2024

School Learning Plan

SCHOOL STORY

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

Cunningham Elementary School was first opened in 1959 as an annex to Norquay Main School and was originally named Norquay School Annex. After the building was expanded to meet the growing population, it was officially reopened in November 1966 and named G.T. Cunningham Elementary School. George T. Cunningham (1889 – 1965) was a lifelong resident and businessman of Vancouver who was honoured for his philanthropy, public service, and dedication to education. His family continues to volunteer and be active, highly valued members of our school community.

Cunningham is a vibrant and welcoming learning community that prioritizes student social-emotional and physical well-being combined with academic success. We have empathetic learners who understand that everyone has different skills and abilities. With a student population of approximately 400, our school site and playground serve as a cornerstone for the community.

A dedicated staff work together to provide a well-rounded education for all students. Staff work to foster a supportive and inclusive environment for all, to ensure that every student can thrive academically, emotionally and socially. The staff are working to support students in building independence and resiliency. At Cunningham Elementary, student well-being is of utmost importance. We strive to create a safe and nurturing environment where students can flourish. Our holistic approach to education emphasizes physical activity, social responsibility, and academic excellence. Our students are encouraged to be curious learners, authentic individuals, respectful towards others, and enthusiastic about their education.

We have a strong emphasis on community service by the students. Various leadership opportunities also arise during the year and include assembly MCs, student announcers and library monitors. The majority of our students, upon completing grade 7, attend Gladstone Secondary. Cunningham alumni return regularly to see their former teachers and other staff that were here when they were students.

Diversity and inclusion are celebrated at Cunningham Elementary, where we embrace and celebrate the uniqueness of each learner. We are in a neighbourhood with multi-generational families. Some parents of current students attended Cunningham themselves when they were students. Our diverse student body includes a significant English Language Learner (ELL) population. Approximately fifty percent of our student population identifies an additional language, other than English, spoken at home.

Parent involvement is highly valued at Cunningham Elementary, and we have the privilege of having caring and involved parents who actively contribute to the school community. The strong relationships between home and school are nurtured and maintained, ensuring a collaborative and supportive educational experience.

Cunningham is fortunate to have an engaged Parent Advisory Council (PAC). Some PAC initiatives include creating a pumpkin patch in the courtyard and a book giveaway, where every student receives a book to read at the end of the school year. The initiatives make a big impact in building a sense of community at our school. The PAC strengthens the bond between the school and the community, providing parents with a platform to actively contribute to the school's activities. This collaboration fosters a sense of partnership and ensures that parents' voices are heard and valued.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students come from diverse backgrounds and cultures. Many of our students speak a language, other than English at home. Our students are eager and willing to learn. They engage in outdoor learning opportunities with enthusiasm. Students are engaged by the hands-on learning opportunities of the courtyard space and garden beds. They are respectful, friendly, and caring. Students are willing to persevere in their learning even when it's difficult, and they are proud of their accomplishments. Our students embrace the arts. They are provided with opportunities to explore and create a variety of mediums. There is a high engagement in clubs, both at lunch and after school. Students take part in extracurricular activities when they are offered such as choir, chess, Cricut and knitting, as well as basketball, volleyball, track and badminton. Cunningham students are enthusiastic, encouraging and welcoming when we have new students who join our community.

This year, the staff looked at data and engaged in many discussions around student learning. To provide a baseline of where learners are at, we have included the CSL data for Language Arts to show the range of progress for the calendar year of 2023-2024. By focusing on oral language in the 2024-2025 school year, we are hoping to see an improvement in the overall literacy of our students. The focus on strengthening oral language should also be reflected in students' ability to read and write.

Based on the Communicating Student Learning for Language Arts data from the 2023-2024 year, in Term 1, approximately 17% of the students at the school were emerging, 53 % were developing, 27 % were proficient and 3 % were extending. In Term 2, approximately 16% of the students were emerging, 51 % were developing, 27% were proficient and 6% were extending. In Term 3, approximately 14% of the students were emerging, 47% were developing, 28% were proficient and 10% were extending. We are hoping to see a see an improvement in the proficiency scores from developing to proficient in the overall CSL scores by 3-5%.

When we teach using a UDL approach, we are enabling all students to be able to access the curriculum, which increases the sense of belonging. More tools about understanding the importance of mental health will greatly help all students and is a life skill. Therefore, we'd also like to incorporate more direct teaching and lessons about taking care of one's mental health. According to the results of the 2024 Student Learning Surveys, the Grade 4 students reported that they agree or strongly agree with the statement that they are learning to care about their mental health 32% of the time. The Grade 7 students answered the same question with a response that they agree or strongly agree with the statement 50% of the time. We are hoping to increase this by 10% for each grade next year.

The curricular integration of Indigenous worldviews is an important aspect of education at Cunningham Elementary. The school recognizes the significance of incorporating Indigenous perspectives and knowledge systems into the curriculum to promote understanding and appreciation of Indigenous cultures. At Cunningham Elementary, evidence of understanding of Indigenous worldviews and knowledge is fostered within the school community through various initiatives. One way this is achieved is by embedding Indigenous perspectives into the curriculum across different subjects, such as incorporating Indigenous literature, art, history, and some language into lessons. For instance, teachers use books written by Indigenous authors, display Indigenous artwork in the classroom, and teach about the history of Indigenous peoples in the local area.

According to the results of the 2024 Student Learning Surveys, the Grade 4 students reported that they are learning about Indigenous Peoples sometimes, most of the time or all of the time 97% of the time. The Grade 7 students answered the same question with a response that they agree or strongly agree with the statement 84% of the time. We would like to increase this to 100% in each grade level on the 2025 Student Learning Surveys.

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

Through experiential and placed-based learning, we are working to improve and increase our students' oral language skills and vocabulary. Our literacy focus is around oral language because we believe that when the students have an increased vocabulary, we will see improvements in reading comprehension as they will have more knowledge and understanding. Our focus on developing oral language skills will help to support students' ability to communicate and express their thinking about what they are learning and how they are feeling. This focus will improve students' success in literacy and numeracy as well as their social emotional well-being. A focus on developing vocabulary and building background knowledge will help students to explain their comprehension, explain mathematical understanding and describe their scientific observations. It will also allow them to express themselves more clearly when interacting with their peers to peacefully solve problems.

Improve equity

We will strive to create opportunities for all students to actively participate and feel a sense of belonging within our community. Our equity focus is using Universal Design for Learning (UDL) to ensure that every student has access to the necessary support and resources to thrive academically and emotionally, contributing to their overall success and well-being in an educational setting.

By taking a Universal Design for Learning approach when teaching all subjects, we create an equitable learning environment. This will ensure success for all learners. All topics can be accessed and used by all students, regardless of their abilities, backgrounds, or learning styles. This ensures that learners can access information in a way that works best for them. By offering multiple options for engaging learners and stimulating their interest; it can provide choices on topics or activities, incorporating multimedia elements, offering hands-on experiences, and connecting learning to real-world contexts. By accommodating different interests and preferences, we can increase engagement and motivation for all learners.

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

At Cunningham, we are continuing on our journey of reconciliation with First Nations, Metis and Inuit.

Our literacy focus on oral language ties into the First Peoples Principles of Learning. At Cunningham, we embrace place-based learning. We understand that learning is holistic, experiential and relational. We understand that learning is embedded in story-telling, which focuses on oral language development. An Indigenous Enhancement Worker works with staff and students to ensure that Indigenous knowledge and perspectives are integrated into the curriculum in a meaningful and respectful way. Through these initiatives, Cunningham Elementary has created an inclusive learning environment that promotes respect for Indigenous cultures and knowledge systems.

The Indigenous Education Worker has collaborated with classroom teachers to teach lessons exploring Indigenous cultures through story and legend telling. For example, she shared the story of Turtle Island. By being in the classrooms, she is making connections with the students who are Indigenous and is also exposing all

of the students to the story telling aspect of Indigenous cultures. She has done many story-telling workshops with follow-up Art and writing activities. She includes visuals in her lessons, and these are left behind in the classes so that students can explore more with the materials during Centers.

HOW WILL WE KNOW WE'RE ON TRACK?

To enrich students' oral language and increase their vocabulary, we strive to provide students with more experiential learning experiences to build background knowledge. Staff engage in rich conversations and discussions to increase the students' ability to critically think and to make predictions. One way the teachers can continue to increase our students' vocabulary and oral language skills is to familiarize themselves with the Vancouver School Board's Responsive Literacy Framework. This framework guides teachers to approach literacy (comprehension, vocabulary, phonics, phonemic awareness and fluency) through the lens of First Peoples' Principles of Learning, place-based pedagogy, documentation and assessment, culturally-responsive pedagogy and Universal Design for Learning.

Vocabulary will be explicitly taught, and lessons embedded throughout each teaching area. They will continue to use visuals attached to words so that students can associate a visual when they see or hear a word.

Oral language will be enriched through taking opportunities to discuss stories read, in guided reading groups, literature circles and whole class read alouds. Students will share what they are reading individually by doing book talks and presentations. They will develop opportunities to create their own stories with story workshops and share these orally with each other. Students will understand that there's a beginning, middle, and end and this will increase the capacity of storytelling. They can make graphic novels of their experiences, and they can explain what happened before that led to where we are right now. It will also help them make connections, take more risks, and build their resiliency.

We will know that we are on track by using oral language rubrics to measure growth and improvement over a six-month period. Conducting an assessment in October and then again in April, we will collect individual scores based on the rubrics. By the end of the year, we believe that students will have shown an improvement in their oral language scores.

In addition to using Universal Design for Learning and equity to help build community and belonging at Cunningham Elementary, the staff are using social emotional learning strategies and are providing leadership opportunities. To ensure that we are on track, it is important to establish clear benchmarks and measurable outcomes. These include things like changes in student behavior and engagement, increased participation in community projects, and positive feedback from students, families, and staff. Ongoing evaluation and data collection will be essential to assess progress towards these outcomes and make any necessary adjustments to the plan. Tools that may be used are the MDI, EDI, and Student Learning Surveys. Additionally, regular communication and collaboration among all stakeholders will be key to ensuring that everyone is working together towards the shared goal of building a strong and supportive school community.

Indigenous cultural activities and events are also important for fostering an understanding of Indigenous worldviews and knowledge. To ensure we are on track, Cunningham Elementary will continue to invite Indigenous speakers to speak to students and organizes cultural field trips. These activities will provide students with a firsthand experience of Indigenous culture and help to develop a deeper understanding and respect for Indigenous worldviews.

At Cunningham, we will continue to work on our goals to improve achievement, equity, and our journey of reconciliation.

2024-2025 School Learning Plan

SCHOOL STORY

David Thompson secondary school is located in East Vancouver's Victoria-Fraserview community. The socio-economic status of our neighborhood consists of low to middle income families. David Thompson's school population is ethnically diverse. The top languages spoken in students' homes include Cantonese (30%), English (23%), Tagalog (11%), Punjabi (10%), Vietnamese (7%), and Mandarin (6%). Six percent of our total student population is enrolled in English Language Learning classes and just over two percent of David Thompson's student population is Indigenous. For September 2024, we are projecting to have 1,360 students enrolled at David Thompson Secondary, including 40 International students. David Thompson Secondary is a comprehensive high school emphasizing academic achievement, student leadership, athletic excellence, participation in the arts, and service to others. David Thompson offers various programs to meet the needs of our students. The DT Odyssey Program is a District Choice Program, enrolls 150 students, and is known throughout the district for its students' accomplishments in Math and Science. At the senior level, we offer a variety of Advanced Placement (AP) courses. The Career Prep Work Experience program is available for senior students, and currently we have approximately 30 students enrolled. We have 4 District Special Education Programs at David Thompson: Junior Learning Support, EXEC (supporting students with their executive functioning skills), Social Development, and the Autism Resource Program. Approximately 10% of David Thompson's student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP).

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of learners exhibit significant diversity in cultural backgrounds, socioeconomic status, languages spoken, religious beliefs, and educational needs. New comers to the David Thompson community, and Canada, may have experienced trauma or faced challenging circumstances (refugee status, family separation, or other hardships) before their arrival. Students actively participate in school life by joining clubs, playing sports, and volunteering. At David Thompson, there are over 40 student led clubs for students to join. Many senior students balance their academic pursuits with part-time employment. An emphasis on academic achievement, student leadership, athletic excellence, participation in the arts, and service to others is reflected by the David Thompson student body. Students come to school for socializing and connecting with their friends just as much as they come to learn.

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

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

School: Through a comprehensive review of our current assessment practices and the intentional integration of universal design for learning and strength-based reporting, we aim to enhance student engagement and achievement. Success would be indicated by improvement in attendance and improved course success rates.

District: Improve equity

School: We will enhance equity within our school community by embracing and celebrating the diverse backgrounds, cultures, and orientations of all students. This will be achieved by acknowledging and honouring the diversity of our student body both in and out of the classroom by expanding the recognition of all cultures.

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

School: As part of our school's reconciliation journey, we will increase the sense of belonging and engagement for all our indigenous learners. We will foster respect and understanding by integrating the indigenous ways of knowing into the curriculum through continued implementation of Indigenous focused resources, while also promoting indigenous art and literature into the school environment.

HOW WILL WE KNOW WE'RE ON TRACK?

Tracking progress towards these three goals will involve establishing clear metrics and indicators aligned with each objective. By analyzing provincial assessments, student surveys, attendance data, and the quality of report card comments over time, we will assess the impact of our efforts at the school level.

Through a comprehensive review of our current assessment practices and the intentional integration of universal design for learning and strength-based reporting, we aim to enhance student engagement and achievement.

The Ministry of Education's School Satisfaction Survey results as well as our own site-based student survey will be used to gauge student sense of belonging and safety.

In the classroom, the adoption of UDL principles in lesson planning and assessments, and the continued incorporation of strength-based reporting in student evaluations is expected to yield an increase in student engagement. Further, we will monitor and record attendance data, including the Flexible Instructional Times, to track student engagement during these times. Teachers will continue to modify/adapt instruction to meet diverse levels of learning and guide students on how to access available resources. Success would be indicated by improvement in attendance and improved course success rate).

We will enhance equity within our school community by embracing and celebrating the diverse backgrounds, cultures, and orientations of all students. This will be achieved by acknowledging and honoring the diversity of our student body both in and out of the classroom.

For our second goal, we will examine the representation of diverse backgrounds and cultures in school events and curriculum. Further, examining participation rates of diverse student groups in leadership roles and extracurricular activities. As part of our survey questionnaire, we can include student perceptions of inclusivity and equity among students and staff. Indicators of success would include increased participation and engagement of students from diverse backgrounds in school activities, positive feedback from students and families regarding inclusivity and respect for diversity, and a decrease in disciplinary actions related to discrimination or exclusion.

As part of our school's reconciliation journey, we will increase the sense of belonging and engagement for all our indigenous learners. We will foster respect and understanding by integrating the indigenous ways of knowing into the curriculum, while also promoting Indigenous art and literature into the school environment.

For our third goal, we will look at integrating indigenous perspectives and knowledge into the curriculum, and monitor the participation rates and engagement of Indigenous students in cultural and school activities. By doing this, we hope to see an increased sense of belonging and pride among our Indigenous students. One metric to observe is the graduation rate of our Indigenous students, and comparing this with the District's rate. Continuing to expand on our indigenous resources, including updating and expanding our library collection, to represent and reflect the culture of our indigenous students. Another clear indicator of success would be the increase of Indigenous artwork throughout the school.

2023-2024 School Learning Plan

SCHOOL STORY

Dickens Annex is a buzzing community nestled in the Kensington-Cedar Cottage neighbourhood of East Vancouver on the unceded lands of the xʷməθkʷəy̓əm | Musqueam, Skwxwú7mesh | Squamish & səlilwətaʔ | Tsleil-Waututh Nations. The school community is comprised of families with ethnic origins including, but not limited to: English, Chinese, Filipino, Vietnamese, and Japanese. Dickens Annex maintains an overarching theme of child-centeredness supported by four defined pillars:

- multi-age groupings of students within classrooms and work groups
- differentiated instruction for student engagement and learning
- authentic assessment for learning to monitor individual and continuous progress
- working within a collaborative learning environment

Students are encouraged to develop a growth mindset to extend their knowledge and experiences while contributing to their school environment by being bucket fillers through kindness and care towards themselves and others. Students are provided opportunities to participate in a multitude of leadership opportunities including but not limited to hosting weekly assemblies and leading school singing. The staff, students, and parents value students being active participants in understanding their learning needs and strengths, as well as setting their own learning goals. These elements are reflected in our school Code of Conduct, "Do your best, Help Others, Find Joy".

Dickens Annex shares an active and dedicated Parent Advisory Council (PAC) with Dickens Main. The PAC offers many diverse events throughout the year, culminating in an annual Spring Fling. We welcome parents into the school to contribute to student learning as volunteers, sharing their knowledge and experiences with the students.

The learners, staff, and school community appreciate and value Indigenous histories, cultures, and traditions and are committed to their ongoing learning. This is evident in parent participation for events like drum making, drum awakening, and singing of the Coast Salish Anthem at weekly assemblies. With our ongoing commitment to Truth and Reconciliation, we continue to unlearn and learn through oral storytelling, hands on experience, and personal connections.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Most learners in our community speak English as their first language, with additional languages including Mandarin, Tagalog, and Korean. 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.

As a school community, we value multi-age grouping to allow familial relationships to develop between students and their teacher, and amongst students. Older learners become “teachers” within their own classes as they take on leadership roles to help and guide younger learners. Learners also demonstrate their desire and comfort to speak, share, and lead weekly, whole-school assemblies.

The Dickens Annex learners have a strong sense of self, their presence in their community, and are budding advocates for social justice. Learners continue to strengthen their self-regulation strategies through Social Emotional Learning (SEL) programs, mindful breathing practice, and Zones of Regulation language used consistently throughout the school. The school demographic is representative of Vancouver’s diverse population and the students go out of their way to embrace and welcome all learners in the school community.

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

At Dickens Annex, teachers work collaboratively to offer learners the individualized instruction they need to be successful in school. As part of our literacy program we use a structured and sequential approach to phonics and phonemic awareness instruction. Learners are also immersed in rich literature through well-curated books in the library and Group Language (a whole-school shared reading of a book) followed by discussion and activity. These lessons encourage perspective taking, tier 2 vocabulary, and critical thinking and comprehension strategies.

Improve equity

By providing evidence-based instruction to all learners, we can now identify students who require additional, intensive support and accommodate needs-specific learning strategies and environments. We consider equity the driving force behind our decision-making to ensure that the most vulnerable learners are centered in our decision making so that every student is working toward their own goal, at their own pace, to become proficient in competency-based skills. We continue to learn about how to be better allies and to stand alongside and do the work of anti-racism and reconciliation. At Dickens Annex, we make intentional choices to diversify performers and workshop leaders to ensure they represent the diversity in our world.

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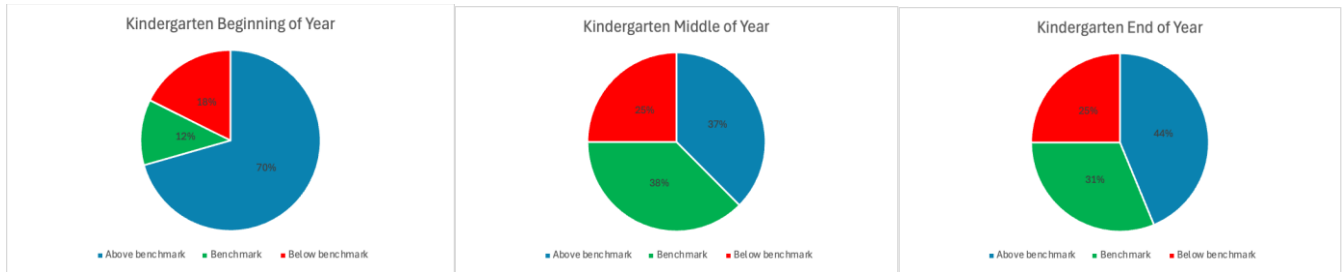
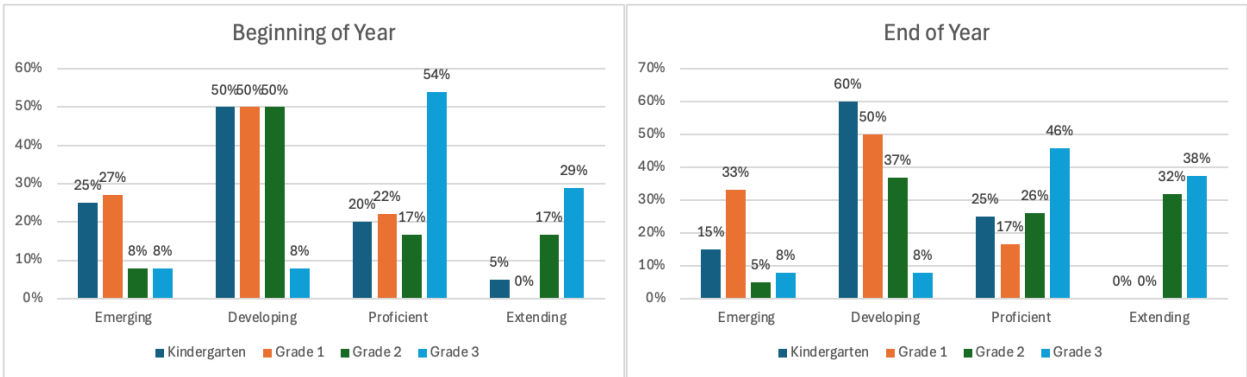
Continue on our journey of reconciliation with First Nations, Metis, and Inuit

As part of our ongoing work towards reconciliation, students participate in weekly conversations that focus on Indigenous histories, celebrate achievements, and discuss current affairs. We continue to

work on being better allies by contributing our time and participation; to not simply learn about but live alongside Indigenous peoples. Taking guidance from Black Excellence, Dickens Annex has been learning and celebrating the contributions and successes of Indigenous peoples in politics, arts, and sports every week. Teachers and staff continue to share their ongoing Professional Development learnings with each other around culturally responsive curriculum as well as First Peoples Principles for Learning. The singing and drumming of the Coast Salish anthem at weekly assemblies serves as a constant reminder of our respect for the local Indigenous cultures. It instills a sense of community and belonging among students, further enriching their educational experience.

HOW WILL WE KNOW WE’RE ON TRACK?

In addition to assessments done by classroom teachers, students are assessed using the Acadience screener three times a year, focusing on phonemic awareness, phonics, and reading comprehension. This frequent and skill targeted assessment allows us to monitor progress and adjust teaching strategies effectively. Acadience, CSL data, student/parental feedback, and teacher observations are the main pieces of data that will show progress.



We are also committed to promoting a culturally responsive literacy program by integrating diverse cultural perspectives to foster an inclusive learning environment where every student feels valued and understood.

With the beautiful Glen Park as our front yard and the Annex Garden in the back, we are incorporating land-based learning into our curriculum and daily living. This hands-on, experiential approach not only

enhances students' understanding of the environment but also fosters a deep connection with nature and an appreciation for Indigenous teachings and histories. Together, these strategies are propelling us towards our school growth objectives, ensuring a holistic and inclusive learning experience for all our students.

2023-2024

School Learning Plan

SCHOOL STORY

Charles Dickens Elementary School is located in East Vancouver. 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) & səlilwətał (Tsleil-Waututh Nation). Dickens has a population of about 440 students. The staff, both long-time and newcomers, have come to Dickens because of a strong desire to join and be part of this unique community. We embrace a philosophy where multi-age classes, committed team-teaching practice and project-based learning are common throughout the school. The main tenets of our child-centered program are that the child is the focus of education; that social responsibility and decision-making must be fostered; that learning is continuous; and that the purpose of evaluation is to promote further authentic learning.

Most classes are organized with two or three grade levels and taught with a multi-age philosophy. Dickens is a caring, child-centered school and student leadership is nurtured. The staff is committed to collaborative decision-making and work as a Professional Learning Community. We are a Collaborative Early Literacy School and offer Reading Recovery for Grade One students. In addition to the mainstream school community, Dickens is home to a district ELSP class supporting students with unique learning needs. Dickens has an active and supportive Parent Advisory Council (PAC) with high parent involvement in the classrooms and throughout the school. PAC fundraising events such as the Spring Fling help connect the community to Dickens.

The physical space of our school building is well utilized. With its wide corridors, sliding glass garage-style doorways, and adjoining classroom spaces, it is conducive to the child-centered, group learning philosophy that the community has embraced for many years. The multipurpose room and gym are additional community spaces that reinforce the multi-age group experiences such as the student-led Monday Morning assemblies. Dickens offers a variety of extracurricular activities, sponsoring cross-country, volleyball, basketball, Ultimate and track & field teams for both the primary and intermediate students. Students also have opportunities to participate in other physical activities that may be offered throughout the year, as well as school-wide programs and presentations. Student leadership is supported and shared through various school opportunities such as student-led assemblies, buddy reading, library monitors, student council, green team, and lunch monitors. Students come together to celebrate one another and the unique gifts we all bring by participating in Winter and Spring concerts and the talent show.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As with any group of learners, Dickens students demonstrate diverse interests, strengths and needs. The Dickens community is very accepting of diversity. Our school population includes approximately 12% of students with diverse needs and 10% who are English Language Learners (ELL). 2% of students at Dickens have as learners of Indigenous ancestry. Our student population is diverse and includes a number of immigrant and refugee families. While most families speak English at home, approximately 20% of our families have a different first language. The students are well informed, curious about issues around social justice such as Black Lives Matter, anti-racism, SOGI, and truth and reconciliation.

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

For the past two years we have continued the school goal of collaboration through an inquiry question that focuses on improving student writing. This was based on the written output needs observed across grade levels by our Resource Team and classroom teachers. During the 2020- 2021 school year we engaged in professional development on writing and had rich discussions about how this goal could be achieved.

Our goal is connected to the VSB Education Plan Goals of student achievement, specifically in written output in Language Arts and in all subject areas where written communication is required. Our continued focus on collaboration and teaming supports the mental well-being and belonging of staff and of students. Equity in terms of consistency across grade levels in different classes is enhanced with teaming and common practice and expectations among teachers.

Improve equity

Dickens School is committed to nurturing a well-rounded educational environment. By offering a variety of extracurricular and intramural sports, students have the opportunity to engage in physical activity, learn teamwork, and develop sportsmanship. The school's clubs are designed to enrich learning and cultivate leadership skills, providing students with a platform to explore their interests and talents. Academically, Dickens takes a proactive approach by identifying students in need of additional support and implementing targeted secondary interventions. One such initiative is the Reading Recovery program, which is specifically tailored to enhance the reading abilities of early learners, ensuring they have the foundational skills necessary for academic success.

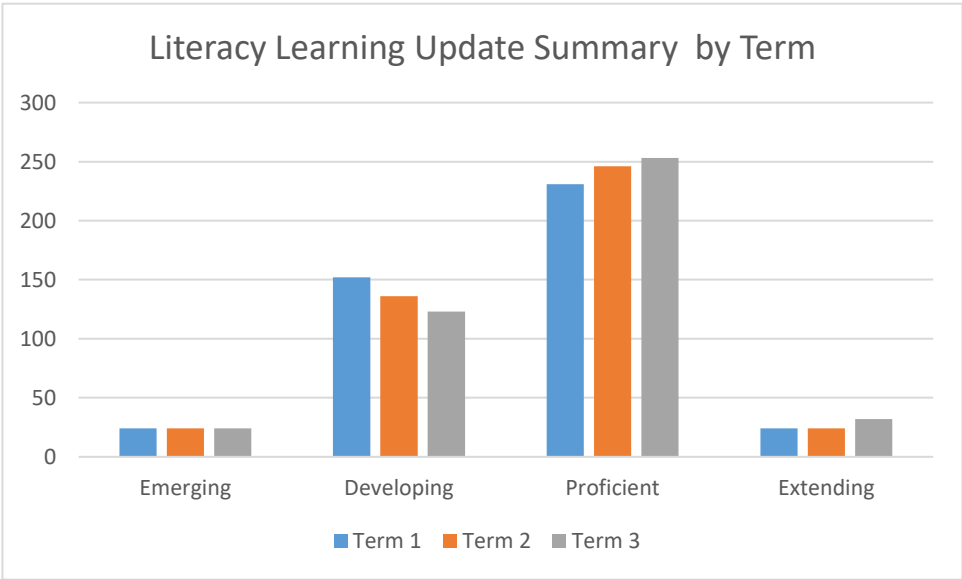
Continue on our journey of reconciliation with First Nations, Metis, and Inuit

The commitment to reconciliation through education is a powerful step towards building a more inclusive and aware community. By acknowledging the land at our weekly student-led assemblies and sharing the Coast Salish Anthem in more formal assemblies, the community honors the traditional custodians of the land and their enduring connection to it. Through the many resources and stories support by our library, written by Canadian Indigenous authors, students are exposed to diverse perspectives and histories. Furthermore, the study of Indigenous plants and their relation to seasonal cycles offers a holistic approach to education, blending natural science with

cultural wisdom. Integrating Indigenous knowledge and the First People’s Principles of Learning into educational curricula enriches learning by incorporating diverse perspectives and practices that have been honed over millennia. This integration not only broadens students' understanding of the world but also instills a deep respect for the profound contributions of Indigenous cultures.

HOW WILL WE KNOW WE’RE ON TRACK?

We will know we are on track with our goal to improve written output for our students by continuing to access data through our established methods of assessment, such as classroom assessments and report cards, CELI, FSAs and school wide writes. We also plan to begin additional assessments, such as formal reading assessments, which will help us understand our students' overall literacy levels. Teachers continue to focus on professional development in written output. The primary team is committed to using the P3P: Phonological Awareness, Phonemic Awareness and Phonics Protocol, which will help our primary students acquire basic early literacy skills to support their writing.



As our Learning Updates data indicates, our students have made consistent improvement as seen in a reduction in Developing and increase in Proficient and Extending. CELI data indicates an acceleration in student progress from start to end of sessions.

To track our Indigenous education and equity goal, we will continue to develop culturally responsive teaching practices within our classroom and share our learning through our weekly assemblies. This will include continued recognition and application of the land acknowledgment to help students and staff work towards understanding and reconciliation. To continue monitoring equity, students will be provided with opportunities to explore their strengths through clubs, diverse learning and structures within the class and throughout the community. We have made significant progress in these areas throughout the 2023 – 2024 school year.

2023-2024

School Learning Plan

SCHOOL STORY

Sir James Douglas Annex is located on the ancestral and unceded territory of the xʷməθkwəy̓əm (Musqueam), skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations. Sir James Douglas Annex Elementary is situated in the Southeast area of Vancouver on the border of Sunset and Victoria-Fraserview neighbourhoods. The area is relatively dense, with various household types and living arrangements. It has an increasingly diverse population. According to statistics from the City of Vancouver, this area has a high number of immigrants, with a population identifying as a visible minority, and residents using a non-English mother tongue or non-English home language. Douglas Annex is part of the David Thompson Secondary School Family of Schools.

Douglas Annex is a French Immersion single-track school where students have instruction in French from Kindergarten to Grade 3. French Immersion is considered a Choice Program, so students come from all over the city but many live close or just outside the school neighbourhood.

There are 163 students in eight divisions. Our diverse population includes students with many different cultural heritages, those who are Indigenous, and those with special needs. When students enter Grade 4, they move to Sir James Douglas Elementary which is about six blocks away on Victoria Drive and Brigadoon.

The Douglas Annex staff is collaborative and collegial, with new members and many who have worked in the school for a long time. In addition to the classroom teachers, there is one full-time Resource Teacher and a Music Teacher one day per week. There are also two support workers who support students with special needs. The Vice Principal is onsite and teaches half the week in the library, while the principal supports the school from Douglas Elementary. The school is also supported by a Counsellor, a Speech and Language Pathologist, and a One-to-One Literacy Volunteer. Throughout the year, you may also see student teachers from nearby University programs working on their practicum teaching experience in classrooms.

Douglas Annex is invested in student learning in the classroom and beyond. It is an early intervention school with the Reading Recovery Literacy Program. Running Club, Track and Field, and Cross-country are some of the experiences offered to students outside of the classroom. Performances and other school experiences have also been carefully selected to teach students about awareness, acceptance, inclusion, and social issues.

Sir James Douglas Annex and Sir James Douglas Elementary have the same Parent Advisory Council (PAC). The PAC has supported the school by funding additional technology, field trips, in-class workshops, cultural dance workshops, school barbecues, parent information sessions, and our new gravel pathway between the entrance and the parking lot entrance.

Douglas Annex is a small school so many students and staff know each other. This creates a very safe, warm and welcoming environment. The students know the school motto to take care of ourselves, each other, and our school. A school song was created by staff members and is sung by students in at least one of the assemblies during the year. For many years the students have addressed staff members at Douglas Annex by their first

names, for example Mme Stacey, the Vice Principal, and with this practice students are respectful of their teachers. Most students come to school ready to learn and are immersed in French from the first day of kindergarten. Staff work collaboratively with other staff members but also with parents while providing an exciting academic program for their students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Many of the new students who have come to Douglas Annex starting in kindergarten are siblings of those already at the two Douglas schools. At Douglas Annex students are engaged in learning French from the moment they start Kindergarten. We have students enrolled in our program that speak many different languages at home. Many of the students are learning a third language when starting to learn in French, some even are learning a fourth language.

Since students start learning French, many without any previous exposure, staff members show patience and understanding while students learn by listening first and then when ready, start to respond using simple French language. Douglas Annex is an early intervention school with the Reading Recovery Literacy Program, while many classrooms follow a structured literacy approach. Reading Recovery targets the most at-risk learners in Grade 1. Communicating Student Learning (CSL) data demonstrates clear progress in Grade 1 students which speaks to the impact of early intervention. Term 1 CSL Language Arts data shows that 31.71% of Grade 1 students were at the Emerging Level while in Term 3, this reduced to 7.5%. Alternatively, in Term 1, 12.2% of Grade 1 students were at the Proficient level in Language Arts in Term 1 and by the end of the year this number increased to 35% of the Grade 1 students. Other programs the staff currently use to support student learning, physical and mental well-being and belonging include The Zones of Regulation, Second Step, and Ready Body Learning Minds. In addition, there are sensory pathways set up in the one long hallway for students, and they are often seen jumping and following the various indicators on the floor. Together the school community celebrates having opportunities for children including Running Club, Cross-Country, Track and Field and more. The staff prioritizes Social Emotional Learning as well as communication with families. There is also an outdoor learning area and a school garden complete with both indigenous plants and a pollinator garden. Douglas Annex is also supported by the David Thompson Community Schools Team Hub who have provided programming, through community connections and support to our students in many ways. To engage the students in acts of kindness beyond the school and to support the broader community, children at Douglas Annex send thank you cards to veterans for Remembrance Day and create Holiday Cards for the patients at Holy Family in December.

The staff at Douglas Annex is dedicated to ensuring equity in our school. There has been a concerted effort by staff to ensure diversity in our library collection to reflect the diverse student and family population with representation of many cultures, SOGI (Sexual Orientation and Gender Identity), and neurodiversity. Furthermore, performances have been carefully selected as an additional tool to teach the students about awareness, acceptance, inclusion, and social issues. At Douglas Annex we celebrate our diverse population.

Staff members are also committed to engaging students about the reconciliation journey and Indigenous content. We use the Indigenous acknowledgement at every assembly and before any big presentation. We have the First People's Principles of Learning posted in the school and referred to by teachers. We have an exciting collection of books that staff members use both in French and in English to share knowledge, learning and values of our First Nations, Inuit and Metis people. Students not only learn about Indigenous ways inside but also outside in our garden, on our school grounds and in our community. Staff members ensure Indigenous teachings are embedded in the curriculum and are addressed often with students.

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

CSL data was reviewed in both Math and French Language Arts from terms one and two of this school year. From this data the staff noticed that most Douglas Annex students are at the proficient level in numeracy, however, for literacy the results were quite different, most students are at the developing level for French Language Arts, and this is an area that the staff really think we need to focus on and work on with students so improvements can be made.

The other data that was used were the results from the Student Learning Survey for our Grade 3 students, some of the CELI/CLIP data, and the results of a ten-question shortened mini-Dessa questionnaire, that was done as a baseline last June for all students in K-3.

As a staff, we then looked at the components of Language Arts and although we do not have CSL data that breaks down the components of French Language Arts, we believe reading is an area for growth. However, with further discussion, we considered that one of the important skills before reading is oral language development. This is why we decided to scaffold by first focusing on developing oral language next year with the intent of diving into reading once there has been an improvement in oral language.

We plan to:

- Have class and school-wide incentives for encouraging students to speak French
- Ensure there is social and emotional support for our students so that they can be successful. Find ways to support the reluctant speakers to have success too. The staff realizes that the lack of participation is not always a lack of ability.

Some resources/ideas we want to use/look at:

- Professional Development: share our ideas of what we are each doing in our class with each other to develop oral expression
- Prioritize French/French Canadian performances (Maple Man, Will et Seeka)
- Using Music to develop oral language
- Find ways to encourage students to share their oral language learning with their parents

Improve equity

What have we been currently doing to address this goal?

- Ensuring that we share a variety of diverse content with our students through books, videos, plays, presentations, assemblies, dance and more. We make a conscious effort to include content that is culturally diverse, shares diverse family structures/SOGL, and expresses privilege and barriers all in hopes that students will both see themselves in this content but also have more awareness about their world around them.
- We explicitly teach about recognizing and responding to racism and discrimination
- We focus on the roots and history of pink shirt day and pride month central so that they don't become too generalized around just being friendly and anti-bullying.
- We share and teach about significant events including, Black History Month, Asian History Month, Indigenous history Month, and Pride Month

Specific Actions we will take:

- To continue to provide diverse content to all students to promote equity in our school
- To continue to question our practices in our school which may put students at a disadvantage
- To continue to learn about teaching equity as a staff and allow for time for these discussions
- To build a community and connection, intentionally inviting diverse presenters or experts into the school.
- To have even more visible signs of welcome at our school for diverse communities

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

What learning have we done at our school to support and enhance our understanding of Indigenous worldviews and knowledge?

- We had Math professional development that helped us embed Indigenous perspectives and knowledge in our teaching of Mathematics
- We had a book club this year looking at using various resources including Indigenous resources to help students become more aware of themselves
- We have identified a section in the library for our Indigenous books and the amount in both French and English has grown substantially
- We created a tree in the center of our school hallway that has all our students' hands as leaves for Orange Shirt Day
- We had an assembly to commemorate and learn about Orange Shirt Day and we had several performances this year that focusses on Indigenous learning
- We created an Indigenous Garden and students learn about Indigenous plants.

What evidence of understanding of Indigenous worldviews and knowledge have been fostered within your school community?

- Students sharing knowledge and asking questions about Indigenous knowledge and perspective, conversations with parents about what students have learned.
- The questions, comments, discussions, reactions that students have after reading, listening, or viewing Indigenous stories.
- If you walk into our classrooms, there often is evidence of Indigenous perspectives learning through various subject areas in the form of artwork on the walls/displays created by teachers/students or individual student work
- Teachers use Indigenous stories for many different subject areas to ensure Indigenous education is embedded throughout student learning

How will we sustain and enhance our understanding of Indigenous perspectives and knowledge?

- We will continue to deepen our awareness of Indigenous perspectives and knowledge on an individual and collective basis
- We will look at ways to share our knowledge through Artwork/Mural to signal to the community our school is welcoming of all and supportive/aware of the host nations and the perspectives and knowledge that we learn and share
- Getting a plaque with Indigenous Acknowledgement/Welcome sign put up outside our school

HOW WILL WE KNOW WE'RE ON TRACK?

For our Oral Expressive Language goal, we will review the Language Arts data from the three terms of the CSL Learning Update and the Summary of Learning. Moreover, all classroom teachers will assess their students' proficiency level for oral language and submit it to the administrator during reporting periods. This allows us to take a global look at Language Arts development and specific oral expressive language over time and track progress in these areas.

For our equity goal, the staff will continue to ask the following questions: Is what we are doing in the best interest of all our students and is what we are doing putting some students at a disadvantage? Are we ensuring diverse representation in our choices of books, performances, and in what we are teaching? We will ensure we are considering equity when making decisions for our school

For our Indigenous goal, we will continue to find ways to embed our reconciliation journey in the classroom, but we will also engage in larger school projects. We will know if we are on track by looking at the progress of our whole school ideas – assemblies, bulletin boards, outside mural, plaque outside the school. We will also have students reflect on their learning of Indigenous perspectives and collect their responses.

2023-2024

School Learning Plan

SCHOOL STORY

Sir James Douglas Elementary School is situated in the southeastern area of Vancouver, on the ancestral, traditional, and unceded Indigenous territories of the Coast Salish Peoples – the Squamish, Musqueam, and Tsleil-Waututh First Nations. Douglas Elementary is a triple track school with English, French Immersion and Late French Immersion programs. The school currently enrolls 543 students. French Immersion students attend Sir James Douglas Annex from Kindergarten through Grade 3 before transferring to the main school, Douglas Elementary, for Grades 4 through 7. Douglas is part of the David Thompson Secondary Family of Schools for English program students and the Sir Winston Churchill Secondary Family of Schools for French Immersion students. A Strong Start Program opened in September 2014 and is a vibrant part of the school community. Douglas is committed to formulating strong ties with our early learning partners.

In 2013, we moved into a new building which is seismically safe and fully accessible. The school is designed with classrooms that are grouped in six learning communities/pods named after local Indigenous animals/birds- Eagles, Wolves, Hummingbirds, Coyotes, Turtles, and Orcas. Each pod contains 4-5 classrooms grouped together with a common learning space for students to share and engage with other students. This design fosters collaboration and cooperation amongst classroom teachers and students.

The Douglas community, including students, parents, and staff, is eager to engage. Douglas provides many extra-curricular programs and school experiences that are designed to enhance collaboration and student learning. We have a thriving Arts program including music classes with our music specialist, band for students in grades 6-7, and a school-wide musical. Our students are also engaged in art workshops through the Artist in Residence Studio (AIRS) program. Our Community Schools Team is actively involved in providing after-school learning opportunities like Art Classes and Super Science Club. Staff are committed to land-based learning and creating spaces outdoors for connection to each other and the land through the Wild Schools program. The school has a highly active Parent Advisory Council that coordinates many social and fund-raising activities for Douglas and Douglas Annex.

Some of the ways that we celebrate learning that connect to the VSB Education Plan 2026 Goal of improving student achievement, physical and mental well-being, equity, and belonging include: commitment to anti-racism, restorative practices, school-wide themes, events, activities, assemblies, parent teacher conferences, newsletters, social media, PAC meetings, open houses, and celebrations of learning.

Douglas staff strive to build a respectful community of lifelong learners. We work towards both staff and students becoming caring, accomplished, and cooperative citizens. We aim to provide an enriched environment in which children are encouraged to think, question, create and wonder. Together with families and school community we take joy in celebrating their learning journeys!

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As a triple track school, Douglas has a diverse population of learners. Approximately 9% of our student population have identified special needs and are fully integrated into classes. About 25% of our students are learning English as an additional language and fewer than 10 students identify as Indigenous. The school celebrates and is proud of its multi-cultural school population with families coming from countries all over the world. With the influx of immigration to Vancouver, Douglas has welcomed new students over the past year who are new to Canada and identify as reception level English Language Learners.

Literacy

Term 2 CSL data shows us that 50% of Douglas students are Emerging or Developing in English Language Arts. English Language Arts comprises reading, writing and oral language so we conducted further assessments to narrow our focus.

Intermediate classes completed the DIBELS Reading Assessment which is a screening tool. The results showed that on average, 38% of our students at the Intermediate level are below grade level in their reading comprehension.

Grade	English Classes		French Immersion Classes	
	% at Grade Level or Above	% Below Grade Level	% at Grade Level or Above	% Below Grade Level
7	58	42	67	33
6	61	39	62	38
5	62	38	62	38
4	61	39	66	34

As a Collaborative Early Literacy Intervention (CELI) school, our Primary classes track students’ reading levels using the BAS and DRA assessment kits. Of our Grade 1 and 2 classes, 44% of students were not reading at grade level by the end of term 2.

School wide write data from May 2024 illustrates that approximately 50% of our intermediate students are writing at a proficient level, whereas approximately 23% of our primary students are writing at a proficient level.

Communicating Student Learning (CSL) data also tells us that 45% of Douglas students are emerging or developing in Numeracy, but teachers noted that this is due to mistakes from poor reading comprehension skills when reading word problems as well as written instructions.

Social Emotional Learning (SEL)

Social Emotional Learning continues to be an area of need for Douglas students. During Class Reviews, approximately 20% of all students were identified as needing targeted SEL support. Unstructured times are particularly challenging for student self-regulation and conflict resolution. Supervision Aides, SSAs and Administration are consistently needed to provide support to students of all at recess and lunch. This is consistent with the Student Voice survey, in which students identified “I feel that I know how to solve small problems by myself” and “I feel that I know when to get help from an adult” as areas for growth.

As a staff, we have identified literacy as the greatest area of academic need for our learners. Additionally, Social Emotional Learning continues to be an area for growth. Without literacy, our students cannot access the other facets of learning. Without Social Emotional regulation, students cannot be expected to perform.

Equity

As a triple-track school, Douglas is a diverse community with a wide range of cultures, beliefs and languages spoken. We value our diversity and celebrate the differences that make each of us unique. As a staff, we prioritize relationship building and strive to foster a sense of belonging for all our learners. Our students are also diverse in their learning needs and benefit from having multiple ways to access information as well as demonstrate their learning. Most of our students receive in-class support from their classroom teachers as well as resource or support staff when needed, while some benefit from targeted intervention to achieve progress.

Reconciliation

Many of our classes connected to Indigenous education through the new Indigenous land acknowledgement. They dove into the land acknowledgement and the significance of acknowledging the host nations and added their appreciation of and commitments to caring for the land they live on. Douglas is also a “Wild School” and we have worked with instructors from the Wild Schools organization to provide lessons to students and workshops for teachers around land-based learning and Indigenous plants in our area. Our library has an extensive collection of Indigenous books. When asked whether they feel that Indigenous culture is valued at school, most students in grades 4-7 selected often or always on the Student Voice survey and were able to give examples of what they had learned.

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 improve student achievement in literacy, we will complete additional formative assessments (School Wide Writes, DIBELS, BAS) to obtain schoolwide data. We will use this data to inform the classroom teaching practices and identify at-risk learners who need more support. We will also use these assessments as opportunities for teachers to collaborate and calibrate proficiency to establish a common standard schoolwide.

To improve student mental well-being, we will continue to focus on Social Emotional Learning through the Zones of Regulation, EASE, Open Parachute, Little Spot series and WITS (Walk away, Ignore, Talk it out, Seek Help) programs. We have introduced Ready Body Learning Minds to our staff and students and will seek to make it a consistent part of our practice. We will continue to use Restorative Practice to build community and resolve conflict.

Improve equity

To improve equity, we will use formative assessments to track student progress and focus our Resource support on the learners who need it most. We will provide time for teachers to collaborate so they can work together to 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 Resource team. We will continue to focus on Universal Design for Learning and adapting materials for all learners.

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

To continue our journey of reconciliation with First Nations, Metis, and Inuit, we will offer staff Professional Development with Wild Schools around land-based learning and creating spaces outdoors for connection to each other and the land. We will continue to feature and grow our collection of Indigenous books in the library

and resources for staff. We will integrate First Peoples Principles of Learning throughout our classroom activities and routines.

HOW WILL WE KNOW WE'RE ON TRACK?

- Review and measure progress in literacy skills through CSL data, School Wide Write, reading assessments (BAS, DRA, DIBELS) and the Foundational Skills Assessment
- Review and measurable progress in Social Emotional well-being through our Mini Dessa Assessment and Student Voice Survey.
- Visible improvement in student regulation and utilization of strategies and tools to calm down. Measurable improvement through DESSA data and teacher surveys.
- Measurable improvement in student ability to peacefully problem solve when conflicts arise through office referral data and teacher surveys
- Visible increase in learning of First Nations, Metis and Inuit culture and language through visual displays and student responses in Student Voice Survey

2023-2024 School Learning Plan

SCHOOL STORY

Elsie Roy Elementary School is located in Yaletown, a densely populated community of multi-unit high-rise buildings in downtown Vancouver. 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) & səliłwətaʔ (Tsleil-Waututh Nation). Elsie Roy acknowledges the history of our community and neighborhood. The school operates at capacity with approximately 445 students. Elsie Roy is considered a full school with some catchment students on our waitlist and consequently attending neighboring schools. Our community is diverse. Our families speak more than 20 languages.

Elsie Roy's Code of Conduct, Vision and Mission were developed by staff, students, and parents/guardians. As ORCAS, all members of our community strive to demonstrate Ownership, Respect, Compassion, Achievement and Safety. Elsie Roy's Vision is to be compassionate, courageous, ethical people who sustain that which is good and who innovate and create a better world. Elsie Roy's Mission is to honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. We do this with integrity and in the spirit of deep respect, curiosity, and joy.

In partnership with King George Secondary and Lord Roberts Elementary, Elsie Roy has an International Baccalaureate Middle Years Program (MYP). The program begins in Grade 6 and continues through to Grade 10. Elsie Roy is also part of the VSB Early Literacy Initiative – we have Reading Recovery and Levelled Literacy Interventions to support learners in the primary grades. We support inclusionary practices and follow a tiered RTI (Response to Intervention) model. We are committed to using technology to enhance student learning and are equipped with laptop and iPad carts. Our Learning Commons is designed to support the integration of technology with learning. Collaboration time is built into our Teacher Librarian's schedule to foster shared learning and opportunities for student inquiries. In addition to our Teacher Librarian, we are fortunate to have a Music Specialist and a Physical and Health Education Specialist on staff.

During the 2023-2024 school year, the following extracurricular activities were offered: Social Justice Alliance, Student Council, Choir, Volleyball, Basketball, Chess, Track and Field, Intramural Volleyball, Badminton, Math Club, Library Monitors, and Fitness and Conditioning.

Elsie Roy Elementary School benefits from strong family and community support. The proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, Vancouver Public Library, Science World,

Stanley Park, Chinatown, Vancouver Symphony, and Vancouver Art Gallery broadens learning opportunities for students. The Roundhouse Community Centre offers a variety of programs for our students at lunch time and after school. The Dorothy Lam Children’s Centre operates an on-site before and after school care program for school-aged children.

Some of the ways that we celebrate our community and learning include school-wide themes and celebrations, displays of student learning, school-wide events, activities and assemblies, newsletters, PAC meetings, PAC socials and student-led conferences and celebrations of learning.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Elsie Roy has a diverse population of learners. Many of our students speak a language other than English in their home – the most common languages (other than English – 67.3%) are Russian (3.6%), Serbian (3.2%), Farsi (3.2%), Spanish (2.9%) and Mandarin (2.9%). Within our community, 24.8% of students are English Language Learners, less than 10 percent of the population are students with designations and less than 10 percent of the school’s population is Indigenous.

2024 Term 2 Learning Update Data indicates that:
55% of the school population is Proficient or Extending grade level proficiency expectations in Language Arts.
70% of the school population is Proficient or Extending grade level proficiency expectations in Numeracy.
*this is equivalent to On Track or Extending for the Foundation Skills Assessment (FSA)

2023 Foundation Skills Assessment data indicates the following:

	Gr. 4 On Track or Extending	Gr. 7 On Track or Extending
Numeracy	79%	68%
Literacy	77%	82%

This year, on the **Student Learning Survey**, 81% of our Grade 4 students state that they try their best in learning the lessons taught at school. 69% feel that they are getting better at math and 72% feel that they are improving at writing. 83% feel that they are making progress in reading (Student Learning Survey 2023-2024).

Comparatively, 60% of this year’s Grade 7 students state that they keep trying until they succeed. 74% feel they are getting better at math and 62% feel that they are improving at writing. 60% feel that they are progressing in reading (Student Learning Survey 2023-2024).

Based on data collected from the March 2024 Learning Updates, the following percentages of Indigenous learners demonstrate a complete understanding of the concepts and competencies relevant to the expected learning in Numeracy and Language Arts:

Meeting Grade Level Expectations in Numeracy (Proficient or Extending)	Meeting Grade Level Expectations in Language Arts (Proficient or Extending)
75%	75%

100% of all Indigenous Learners demonstrated a partial to complete understanding of the concepts and competencies relevant to the expected learning.

During staff meetings, staff considered and discussed Elsie Roy's student's greatest needs in relation to three areas of focus within the VSB's Educational Plan (achievement, physical and mental well-being and belonging). Many identified "mental well-being" and "belonging" as areas requiring support and focus. Staff identified several factors impacting our students' well-being and sense of belonging at school - repercussions of a global pandemic, limited strategies for self-regulation, intergenerational trauma, complex and varying family experiences, and challenges relating to positive social and/or communication skills.

MDI data collected during the 2018-2019, 2021-2022 and 2022-2023 school years aligned with staff's understandings of our students' needs. The annual Student Learning Survey data is also congruent.

The 2024 Student Learning Survey Data, for example, helps us to understand students' sense of connection and belonging at Elsie Roy.

Number of Adults at School Who Care About Them	0 adults	1-4 adults	Don't know
Grade 4	0%	75%	25%
Grade 7	11%	48%	37%

Feel a sense of belonging at school	Never or Almost Never	Most or All of the Time
Grade 4	2%	76%
Grade 7	16%	58%
Feel welcome at school		
Grade 4	0%	79%
Grade 7	8%	77%

While there are many students who can identify a caring staff member, and/or feel a sense of belonging at school, we will continue to foster each child's sense of connection and care at Elsie Roy.

Through conversations, surveys, focus groups and meetings with staff, students and families, the following have been frequently identified as the strengths and stretches of learners in the Elsie Roy community:

Strengths	Stretches
Resilience Responding to routines Demonstrating initiative Enthusiastic and active Responding to routine Ability to persevere, focus and work hard with preferred subjects and tasks/activities	Mental well-being Sense of belonging and connection Social Emotional Skills Interpersonal skills Problem solving skills Perseverance with non-preferred tasks/subject

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

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

Literacy – Elsie Roy staff will continue to work collaboratively within the school (Classroom Teachers, Resource Teachers, Teacher Librarian) and with the District (CELI, CAM, Responsive Literacy) to support student's literacy skills and fluency. Specifically, we will continue the following supports and strategies:

- Commitment to CELI and Reading Recovery
- Levelled Guided Reading and Literature Circles at the Primary and Intermediate levels
- Opportunities for Collaboration with the Teacher Librarian
- Strategies to develop a love for reading through the classroom and library reading programs
- Partnership with the VPL
- Ensuring diversity and visibility within classroom and library resources

Well-being and Belonging -

According to UBC's Human Early Learning Partnership, a child's experiences have critical and long-term effects and can predict a child's adjustment and success. During adolescence, "children are experiencing significant cognitive, social, and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop, and maintain friendships and make thoughtful decisions". Furthermore, a child's sense of connection to their school is an important contributor to a child's well-being, health, and success.

Some of the most important work that we can do to improve student success is to focus on student well-being and belonging. Together, we will do this by:

- Building a sense of belonging and community
- Increasing authentic student connectedness with adults
- Implementing a program and Code of Conduct that foster common language, shared understanding, and a sense of school pride

Distributed leadership opportunities and actions that foster well-being and wellness will occur throughout the community.

For students: Student Council, Social Justice Alliance, class and school-wide leadership initiatives, teams, and clubs

For families: PAC initiatives that offer opportunities for family connection and learning

For staff: School Culture Committee, Mentorship Program, Professional Development Committee, Sunshine and Wellness Committee, Staff Inquiry Projects

Initiative will include:

- Program selection for common language
- Student Leadership/Council
- Monthly Assemblies
- 3 school-wide learning opportunities
- Partnership with CST to implement more After School Programs
- Grade 3-7 Survey about well-being and belonging
- Staff Book Club
- Review and reworking of the school's Code of Conduct
- Buddy Classes
- Staff Mentorship
- School-wide wellness initiative (including Day(s) of Play)

Improve equity

Elsie Roy staff will continue to uphold VSB policies and consider and implement various school-based strategies to improve equity. Some of our key considerations include:

- Resource Allocation (funding, technology, staff support)
- Developing diverse and inclusive classrooms where curriculum and resources reflect the diversity of the students and represent different cultures, backgrounds and identities
- Participation in professional learning about diversity, equity, anti-racism, differentiation etc.
- Collaboration with school, district and outside agencies to meet the diverse needs of students and their families
- Working with parents and caregivers to build connection and community
- Implementing restorative approaches to conflict and problem solving and a restorative justice model
- Considering accessibility when planning curricular activities, field studies and extra-curricular opportunities
- Building and maintaining an equitable and diverse calendar
- Ensuring that no student is denied an opportunity to participate in an activity due to financial hardship

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

Elsie Roy's 2023-2024 Student Learning Survey data revealed that many of our Grade 4 and Grade 7 students recognize that Indigenous content is integrated into lessons, programs and activities at school.

2023-2024 Student Learning Survey (Gr. 4 & 7)	Sometimes	Most or All of the Time
At school, are you learning about Indigenous Peoples?	44%	43%
At school, are you learning about local First Nations?	47%	33%
At school, do you participate in any Indigenous celebrations or activities?	31%	14%
At school, do you participate in any ongoing Indigenous programs or activities?	19%	10%

The Elsie Roy community (staff, students and families) will continue to increase their knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

Continued learning opportunities and acts of reconciliation include:

- Staff Book Club
- Participation in the VSB Focus Day and other Professional Learning opportunities
- Strength-based approach to learning
- Compilation and sharing of Indigenous classroom and library resources
- Embedding the First Peoples' Principles of Learning into lessons, theory, and practice
- School-wide learning programs with an Indigenous artist
- Continued learning about (and implementation of) a restorative approach
- Continued learning about (and implementation of) the concept of circle and dialogue within a circle
- Orange Shirt Day Assembly and school-wide learning about Truth and Reconciliation
- School-wide displays/gallery walks in September (Day for Truth and Reconciliation), May (Red Dress Day) and/or June (Indigenous Peoples' Month)
- An active Social Justice Club that shares information via announcements, assemblies, posters, and bulletin boards
- Student demonstration of curiosity, openness and respect when learning about Indigenous worldviews and knowledge
- Students sharing their knowledge and understanding with their families
- Students and staff committing to acts of decolonization
- Indigenous authors and literature embedded within subject areas (and our library collection)
- First Peoples' Principles of Learning embedded within lessons and routines
- Restorative approach to incidents, problem-solving and resolving conflicts

New learning opportunities and acts of reconciliation will include:

- Each class to participate in a walking tour of Stanley Park
- Partnership with an Elder
- Indigenizing our Code of Conduct
- Small group/full class opportunities for drumming
- Learning more about the Salish Anthem
- Understanding our land – what and who were here before us? What are the Indigenous contributions to our way of life on this land? What are the stories, legends and cultural practices that pertain to this land and area?
- Learning and applying xʷməθkʷəy̓əm (Musqueam) protocol when using vetted Indigenous resources

HOW WILL WE KNOW WE'RE ON TRACK?

Data will be collected through formal and informal conversations, observations, focus groups and meetings with students, staff and families. Additional data will be accessed through school-based surveys, FSAs, the MDI, Student Learning Surveys and Student Learning Updates. We will know that we are on track when we see the following:

- improvement in students' literacy skills
- an increasing number of students reporting a greater sense of well-being, belonging and connection at school
- a greater number of students being able to describe an authentic and thorough understanding (and inquiry) of Indigenous peoples, cultures, contributions

Specifically, we hope to see the following gains pertaining to students' mental and physical wellbeing and sense of belonging, students' literacy skills, and our collective school community's journey towards Reconciliation:

Mental and Physical Wellbeing and Belonging	Literacy	Journey Towards Reconciliation
<p>School-based data collection, Student Learning Survey data and MDI data will indicate that more (all) students can identify at least one adult at school who cares about them.</p> <p>Data will also indicate that more students feel a sense of belonging and feel welcome at school.</p> <p>Conversations, surveys and focus groups with staff will indicate improvements in the following student stretches that were identified during the 2023-2024 school year:</p> <p>Mental well-being Sense of belonging/connection Social Emotional Skills Communication Skills Perseverance</p>	<p>Term 1, 2 & 3 Learning Update data will show growth in the number of students meeting grade level expectations in Language Arts (proficient or extending)</p> <p>FSA data for Grade 4 & 7 learners will show growth in the number of students on track (or extending) grade level expectations in Literacy</p> <p>More students attending Reading Recovery will make substantial or accelerated progress while participating in the Reading Recovery program</p> <p>Collaborative Blocks will be offered and accessed within the library schedule (and accessed by teachers in the primary and intermediate grades).</p> <p>Classroom and library resource collections will be diverse and accessible to all learners.</p>	<p>During the 2024-2025 school year, we will implement a school-wide (K-Gr. 7) annual survey that asks the following 3 questions:</p> <p>What do you know about Indigenous peoples and cultures (contributions, stories, history, traditions, language...)?</p> <p>We have many Indigenous people in our communities. They make many contributions to our city, our province and our country. How do you think learning about Indigenous peoples connects to your own life?</p> <p>What do you wonder about Indigenous people in our community, our country or in the world?</p> <p>Moving forward, we will know that we are on track when we see a greater number of students being able to describe an authentic and rich</p>

	<p>Classroom and Resource Teachers will work collaboratively to offer diverse and differentiated literacy programs (levelled reading, literature circles, guided reading groups).</p> <p>Literacy will be supported through a Universal Design for Learning Model which supports student learning within the classroom and, where needed, through 1:1 or small group literacy support.</p>	<p>understanding and inquiries about Indigenous peoples and cultures, contributions</p> <p>Student Learning Survey data will also indicate that more students recognize their learning about Indigenous Peoples, local First Nations, and/or Indigenous celebrations or activities.</p>
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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.

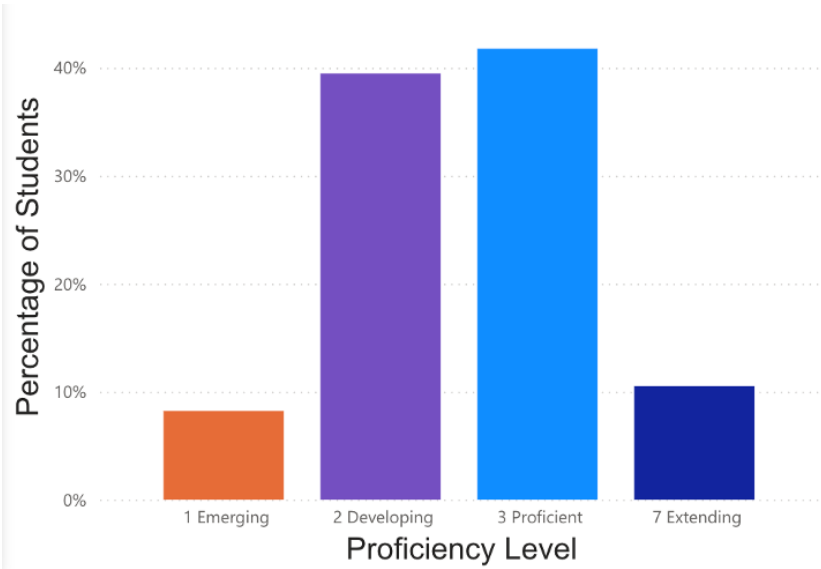
For the past few years we have worked on improving Applied Design, Skills and Technology (ADST). While this is no longer a key focus, we acknowledge that we want to continue to improve our ADST skills to enhance the experiences of students already thriving and challenge and instruct students who may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

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

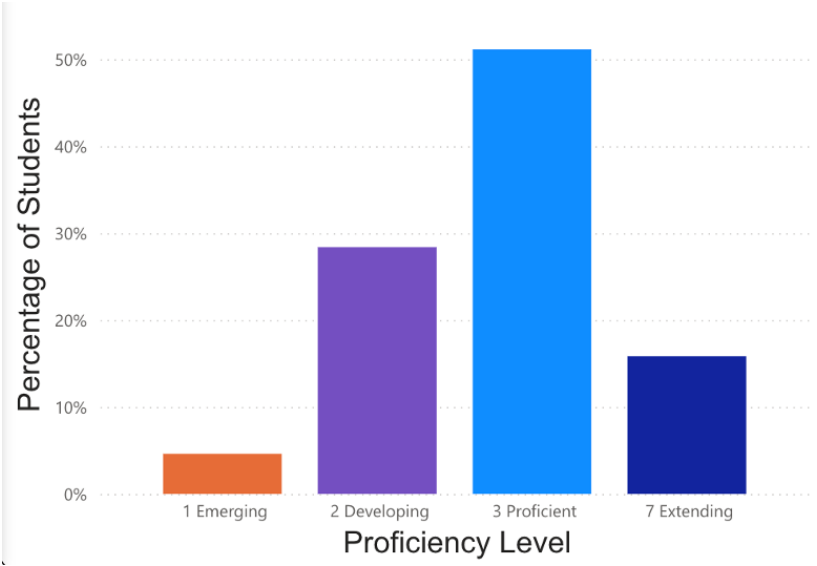
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

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

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Sir Sandford Fleming Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). We are dedicated to providing education for 428 students from Kindergarten to grade 7. Approximately 50% of students speak one of over 30 languages as their first language, with Cantonese, Punjabi, Tagalog, Vietnamese, and Spanish being the more dominant languages. The Fleming community is proud and diverse in cultural identity. We actively work towards decolonizing our schooling practices to create an inclusive environment for all students.

At Fleming, we prioritize supporting learners by fostering a sense of belonging, generosity, independence, and mastery. By helping students develop these tenets, students develop into developing kind, empathetic, and hardworking individuals, who are encouraged to choose courage over comfort. As Fleming Wolves, students strive to HOWL (Help Ourselves and Others With Learning and Living) on a daily basis. Fleming has a dedicated team of approximately 50 staff members who work diligently to inspire students to thrive both inside and outside the classroom. We are grateful for the support of our various community partners who offer out-of-school programs, literacy support, snacks, and childcare services. These partnerships allow us to extend athletic, cultural, and daycare programming to our families.

The Fleming community cares about students and work to provide a space that is inclusive of neurodiverse, gender, cultural, racial, and ethnic identities.

Teamwork is at the core of our school culture. The school is organized into five learning communities named Maple (Kindergarten), Willow (Grades 1/2), Cedar (Grade 3), Sitka Spruce (Grades 4/5), and Arbutus (Grades 6/7). Each learning community consists of four classroom teachers and support staff who collaborate, share spaces, and sometimes teach together to meet the diverse needs of our learners. Working together towards our collective goals is our strength.

In addition to our learning communities structure, Fleming boasts numerous outdoor learning spaces designed to incorporate land-based learning opportunities that allow students to engage with and learn from the land.

In line with our commitment to student success, we place a strong emphasis on literacy. Sir Sandford Fleming Elementary School is a Collaborative Early Literacy Intervention (CELI) school that prioritizes one-on-one and small group interventions. Our dedicated staff members work collaboratively and engage in shared decision-making within their learning pods, employing a collaborative inquiry approach. By focusing on early literacy intervention, we aim to ensure that all learners become strong readers.

We take great pride in our school community and are committed to providing a supportive and culturally responsive learning environment for all students where they are challenged to do their very best and have a strong sense of community and belonging.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Sir Sandford Fleming Elementary fosters a vibrant community of approximately 430 students, celebrated for its rich diversity among both students and families. With over 32% of students fluent in multiple languages and 11% identifying as neurodiverse, our community thrives on inclusivity. Additionally, we proudly honor the 3% of students identifying as Indigenous. Our collective commitment to reconciliation, regardless of cultural background, is a cornerstone of our ethos.

Feedback from Grade 4 and 7 students, as reflected in the Student Learning Survey, highlights an overwhelming sense of belonging, with over 80% expressing they are happy within our school's environment. They revel in the plethora of extracurricular opportunities available and demonstrate a keen awareness of Indigenous cultures, acknowledging their importance in our educational journey. Approximately 65% of students report progress in reading proficiency. There are about 50% of our students who are Proficient or Extending in Literacy and Numeracy according to learning update data and Grade 4 and 7 FSA data indicative of our collective commitment to continue to improve academic achievement.

Driven by a passion for involvement and a sense of belonging in the community, students actively engage in various clubs and athletic endeavors, while embracing the POD structure. Witnessing their impact within the school community has empowered many to amplify their voices, advocating for positive change and fostering a culture of active participation.

In alignment with our commitment to reconciliation, we are embarking on regular engagements with our Indigenous community. These dialogues serve to forge stronger bonds between school and home, facilitating mutual understanding and paving the way for collaborative efforts towards reconciliation. Through these interactions, we strive to glean insights into how best to support and honor Indigenous perspectives within our educational framework.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING

To improve student achievement in literacy and increase knowledge, acceptance, empathy, awareness and appreciation of indigenous contributions, histories, traditions, and cultures among all students

GOAL: To improve reading outcomes for students in Grades K-7.

- Administering a universal literacy screener to all students 4-7, a collection of data for reading in grades K-3 and using that data to continue conversations to determine what supports are required for each student to improve reading skills K-7.
- Commit to understanding which students are not at benchmark reading levels and why. Learning what are the specific and targeted skills they require and how can that support be best delivered. Implementing the 5 pillars of reading and how we can implement them across K-7, while continuing to value the work of a wide variety of philosophies as they can all be supportive and effective for some students.
- Teachers participate in a variety of Inquiry Groups with a specific focus on: Reading Simplified, Rime Magic, UFLI, Heather Willms and others. They share their learning with each other both informally and formally. to ensure all student have access to the diverse range of materials and educational supports required to improve reading outcomes in order to reduce gaps in achievement.
- Equity in literacy ensures all students have access to a diverse range of multimedia reading materials to encourage comprehension.
- Equity in literacy provides students with a wider selection of texts and multimedia while ensuring students are deeply engaged with English language skills. We work to ensure staffing is distributed in an equitable way to support literacy development. Our target students for equity are students who are not yet at benchmark. Although many of these students are identified as English Language Learners, we are looking even more specifically at those who are not ELL. The focus group includes students who are Indigenous, underserved and underrepresented groups, and those who have not yet unlocked the key to reading.

Support for **all** our students include:

- School wide culture of literacy – all students participate in literacy activities in reading, writing, and oral language every day Decolonization of Assessment Equity in assessment with Universal Design for learning for all learners Assessment screener and reading skills are assessed in a variety of ways for all students K-7 – that data is used to inform teaching practice
- A focus on both the 5 pillars of reading and the necessary skills to decode effectively alongside learning to love literature and increase reading comprehension skills Increased student time with texts Integration of technology supports for students to access a variety of levels of text.

Supports for **some** of our students include:

- Heggerty, Daily Five, Secret Stories and UFLI phonological awareness and phonics programs, Reading and Writing Power to support comprehension, and Words Their Way for vocabulary supports.
- Rime Magic, Guided Reading, Small group CELI support (4 x 4 groups) for Grade 1's, Small groups support for Gr. 2/3, Small group support for K's at risk in any subskill, Small group support for Gr. 4-7 (LAC, ELL).
- Support from a district literacy enhancement teacher Small group work with a Learning Support Teacher to address skills determined from assessments Community involvement to read with our students

Support for a **few** of our students include:

- Specialized reading programs Speech and Language and Psych-educational Assessments

GOAL: Increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous contributions, histories, traditions, and cultures among all students.

The diversity of cultural ways of being and doing in communities is recognized, acknowledged, and sustained via:

- valuing community languages, practices, and ways of being
- school accountability to policies, protocols, curricula, and practices relating to equity and students' achievement and wellbeing
- curriculum that connects to Indigenous cultural and linguistic histories
- sustaining Indigenous cultural and linguistic practices within the larger mainstream context.

What does reconciliation mean to learners at our school and how are we addressing it?

Community Gatherings and Meetings:

- Powerful messages, pictures, and stories were shared during or before land acknowledgements in staff meetings.
- Drumming and Indigenous songs at the beginning of community gatherings, with increasing student participation in singing.
- Monthly assemblies featured the Coast Salish anthem and moving towards transformative land acknowledgements.
- Singing the Canadian national anthem after the Coast Salish Anthem during community gatherings
- Outdoor learning from the land.
- Many classes start and end their day in circle
- Inviting Indigenous performers for school performances.
- Moving towards correct pronunciations of the names of the local nations: xwməθkwəyəm(Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

- School-wide acknowledgment and learning of the origins of Orange Shirt Day and Red Dress Day.
- Classes participate in Indigenous History Month workshops and activities.

Student Projects:

- Collaboration between students and teachers to rename nearby street signs inspired by natural surroundings.
- Using books and lessons with an Indigenous focus and content.
- Infusing Indigenous stories throughout the curriculum
- Student-led creation of red dress paper ornaments to support MMIWG2S awareness after learning about the Red Dress Project.
- Ensuring research is done to avoid cultural appropriation.
- Highlighting Indigenous brilliance and contributions.

Staff Involvement:

- Staff meetings focused on reconciliation, with discussions about Indigenous ways of knowing and stories shared before land acknowledgements.
- Appreciation for the engagement in reconciliation and learning about Indigenous cultures.
- Encouragement of open discussions about decolonization in the classroom.
- Administration led by example, integrating Indigenous learning and taking risks to try new approaches.
- Admin meetings with our Indigenous Education Worker and Indigenous families for dinner and conversations.
- Unlearning some of the stories and ways of doing that we now know need to be different.
- Having an Indigenous Library within the Learning Commons, making Indigenous learning materials readily available.

HOW WILL WE KNOW WE'RE ON TRACK?

Our goal is to improve student reading outcomes. We will know that we are on track as success will be evident through regular literacy committee meetings focused on teacher learning and meaningful actions, and teachers adjusting their instruction based on student needs. Teachers will increase their knowledge of each other's work, which will influence their perceptions of their colleagues' abilities and motivate them through co-constructing new knowledge. Students will spend more time reading and show increased engagement and joy during literacy activities. Additionally, there will be an increase in students' proficiency in English Language Arts, with more students meeting or exceeding benchmarks on various literacy assessments.

If we do not see any improvements for our students, we must be willing to critically examine our role in this. We must ask what is leading to the present situation and how are we, the professionals, contributing

to that situation. We know that moving from safe spaces to brave spaces means engaging in critical and crucial conversations.

For our Indigenous goal, we will know we are on track through a variety of measures that will reveal individual student progress in academic skills like reading, writing, and class participation. Indicators of engagement, such as increased attendance and participation in extracurricular activities, will become evident. Indigenous students will feel happier and more included as they see themselves reflected in the curriculum. Feedback from students and families will show meaningful conversations and experiences are taking place, though some changes may be gradual and not immediately visible. Overall, a positive environment will be reflected in students' happiness, engagement, and support systems involving connections with adults and peers.

Our next steps are to:

Amplify and do more of the following

- Continue to learn about and amplify the language of appreciation/observation and intentionality during art and nature walks
 - Learn even more about Indigenous holidays and traditions
 - Continue the acknowledgement and appreciation of Indigenous stories
- Amplify Orange shirt day recognition
- Continue with Place based teaching
- Invite more Indigenous voices in the school

Change or Reconsider

- What kinds of ways can we ask less of Indigenous knowledge keepers and provide opportunities for acts of service?
- How to speak about Indigenous issues in young child friendly language
- Replace 'Cherokee' Wolf story with a story from local nations
- Generalizing Indigenous people – there are different nations and cultures

Create

- How to increase personal knowledge and confidence in teaching Indigenous principles
- Incorporate Indigenous games into PHE
- Use more authentic resources
- Ask students to write their own land acknowledgment and read them daily
- Learn about local Indigenous languages- such as phonetics, how do we pronounce the words when written
- Involving our Indigenous Education Worker more in the classroom using her gifts and talents
- Class land acknowledgement
- Opportunities to learn Indigenous ways

2023-2024

School Learning Plan

SCHOOL STORY

Sir John Franklin Elementary School was established in 1911 and is situated in the furthest northeastern corner of Vancouver on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). It is a warm and welcoming school community set within a diverse, stable and long-established neighborhood.

Upon entering the main entrance of the school students and visitors will see our Welcome Board where staff photos are proudly displayed to welcome visitors to the school. With a staff of 35, comprised of both full and part-time teaching and support staff, we enroll approximately 214 students from Kindergarten through grade seven in 11 classrooms. The student body is diverse including 29 students with diverse Ministry designations which identify their diverse learning needs. In addition, our classes include 52 English Language Learners (ELL) at various stages in their English language acquisition. Our Indigenous students make up 8% of our total student body and add significantly to our population. Currently, we are home to a District Program - The Excellence in Social Emotional Learning (ExSEL) program provides an integrated and supportive classroom setting for students who require intensive support in Social Emotional Learning and Executive Functioning. This program houses less than 10 students and dovetails nicely with our school community of learners. We are phasing out the Intensive French program with 2023-24 being the final year with IF for grade 7 students. We did not have an IF intake at grade 6. Franklin is a part of the Templeton family of schools.

Franklin has a diverse population who speak 23 different languages in addition to English. The English language is the most common language spoken with 73 % of our families identifying this as the language spoken at home. It is followed by Cantonese (7 %), Spanish (4%) Vietnamese (3%) and Dari (2%) as well as a host of many other languages. Our community of passionate learners demonstrates excellent verbal-linguistic skills, has effective communication skills, and celebrates and honours multiple intelligences. Our students are learning how to make friends, how to be kind, to try hard and to enjoy playing, working and expressing themselves in creative ways. We offer many leadership opportunities to students including peer leaders, big buddies, Equipment Monitors, and an Environmental Group. The grade 7 class leads student-centred assemblies where we celebrate our student's strengths. We offer many diverse athletic opportunities for all students such as dancing, rollerblading, gymnastics, and pickleball. The intermediate students have opportunities to participate in extra-curricular sports teams, including cross country, volleyball, basketball, badminton and track and field.

The staff at Franklin are extremely professional and work collaboratively on various projects and programs. To meet the diverse needs of our learners, Franklin is an Early Intervention school which means we target the learning needs of the youngest learners through reading recovery. Our music teacher has a dedicated music room, and all students receive weekly music blocks and collaborate to perform in several performances throughout the year. We have many teacher-sponsored before-school and noon-hour clubs: such as Student Council, Band, Volleyball and Badminton clubs.

Franklin embodies a strong sense of community, fostered through open learning areas and gathering spaces. Post-COVID, parents are beginning to frequent the playground and the hallways before and after school, children walk and cycle to school and annual celebrations put on by the Parent Advisory Council (PAC) include the Halloween Extravaganza and the Family Dance these events have been bringing the community together for years.

For the past 40 years, the Franklin Preschool has been operating on-site, offering programming to 3 to 5-year-old children. Before and after-school care is being offered by the YMCA, which is a great service to the community. Collaboration among these stakeholders is critical to supporting the students and the community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Franklin, we actively focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves in the curriculum offered through the joint commitment of staff, parents, and community partners. Franklin students come from many different cultural backgrounds. 25% of our school community are English Language Learners (ELL). Thirty-one of our students have ministry designations to reflect their unique learning needs. Eleven of our students are international students and nine students identify as Indigenous. This year, we had numerous student moves, both in and out, which is an exception for our school. This growing number reflects the changing dynamics of the community as families move into and out of the neighborhood. Franklin School is also a mentorship site for teacher candidates enrolled in the UBC Bachelor of Education program.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). Students are supported by the Administration, our classroom teachers, our resource and ELL teaching team, our Music Specialist and Teacher Librarian, our Education Assistants (SSAs), our School Counsellor, our Speech Language Pathologist, our School Psychologist, and our Supervision Aide team.

At Franklin, staff take a team approach to support and nurture students. Information from the Student Learning Survey (completed in April 2023) shows that Grade 4 and 7 students have made connections with the adults in the building. When asked if they had 3 trusted adults they could turn to for help, the results were 11% and 9% respectively. When asked if there were 4 or more adults, the number jumps considerably to 32% and 47% respectively for grades 7 and 4.

How Many Adults Do You Think Care About You at Your School?	Don't Know	2 Adults	3 Adults	4 or More
Grade 7s	42%	11%	11%	32%
Grade 4s	29%	9%	9%	47%

Table 1. Caring - Student Learning Survey

Franklin students feel safe at school. They have a sense of belonging and are connected to the adults in the building. From the information gathered in the Student Learning Survey, 61% of our Grade 7s state they have a strong sense of belonging. In grade 4, the number is similar, at 60%.

Is School a Place Where You Feel Like You Belong?	Most of the time	All of the time
<i>Grade 7s</i>	50%	11%
<i>Grade 4s</i>	32%	28%

Table 2. Belonging - Student Learning Survey

When students were asked if they felt welcome and safe at school, their responses were similar to the previous results. 53% of our Grade 7 students felt welcome at school while 79% of our Grade 4 students identified they felt welcome at school most of the time. While 32% of our Grade 7 students indicated that they felt safe at school all the time, our Grade 4 students seemed more comfortable here indicating 39% felt safe all the time while at school.

Do You Feel Welcome at School?	Most of the time	All of the time
<i>Grade 7s</i>	37%	16%
<i>Grade 4s</i>	36%	43%

Table 3. Welcoming - Student Learning Survey

Do You Feel Safe at School	Most of the time	All of the time
<i>Grade 7s</i>	42%	32%
<i>Grade 4s</i>	42%	39%

Table 4. Safety - Student Learning Survey

We certainly would like to have a better response in these two areas, and this will be a focus moving forward.

LITERACY and NUMERACY:

The VSB and School Goal focus is on Increasing literacy, numeracy, and deep, critical, and creative thinking At Franklin, our teachers work in Primary and Intermediate teams, meeting regularly to discuss student outcomes and to support student learning.

The Primary team is currently working on a Collaborative Inquiry looking at improving literacy using the Haggerty Phonics Program. They are looking at developing a consistent way of teaching Language Arts skills across the K-2 grades to strengthen reading confidence. They are focusing on two programs; Heggerty (an intensive phonics program) and UFLI (University of Florida Institute) which is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The UFLI program is designed for core instruction in the primary grades or for intervention with struggling students in any grade.

Our Intermediate Team explores world events to enhance student connection and learning. Students create and build in small groups to strengthen their understanding of the world. Incorporating outdoor education with weekly visits to the Hastings Park Sanctuary.

Teachers combine LA, Math, Science, Socials, ADST and Career Education for inquiry-based learning. Students can produce multi-modal projects shared with parents and the school community.

Our school's targeted focus continues to be Numeracy. Based on CSL, Student Learning Survey and FSA results, there is room for continued focus on Numeracy.

STUDENT LEARNING SURVEY: GRADES 4 & 7

Getting Better at Math	Agree	Strongly Agree
<i>Grade 7s</i>	44%	33%
<i>Grade 4s</i>	43%	28%

Table 5. Numeracy (SLS)

Getting Better at Reading	Agree	Strongly Agree
<i>Grade 7s</i>	56%	17%
<i>Grade 4s</i>	42%	33%

Table 6. Reading (SLS)

Franklin School CSL Data, Terms 1 and 2, 2023-24

NUMERACY DATA FROM CSL

Numeracy	Emerging	Developing	Proficient	Extending
<i>Grades 4-7</i>	13%	20%	54%	13%
<i>Grades K-3</i>	3%	16%	64%	16%

Table 9

LITERACY DATA FROM CSL

Language Arts	Emerging	Developing	Proficient	Extending
<i>Grades 4-7</i>	14%	46%	33%	6%
<i>Grades K-3</i>	6%	47%	38%	8%

Table 10

FSA: LITERACY DATA (2024)

	Emerging	On Track	Extending
<i>Grade 4</i>	24%	44%	1%
<i>Grade 7</i>	5%	75%	15%

Table 11

FSA: NUMERACY DATA (2024)

	Emerging	On Track	Extending
Grade 4	32%	40%	0%
Grade 7	25%	50%	20%

Table 12

In terms of numeracy, Franklin students have varying levels of exposure to mathematics, ranging from limited experience, working with tutors and participation in programs like Kumon. Furthermore, students struggle to demonstrate proficiency in applying grade-level math concepts, with 54% of grade 4-7 students and 64% of K- 3 students respectively, demonstrating proficiency in numeracy. On the Foundation Skills Assessment, 40% of our grade 4 students and 50% of our grade 7 students have demonstrated they are on track with numeracy.

Staff have identified a considerable number of our primary students enter upper grades without a solid foundation in math facts. This street-level data poses in strong contrast to the information relayed through the 2024 Student Satisfaction Survey where Grade 4 (44%) and Grade 7 (43%) students felt that they continued to get better in mathematics this past year. Yet, as indicated by data collected from report card proficiency indicators, we still have many students struggling to demonstrate proficiency in this subject area.

PHYSICAL AND MENTAL WELL-BEING AND BELONGING

Franklin staff have identified factors such as student dysregulation, limited perseverance, reduced confidence in the older grades, and weak automaticity in basic facts, which contribute to challenges in accessing higher-level math skills. Consequently, weak skills lead to students avoiding math, both in class and during homework, resulting in more negative attitudes. This is shown in the table below where students in grade 4 indicated they were likely to persevere at a task when they had difficulty in about 42 percent of the cases. While our grade 7 students indicated that they were slightly more eager to persevere at a difficult task in just under 50 percent of the cases.

STUDENT RESILIENCE

When I am Facing Difficult Tasks, I Keep trying Until I Succeed	Sometimes	Agree	Strongly Agree
Grade 7s		50%	13%
When You Have Trouble Doing Something Do You Keep Trying?			
Grade 4s	31%	42%	19%

This data tells us that we have more work to do in reaching those students who do not feel confident that they can experience success in mathematics and what we can do collectively to increase the resiliency of those students who don't believe that math is something they can be good at.

Our school prioritizes mental well-being with school-based counselling and social-emotional programs. Through daily messages reinforcing our code of conduct, students learn concrete examples of how to care for themselves, others, and their environment. Teachers also weave a growth mindset into their lessons to reinforce resiliency.

Our school offers a diverse range of artistic opportunities. Intermediate students learn to play the recorder, ukulele, and guitar. The Winter Concert is organized by our music specialist, showcasing student voices and

talent the students bring to the school such as violin, and piano. Teachers also bring in professional artists to lead students through enhanced art and drama activities throughout the year.

Students have shown us they like to stay active and involved. We offer many physical activities and team sports like cross-country running, the Terry Fox run, volleyball, basketball, badminton, track-and-field, and ultimate frisbee. Additionally, we bring in expert instructors for squash, cycling and pickleball sessions. Our students are involved in many extracurricular clubs and activities. They love to explore their interests and give back to the school community. We offer Student Council, Library Monitors, and Lunch Monitors. Develop leadership skills through opportunities such as being student MCs for school assemblies, serving as equipment monitors during recess and lunch, leading assemblies, participating in buddy classes, organizing student council events, coordinating Remembrance Day Poppy sales, and supporting fundraisers like the “Home for the Holidays” Campaign to benefit a Covenant House of Vancouver.

Students enjoy participating in extracurricular activities: X Country, Track and Field, Library Monitors and Basketball being the most popular.

TEAMS/CLUBS/LEADERSHIP OPPORTUNITIES

TEAM / CLUB	NUMBER OF STUDENTS
Assembly Student MCs	12
Library Monitors	12
Intermediate Band Club	10
Cross Country Running	66
Track and Field	43
Volleyball	12
Basketball	23
Badminton	22
Ultimate Club	18

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 is steadfastly committed to improving student achievement in literacy and numeracy. This commitment is reflected in our daily focus on enhancing teaching practices in these areas. Our teachers are engaged in continuous professional development and participate in inquiry groups, with the goal of enhancing the literacy skills of all students from Kindergarten to Grade 7.

We employ a variety of strategies to achieve this goal. Students are grouped based on their specific skill needs, provided with ample practice opportunities, and encouraged to believe in their potential. We strategically assess and target instruction for students with lagging literacy skills, aiming to boost their confidence, risk-taking abilities, and sense of belonging as capable learners.

Our resource team and primary teachers have participated in the District Literacy Days and are actively collaborating with staff across all grades to share new strategies and resources. A key activity in our literacy enhancement program is the School-Wide Write, conducted biannually to assess and inform our teaching practices regarding students' writing abilities.

As a CELI school, we have a Reading Recovery teacher on staff, and our primary teachers are committed to the CELI model. We adhere to the Response to Intervention (RTI) approach, which allows us to identify struggling learners early and provide effective interventions.

At Franklin, we hold monthly Primary Teachers' meetings where literacy is a standing agenda item. These meetings cover a range of topics, including guided reading, levelled books, assessments, reading strategies, and writing improvement methods. We explore and utilize new resources like the P3P kit and the VSB K-7 Literacy site. Our resource teachers work collaboratively with classroom teachers to plan and support those needing literacy intervention.

In our Kindergarten classes, students receive in-class and small group pull-out support from resource teachers, focusing on improving phonological awareness and alphabetic skills. In January, the Kindergarten Protocol was administered to all kindergarten students, with at-risk students receiving targeted small-group instruction.

Teachers monitor students' reading progress using the Benchmark Assessment System (BAS) and the Phonological Awareness, Phonemic Awareness, Phonics Protocol and Resource (P3P).

In September 2024, we will continue our monthly Primary Team meetings (as per CELI requirements) to review our June reading data and discuss literacy-related topics teachers want to explore further. Classroom and resource teachers will continue to collaborate to support all learners, and teachers will be encouraged to attend professional development opportunities offered by the District Literacy Team and to explore the VSB Literacy site.

Our focus on numeracy is aligned with the VSB Education Plan. Our staff participates in ongoing professional development and collaborates well with each other. As a school community, we are actively engaged in improving students' numeracy skills and have had productive sessions with experts like Carole Fullerton, Janet Novakowski, and Mariam Small. Based on teacher requests, we have purchased numerous hands-on manipulatives and resources. While it's too early to measure the impact of these new teaching methods and strategies on numeracy skills, our staff has started implementing new ideas and resources. Conversations with students reveal excitement about these new approaches. We are working to adopt a regular formative assessment tool in numeracy to gauge understanding and identify areas for improvement. To that end, we will be working with Sandra Fox in our first Professional Development in September of 2024 to select an assessment that meets our needs K to 7. To reinforce foundational skills, we incorporate fact practice drills, focusing on times tables and fact families. Our approach includes hands-on manipulatives to effectively teach core math concepts, with daily math activities covering topics in the BC Curriculum.

Improve equity

In our commitment to equity, we recognize both academically successful students and those who may be struggling. We employ Universal Design for Learning (UDL) strategies, which manifest in various ways within our classrooms. Examples include Passion Projects, small group work, and established routines. Small group practices, particularly in literacy and numeracy, allow personalized support. Formative and summative assessments occur regularly, providing feedback and promoting self-reflection. Additionally, we prioritize self-regulation through initiatives like Sharing Circles in all classrooms to help all students have a voice and make connections with their peers. We will continue to provide opportunities for students to take leadership opportunities during monthly assemblies which are supported by individual classes or groups of classes. Our overarching goal is to foster a positive school culture that acknowledges, accepts, and supports all learners. We offer diverse opportunities, including athletics, fine arts, and after-school programs, to strengthen skills, build friendships, and enhance community resilience.

We will continue to connect with the Franklin School Parent Advisory Council (PACs) to support the vital role they play in promoting community cultural connections, understanding, and collaboration among all families. The PAC's role in recognizing and celebrating each family's unique strengths fosters a sense of belonging, cultural pride and facilitates dialogue between families, educators, and school administration, encouraging open conversations about equity, educational goals, and community needs. Regular meetings and events create opportunities for collaboration. Additionally, PAC-sponsored activities, such as hot lunches and fundraising events, involve all families, breaking down barriers and reinforcing a sense of community. We will continue to involve our Franklin PAC as a bridge, connecting families from diverse backgrounds and ensuring that everyone has a voice in shaping the school community.

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

RECONCILIATION:

The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

As we continue our Reconciliation journey, students are learning the value of respect. In our monthly assemblies, for example, students refer to our three host nations using traditional pronunciations to acknowledge the land we are on. They are also capable of saying the land acknowledgement independently at school events and assemblies. Students use the First Peoples Principles of Learning to guide their learning and understanding of the land we are learning on.

Student Learning Survey

At School are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada	Sometimes	Most of the Time	All of the Time
Grade 7s	53%	21%	11%
Grade 4s	61%	3.8%	19%

Moving forward into the 2024-2025 school year we will continue to work collaboratively with our Indigenous Education Worker/Indigenous Education Department to help guide us in the journey of Equity and Reconciliation to create a culturally safe space for all who spend time in our building.

One of the main talking points that emerged from the Franklin Staff during discussions on the Indigenous Focus Day was a commitment to: “Change the mural. It is the first thing people see. It reinforces colonialism, exploration, and white supremacy.”

To that end, our staff has expressed a desire to remove a long-standing mural that covers the entrance to the school gym and has a prominent location in the school’s main Foyer. We have connected with a well-known Indigenous Artist – Jerry Whitehead who is interested in helping us design a mural honouring our commitment to truth and reconciliation. We continue to work with The Vancouver School Board, the Indigenous Education Department, and our School Community to remove and re-create a more fitting mural in the space. The project will continue through next year and provide opportunities for students to participate in different aspects.

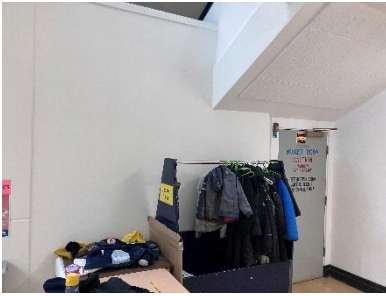


Franklin Foyer Mural at Gym Entrance

The Franklin Staff feel that this project will be an important step in our truth and reconciliation journey by providing a way to integrate Indigenous knowledge and teaching methods into our classrooms and in doing so, building student capacity for intercultural understanding, empathy, and mutual respect (Call to Action 63)

HOW WILL WE KNOW WE’RE ON TRACK?

The first steps in the mural project are underway. Working with the District, we have been able to paint out the old mural and have a blank canvas on which to create our new mural



Franklin Foyer as of April 2024

Our school is steadfast in its commitment to fostering a culture of collaboration, with opportunities for whole school, small group, and topic-focused discussions being a constant feature. This culture of collaboration extends to our teachers who are deeply reflective in their planning and execution of literacy and numeracy instruction across all grades. They are proactive in collecting a variety of reading and writing data to inform and guide their instruction. This data includes information gleaned from written learning updates, Foundation Skills Assessment (FSA), student learning surveys (SLS), School Wide Writes, MDI, EDI, and CELI Data. As a staff, we continually review this data to identify areas that may require additional focus. This iterative and data-driven approach ensures that our instruction is always aligned with our students' needs and allows us to adjust our focus as necessary.

2024-2025 School Learning Plan

SCHOOL STORY

Simon Fraser is small, vibrant, inclusive community centrally located in the Mount Pleasant, City Hall area. We have 15 divisions housed in a one level main building and four portables. We have been given an additional Kindergarten class, with a total of three K classes; we will have nine primary classes and 6 intermediate classes. This year we will start the year with about 350 students from various backgrounds and socio-economic levels.

We continue to work towards the goals of our School Code of Conduct which states: “Be Safe, Be Kind, be Fair.” We build on a foundation of respect. Many of the staff have been here several years and have built positive relationships with students and community. Our staff are passionate and committed to the growth of all learners. The shared commitment and willingness to collaborate is allowing staff to focus our effort on student growth. New strategies and practices to support development of literacy, numeracy and social emotional skills have been adopted and embedded into practice.

The parent community plays a significant role. Besides the formal roles of the PAC, parents contribute to the positive culture while enhancing the school experience for students. Parents are passionate about organizing fundraising events and supporting school community building events: hot lunches, theme days, Halloween Pumpkin Patch, and Spring Fling to name a few. This year the PAC also arranged to support several other opportunities: the District Choir and held two evening Family Movie Nights. We also co-hosted our first Fraser Pride Parade.

Students participate in various extra-curricular opportunities made possible by staff and parent volunteers: cross country, volleyball, basketball, track and field, Ultimate Frisbee, gardening, chess club, ukulele club, grade 3 Girls Math Group, community walks and many different fieldtrips. Though we are still working on providing more opportunities to build leadership capacity, many students contribute to the school culture while building their own leadership skills through daily morning announcers, the Social Justice/Climate Club, library helpers, chess club helpers, reading buddies, plant/garden care, recycling and helping out at the various PAC sponsored events.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We continued to have conversations about our students focusing on promoting inclusion and a sense of belonging. Many of the gaps noted last year in social emotional development continued throughout this year: we noted less empathy, patience and more challenges with self-regulation, specifically “keeping hands and feet to self.” This was noted through the increased number of “Reflection Sheets” and informal anecdotal reports kept in the office. We continued to note gaps in reading and writing development as well as in numeracy skills but noted that students benefitted from more resource support and targeted intervention. We are particularly

concerned with the reading levels of our primary students. But we are also noticing that this is having an impact on our students in grade 4 and 5. Teacher observations, anecdotal and report card data suggests that there has been less impact at the upper grades, however, we will continue to carefully monitor though on-going collaboration with grade groups and resource teachers. Our dedicated and skilled resource team, keeps clear records of reading, writing and numeracy skills of the students they support both in class and in small pull-out groups.

Our students continue to thrive creatively, facilitated by caring, skilled staff. They demonstrate their talents and creativity in class assignments, at science fairs, in inquiry-based learning and at special school events including: the Entrepreneur Fair, Intermediate Art Show, school gatherings, school concerts and a variety show. Staff and parent volunteers have given our students a rich athletic experience: cross country, volleyball, basketball, Rugby, track & field, and Ultimate Frisbee. Students are provided various opportunities to demonstrate and develop their leadership skills: daily morning announcers, leaders in our school gatherings, running Sports Day stations, helping as score keepers and clubs: Pride Club, Social Responsibility/Climate Club.

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 team participated in the District Literacy Days and are working together to share new strategies and resources to support our learners. They are also continuing the work from participating in the SOLAR Inquiry last year.

Staff collaborate regularly to support students, so groupings may change throughout the year according to needs but many of the students who required support last year, continued to receive targeted support this year. A great deal of time and resources were invested this year in enhancing our Sensory Room and Ready Body Learning Minds (RBLM) areas. The district learning services team delivered sensory room training to our entire support staff and provided many pieces of equipment, creating much more effective and calming areas. This was extremely beneficial to many students, particularly those who use this space daily as part of their individual education plan (IEP).

Many staff participated in an ADHD Inquiry group this year and hope to incorporate learning and new resources to support our students.

We focused on our school goal of numeracy. We had a productive, engaging day with Carole Fullerton joined by another school staff. We purchased many hands on manipulatives and resources. Though it is too soon to see how these “new” teaching methods and strategies will contribute to the growth of numeracy skills, all staff have started to implement new ideas and resources. In conversations with students, there is an excitement with these new ideas. Staff continue to participate in on-going professional opportunities provided by our district and collaborate with one another. We had our first school-wide Math Literacy Day facilitated by grade 5-7 student leaders trained by the facilitator Julia Robinson. Next year there will be an option to add a family session in the evening.

Improve equity

We continue providing a nurturing, inclusive environment for our students and families. Staff provide opportunities for all students to share their voices through class meetings and regular check-ins with students and parents. Restorative justice practices are used when dealing with student conflict and behaviour, as appropriate.

Our newly installed playground includes equipment and a design aimed at addressing varying physical needs, including a “communication board.”

We host School Consultative Meetings twice a month; all are welcomed and encouraged to attend the biweekly lunch meetings. Every agenda includes a report from the Equity and Diversity Committee. Anti-Racism, Indigenizing & De-Colonizing our School is a standing item on our staff committee agenda. At each meeting, staff are invited to share resources, ideas, action plans and issues they feel need to be addressed. One T & R Calls to Action is read and briefly reviewed at each meeting; by the end of the year we will have reviewed all 94. Staff representatives continue to share resources and learning from the district Allies and Leads meetings they attend.

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

We continue with all the great work happening at our school and in our community where the focus is to infuse Indigenous content and ways of learning and knowing throughout daily practice. We continue to start each day with an Indigenous Land Acknowledgment read by student announcers. Students can choose to read from a script or add a personal story. All meetings and school gatherings begin with a land acknowledgement as well as the singing of the Coast Salish Anthem, often accompanied by staff and student drumming.

We have begun to learn vocabulary and practice pronouncing the host nations’ names and basic vocabulary.

Guided by the Indigenous department, we invited performers who shared their skills, culture and stories with us. Classroom teachers continue to weave Indigenous content – histories, traditions and cultures into daily teaching and throughout the curricular areas. Staff from the Indigenous department continued to work with almost every class, teaching children about plants and fostering connections with our land. We have built on conversations with district staff to bring in community members and Knowledge Keepers from the three host nations, who will work with our classes weaving in lands-based teachings; fisheries, native plants, herbs, grasses. We have planted the seeds this year, and will continue our work with PAC, parents and district staff on a Mural Project, hoping to reflect all this learning, reminding ourselves that “learning takes patience and time.”

HOW WILL WE KNOW WE'RE ON TRACK?

We continue to center students, their “stories” and their voices whenever we meet in groups and as a staff focusing on building their skills and resiliency. We will continue to engage in conversation and deep listening with students, parents and district staff. We will also continue using formative and summative assessments and examine results carefully. We will isolate areas needing further support and tweak resource and targeted interventions as needed. Teachers will track scores and keep detailed observations to chart progress and identify areas of need. We will celebrate and share our learning in our classrooms, and school wide: classroom meetings, sharing circles, routinely updated bulletin boards and displays, (Indigenous, student art, works they choose to share, displays, office case, daily announcements, school events, newsletters and memos, PAC and staff meetings.

2023-2024

School Learning Plan

SCHOOL STORY

Gladstone Secondary School is located in East Vancouver's Kensington-Cedar Cottage community. We draw our students from a neighbourhood that is predominantly lower middle to middle-class in socio-economic status and is characterized by cultural diversity. Our students' families include a higher-than-average (for Vancouver) proportion of low-income households. In our neighbourhood, fewer residents report English as their first language as compared to the city-wide average. Gladstone's student population mirrors the community from which it is drawn. Our students speak a multitude of languages at home, with Chinese, English, Vietnamese, Tagalog, and Spanish being the most common. Gladstone's multicultural mix is a hallmark of the school, and is celebrated and valued by staff and students alike.

The school has approximately 1000 students with a number of different programs including Lifeskills in grades 8-12, Learning Assistance Lifeskills in grades 8-12, Mini School grades in 8 and 9, Learning Support Program in grades 8 and 9, and the Pre-Employment Program in grades 10-12. For a small school, we offer a full range of electives including some AP courses, Culinary Arts, Dance, Robotics, Music, Theatre, Strength and Conditioning, Foods, and Technical Studies.

The school community prides itself on being a safe and friendly place. The student council is strong and active and has invested time and energy to making the community more diverse, equitable, and inclusive.

Our Staff, represented by Department Heads, want to share that our school maintains strong ties to recent graduates and alumni, that when people come to work at Gladstone they really want to stay here because of the nature of the community, and that we pride ourselves on being a safe and welcoming community in which students are accepted as they are and supported to excel.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community is diverse with many different languages spoken in homes (582 out of 982 students identify a language other than English as the language spoken at home). Our community has many first or second generation immigrant students (318 of 982 students were not born in Canada). Demonstrating need, 318 students are on the lunch card program, many receiving both breakfast and lunch. Many students have some or all of their school fees / expenses subsidized or waived. 37 students have declared Indigenous ancestry (almost all of from nations and territories outside of our Host Nations).

The majority of the students in our community require teachers to communicate with them directly about their achievement, understanding and future learning. For many, parents and guardians do not access communication of assessed learning.

Gladstone students perform well in extracurricular areas of student choice. Senior Boys Basketball and the Track and Field Team went to Provincials this year, Junior Girls Volleyball won City Championships, and wrestlers won Gold at National Championships. The Chess team won the East Van Chess tournament. In curricular areas that can involve external recognition, The Dance Teams place in the top 4 at many competitions. The Jazz band and Choir are award winning and have been recognized by the CBC.

Participation in the Youth in Trades program is increasing and seems to be an option for success that may appeal to more students. Students entering the trades often rely heavily on school staff to help navigate processes.

Gladstone students would benefit from conditions that might improve scores in literacy and numeracy assessments as well as course marks. We hope that adjusting procedures for FIT and teacher collaboration focused on student learning can improve output on these assessments and in course learning.

Programs within the school are PREP, LALS, LSP, LS. Students from PREP and LSP are integrated in all their electives. LALS students have one or two mainstream electives. LS students participate in Culinary Arts in a Modified program and a few other locations informally.

For many students, often the first incident of discussing a mental health concern or crisis seems to be with a staff member. Often, students depend on staff to assist them in accessing follow-up mental health care as appropriate.

This school community can hold events with a level of trust that students will carry themselves in a manner that is respectful of each other and the school community itself. We know that our students, for the most part, comply with expectations in classes and in the school.

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

- As schoolwide work, we aspire to develop more staff wide knowledge and competency in recognizing and mitigating the effects of anxiety and depression on our students. We intend to have counsellors organize learning sessions for teachers and students. We currently see a relatively high number of mental health crises with students. Success will look like more students seeking support before there is a crisis, resulting in fewer crisis incidents for counsellors.
- Targeted work will be to have our most skilled and highly trained resources/staff available to our students most vulnerable to suffering from mental well-being challenges in a more consistent and reliable manner.

Improve equity

- Recognizing real barriers to student success, rather than assuming them, so we can support students graduate with dignity and options. Setting up procedures with counsellors and program staff to support students in accessing non-traditional paths to graduation like trades programs.
- Working with stakeholders to determine and implement targeted supports for ELL learners. For example, we will restructure ELL programing to include push in supports with an ELL specialist.
- Structure and re-structure programs, procedures, and plans to reflect UDL principles within the limits of staffing and collective agreements.

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

- Continuing to offer Indigenous Education courses.
 - Continue to advocate for more targeted, accessible, and consistent staffing, supports and space for Indigenous students
- We will engage with our potential Indigenous Ed. Worker or teacher to track student progress and supports over time.

HOW WILL WE KNOW WE'RE ON TRACK?

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

- While difficult to measure, our counselling team, admin, and staff should be able to report on the effectiveness of strategies on a schoolwide, gradewide, and individual basis. Whether strategies be schoolwide assemblies/speakers, gradewide foci, or individual strategies, we should be able to speak to effectiveness in reducing anxiety and depression.
- We will have adjusted programs and staffing so that our most skilled and highly trained resources/staff available to our students most vulnerable to suffering from mental well-being challenges in a more consistent and reliable manner.
- We will see fewer lates and absences as students belong more in the learning spaces and communities in them.

Improve equity

- We will have identified internal barriers to student success and put in place strategies to demonstrably mitigate them.
- We will have identified and implemented targeted support for ELL learners.
 - Our procedures and programs will have been changed where needed to reflect best student learning. We will implement student centred practices in FIT and Collaboration Time. This means more structure in FIT to increase student time in learning spaces with teachers (especially our Grade 8's and 9's with a gradual increase of responsibility as they grow into later grades). This also means increasing and revising teacher led Collaboration Time so teachers can work with colleagues focused on issues of student learning in planned ways.
- We will see a greater number of students accessing non-traditional paths to graduation.

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

- Enrolment in Indigenous Education courses will hold or rise.
- Whether through Admin, Counsellors, or Indigenous Ed Dept staff, we will see more consistent and stable connection and support for our indigenous students, increasing rates of graduation with dignity and options.

2023-2024 School Learning Plan

SCHOOL STORY

Gordon Elementary is a vibrant and active community of staff, students and families situated in the heart of Vancouver's Kitsilano neighbourhood. We are grateful to be surrounded by the North Shore mountains and within walking distance to some of Vancouver's beautiful parks and beaches that connect us to this land. We are honoured to be working and learning together on the traditional, ancestral, and unceded territories of the xʷmə θ kʷəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Currently the school enrolls 400 students within 18 Divisions from kindergarten to grade 7. Our learners are quite diverse in their cultural, educational and life experiences.

Our school is part of the VSB Early Literacy Initiative, and we have Reading Recovery and Leveled Literacy Interventions programs to support early learners in the primary grades. Our teachers are committed to deepening our understanding of the curriculum to foster and facilitate an inquiry-based approach to learning. This includes student-centered teaching strategies, collaboration with colleagues in grade groups, across grades, resource sharing and expertise, and providing lessons that extend learning beyond the classroom. Our professional development is aligned with students' learning needs as well as social/emotional growth. We see learning as a partnership with parents and caregivers, and work to provide meaningful, enriching opportunities to support a child's learning at school and in the community. With the support of our Parent Advisory Committee (PAC), we recently created an outdoor learning space that complements our commitment to outdoor learning. Several classes do regular outdoor learning workshops, and we have a flourishing garden program where students learn about agriculture, plant species and how important the land is to Indigenous people.

We have recently updated our school Code of Conduct which we have renamed Gordon's Circle of Care. Our Circle of Care is designed to foster a safe, inclusive, equitable, welcoming, nurturing, and healthy school environment which aligns with the new 2026 VSB Education Plan. This applies to all members of the Gordon community—students, educators, parents, and caregivers. Our Circle of Care seeks to support our understanding of our students' needs and how we can best teach them the skills they need to thrive both socially and academically. We encourage all students to R.I.S.E. to success through their Relationship and Belonging, Intellect, Spirit, and Emotional Wellbeing. The staff explicitly teach and model what it means to R.I.S.E. in all locations of the school and the community. We have incorporated the Medicine Wheel into our Circle of Care which represents a symbol of healing, growth, life, learning and balance in many Indigenous communities. Through this lens, Gordon's Circle of Care emphasizes a child's social and emotional growth. Research shows that children who are both socially and emotionally healthy are the best learners and the most successful in school.

Students at Gordon are engaged in leadership activities such as office and library monitors, playground leaders, morning announcers, and Student Council. We offer a variety of sports and team extra-curricular activities such as volleyball, basketball, badminton, cross-country and track and field. We also have a very dynamic and vibrant SOGI Club that is supported by staff. Parents and caregivers work as active partners within our school by fundraising and volunteering to support and enhance student learning (e.g. Hot Lunch, technology in the classroom, performance and educational programs that support the curriculum), promoting involvement of parents and other community members in providing for the education of children (e.g., Digital Literacy, Body Science, Inclusion education), and the building of our school community. The "Neon Dance Party" and "Spring Fling" this year were a huge success as we continue to look for ways to connect and celebrate within our community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement. Children who feel a sense of connection and belonging to school have a sense of pride and desire to take care of each other and this place. Students are also less likely to engage in high-risk behaviours. Understanding children's school experiences improves the ability to both create and cultivate school environments that are safe, caring, and supportive. As a school, we are also focusing on the increasing number of English Language Learners (ELL) students in our school and how their cultural differences, new experiences with the Canadian school system and our literacy goals need to be tailored to meet the needs of these students. These students' social emotional learning and sense of belonging will be our focus for next year. This work also aligns with the [2026 VSB Education plan](#) (Goal #1) which focuses on "improving the school environment to ensure they are safe, caring, welcoming and inclusive places for students and families."

At Gordon, this is what we see in the learners:

Learner Strengths:

- Student participation in leadership (e.g., student council, playground leaders, office monitors), helping adults and other students
- Students present a sense of pride being involved in the life of the school and the community (e.g., spirit days, SOGI activities, school wide assemblies)
- Demonstrating a positive attitude towards school
- Students are accepting of others and show acceptance of different cultures and identities
- Students' literacy skills are strong as a whole because of a strong core literacy program in primary (e.g., Reading Recovery, CELI, phonemic awareness skills)

Areas for Growth/Needs:

- Ability to work through anxious feelings/increase in self-confidence, use of mindfulness
- Developing awareness of surroundings and how behaviour/social interaction choices impact others (students, adults, the community); self-regulation
- Ability to understand and focus using a growth mindset to further develop literacy skills and to support our increased number of ELL learners

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

Parent Surveys

As part of the process to update our school Circle of Care, we strived to incorporate the voices of our whole community. We created a parent survey where 137 parents and caregivers within our community responded to several questions that highlighted what is most important to them, what we were doing well and what we needed to improve on.

The questions below focused on what was important to parents and caregivers at school:

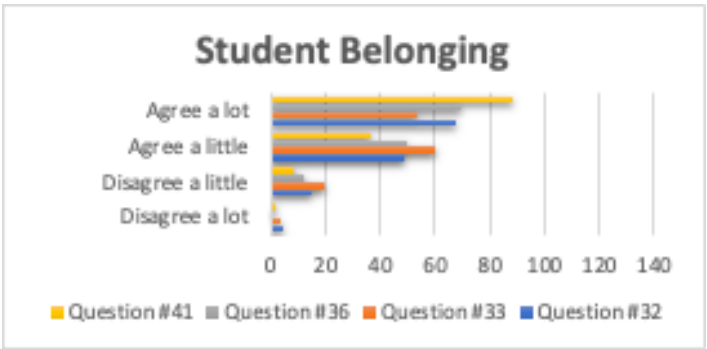
- Question #20 asked: How important is it to you to have your child learn about emotional self-regulation at school?
- Question #21 asked: How important is it to you to have your child learn about solving problems in peaceful ways at school?
- Question #22 asked: How important is it to you to have your child learn about how to care for their mental health at school?



These results show a strong need within our parent and caregiver community for school to not only focus on academics but also the social and emotional growth of their child.

The following questions focused on what was important for their child’s social and emotional well-being at school:

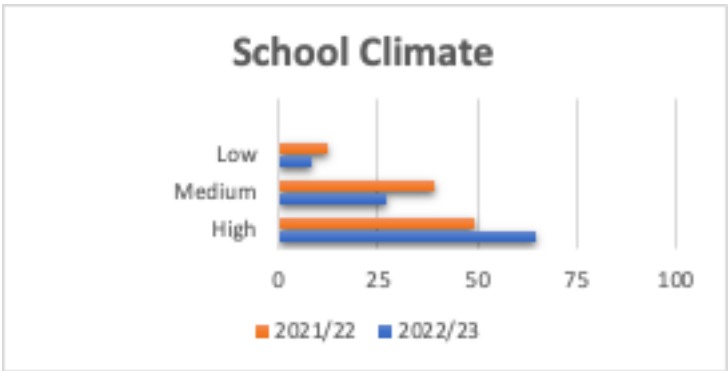
- Question #32 asked: My child feels part of a group of friends that do things together.
- Question #33 asked: My child feels that they usually fit in with other kids around them and this is important to them.
- Question #36 asked: My child feels that they are respected for who they are, and their identity is not only embraced but also celebrated.
- Question #41 asked: My child feels they belong in this school.



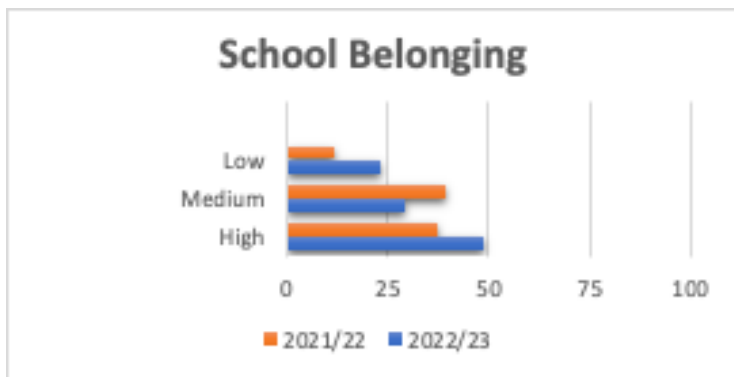
MDI Results

The Middle Years Development Inventory (MDI) is a self-report questionnaire that asks children in Grades 4-8 about their thoughts, feelings and experiences in school and the community. It uses a strengths-based approach to assess five areas of development that are strongly linked to well-being, health, and academic achievement. In 2021/22 we surveyed the grade 7 students and in 2023/23 we surveyed the grade 6 students. Two areas of interest to us are how the students feel about their school climate and school belonging.

- School Climate – the overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., “People care about each other in this school.”
- School Belonging – the degree to which children feel connected and valued at their school. e.g., “I feel like I am important to this school.”



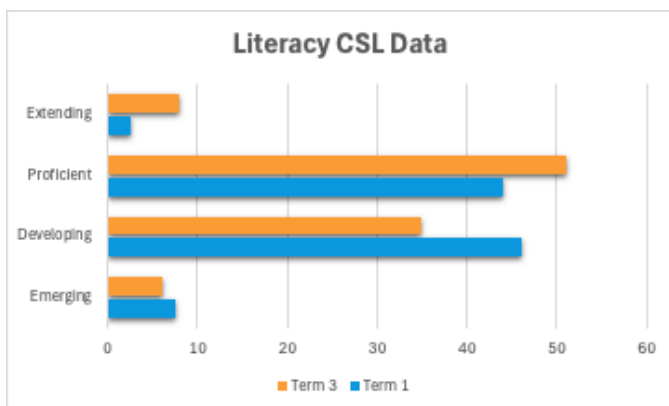
The results show that even though there is improvement from 2021/22 to 2022/23 (e.g., decrease of 4%) in terms of how students feel about the school climate, we still have 8% of students that rate our school climate as low and 27% who rate it as medium.



In terms of students feeling a sense of belonging at school, we have only improved by 12% from 2021/22 to 2022/23 with 49% of students rating their sense of belonging at school as high. It is also interesting to note that the MDI also looks at connectedness between students and their school, family, and community.

Equity

Our literacy data shows that our students are performing well in terms of literacy outcomes. Gordon has Reading Recovery and CELI (Collaborative Early Literacy Intervention) which all the primary classes are committed to. Our intermediate teachers also work collaboratively within grade groups to implement best practices like guided reading, literature circles, writing workshop, vocabulary building and spelling and grammar. Our continued focus as a whole school will be providing equitable opportunities for the ELL learners as Gordon's ELL numbers have doubled from 35 students in 2021 to 75 students in 2024. Our focus will be on providing support within the classroom so these students feel they can be part of the learning outcomes and be successful.



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

As a school we are very proud of the work we have been doing towards our journey of reconciliation. We were able to unveil our new Gordon Logo of the Wolf which was designed by Musqueam Artist, Amber Cornick. The wolf to the Musqueam people symbolizes community, cooperation, and family. The centre of the wolf depicts the sun rising which parallels our R.I.S.E. to success model. Through our Gordon's Circle of Care - Relationship and Belonging, Intellect, Spirit, and Emotional Well-being are the four quadrants of the medicine wheel. As a

school we have done several activities and whole school initiatives where we have been learning these four areas and practiced their significance in all areas of the school. We have also focused as a school by creating our own Indigenous Land Acknowledgements and telling our own settler stories through the traditional practice of oral storytelling. Gordon students are proud of this work and seek out opportunities to share.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to meet as a learning team to reflect and analyze data, information, and observations so that we can determine what is working and what is making a difference for our students.

We will examine:

- Successful rewording and development of our Circle of Care
- CSL report card comments and proficiency scale
- Student engagement in opportunities that provide leadership roles and
- Student self-assessment of the core competencies
- Student goal setting and student-led conferences
- One-on-one parent/teacher or parent/student/teacher conversations
- Our regular meetings through professional development opportunities will allow us to develop responses if we see little change or encounter new challenges
- PAC meetings and GORDTalk sessions that involve parent engagement and feedback

2023-2024

School Learning Plan

SCHOOL STORY

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).

Sir Wilfred Grenfell Elementary is in East Vancouver in the Collingwood Neighborhood (Joyce Station). The school has a population of approximately 345 students and is ethnically diverse with respect to both staff and students. Many students are learning English as an additional language and there are many staff who speak multiple languages.

The school integrates and supports children with a variety of learning needs and strengths. We have a Music program taught by a Music specialist teacher. To enrich our students' learning experiences, Sir Wilfred Grenfell has a wide range of programs sponsored by teachers that are available before, during and after school: a Valentine Cards Project, Salmon at School Project, BC School Fruit & Vegetable Nutritional Program, Outdoor Education and School Garden Project, Intramural sports coached by staff, buddy system providing opportunities for primary and Intermediate students collaborate on various projects and initiatives, Junior Achievement Entrepreneurial Program, walkathon and Terry Fox Run. In addition, the staff sponsors many clubs and projects at school. We have many noon hour clubs run by the staff, including the Chess Club, Knitting Club, Noon Hour Running Club (Grizzly Run), Safety Patrol, Gender Sexual Alliance Club and Girls Plus Group.

In addition to the extra-curricular activities sponsored by school staff, Grenfell School is proud to work with our community partners to offer programs for students. Students can access programs offered by the Windermere Family of Schools Community Link Team such as the Arts Umbrella after school Art Program and Dance Program. We work with Collingwood Neighbourhood House to provide on-site before and after school childcare and the Newcomer Pre-Teen Program. We partner with VSB Early Learning to run onsite StrongStart for preschool age children and their families. In the past two years, Grenfell has participated in a partnership program with the Sarah McLachlan School of Music. Students from Grade 3 and up receive in-school percussion lessons taught by staff from the music school. In addition, students are offered an opportunity to attend free lessons at the music studio outside of school hours.

The school staff work as a team to support students' wellness and social emotional learning. We have a Sensory Room for students who need sensory breaks. We use various programs such as Open Parachute, Zones of Regulation, TAPS (Talking About Personal Space), Second Step and Mind Up to support student learning.

Our Parent Advisory Committee (PAC) supports the school through fundraisers by organizing various school community events and support us in different ways.

The Grenfell staff is committed to collaborative planning, goal setting and assessment in an ongoing effort to work together and share our knowledge and resources to support student learning and to create a safe, caring and inclusive learning environment in which every learner can reach their full potential. Adding to many activities that staff have worked to support student learning, the primary teachers recently worked with the VSB Literacy Mentor to complete an

eight week-long Literacy Residency Project on Story Workshop. We have a Pro-D Committee that actively seeks out opportunities to support our staff 's professional development to support learning in the classroom.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school community is diverse. We welcome families from different parts of the world, and many are new to Canada. Education and school are highly valued among our families. Our students support each other; they are kind and respectful of each other. The collaboration and consideration among our students are evident in the way they interact with each other; whether they are playing on the playground or engaging in group projects in the classroom. This year students have successfully collaborated on several projects that involve multiple classes: gardening, Kindness Project, Science Fair, Mapping the residential schools in BC, Entrepreneur Business Show and many teacher-sponsored sports teams and noon hour clubs.

Our primary classes from Kindergarten to Grade 3 worked with the district's Literacy Mentor on Story Workshop for 8 weeks this year. Story Workshop is a writing process using concrete objects to represent stories. Students were encouraged to use loose parts to reflect on their own experience and interests. Once a diagram of objects is created, each student will write their own story. The Story Workshop writing journals provide evidence of students' creativity and writing progress.

Coming from a culture of diversity, Grenfell students are respectful of each other and different cultures. To support the goal of Reconciliation, all students participate in the learning of Indigenous cultures with the support of the Indigenous Education Worker. All classes practice Talking Circles during class meetings. Students learn to take turns talking when a talking object is placed in their hands. We begin our school year with the learning of the Residential School System and its impact on the Indigenous community. Intermediate students study the Indian Act and its impact on our society. Throughout the year, students are given opportunities to learn about Indigenous cultures and celebrations from our Indigenous Education Worker.

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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

This school year we have been working to support students' learning with a focus on communications. Students have been working on writing and presentation skills. Extra opportunities have been provided for students to share their written work by way of school newsletters, hallway displays, posters in the school, and learning folders to share with families. Students have presented their work in school assemblies and with their buddy classes.

Primary classes have been working with the Literacy Mentor for six weeks on story workshops. This project has allowed students to work on the process of writing by creating their own stories with visual objects. The booklets and writing pieces that students created were shared with their buddies and staff members. Through the district's Literacy Team, our primary and Intermediate classes were visited by author Matt Glover. Mr. Glover worked with students in an interactive lesson on the writing process.

Students' wellness and belonging was another focus that we have worked on over the course of this school year. Our staff have engaged in their own learning online on professional development days and on their own time by learning more about Complex Trauma. Classroom teachers incorporate self-regulation tools such as Mind-Up, Open Parachute, Second Step and Zones of Regulation in their lessons. Through these tools, students are developing skills and language to manage emotions. Throughout the year, teachers have integrated lessons by planned fieldtrips such as skating,

neighborhood walks to Renfrew Ravine, salmon release, outdoor education at VanDusen and Stanley Park, and planting and harvesting in the school garden to promote wellness, belonging and physical literacy.

Improve equity

Grenfell staff are dedicated to creating an inclusive environment and eliminating barriers to success for all students. Teachers plan their programs using the Universal Design For Learning model with additional attention to students who need extra support. Grenfell participates in the VSB hot lunch program and the province's Fruit and Vegetables In School program. Fresh fruit or vegetables are delivered to the school every six weeks. All students receive a serving of the produce. Milk or soya beverages are also available to students through the program. The Fire Fighter Charity delivers snacks to school and the snacks are available to any student who may need one. To build connections and support student wellness, the Community School Link runs after school programs at Grenfell. This school year we have offered a dance program, a pre-teen newcomer program and Rec and Read in the summer. Staff engage in on-going conversations with Community School Link program staff to prioritize students ensuring that students are equitably identified and best fit for these programs.

Equity is always considered when organizing field trips. Teachers prioritize field trips that utilize public transit. Our outdoor education program allows students to participate in outdoor learning by taking turns weeding, watering the school garden, planting and harvesting.

The School Based Team (SBT) meetings prioritize students who need support. Action items are created at the meetings to follow through with the referrals. Our team of specialist staff including the school counsellor, Speech Language Pathologist SLP and psychologist are part of the SBT to provide service to students.

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

During the month of September and in connection with the Truth and Reconciliation Day, students work on projects to increase their knowledge of the residential school system and its impact on the Indigenous communities. For older students, learning the history of residential schools expands into the learning of the history of Indigenous Peoples in BC and the Indian Act.

This year, students are learning the updated Indigenous land acknowledgement and practice saying the names of the three host nations in the original language. With the support of the Indigenous Education Worker, this year students learned about the Seven Sacred Teachings and the cultural values, beliefs, and practices that the seven animals represent. Students also learned to drum the *Women Worries* and *Boy Worriers* songs. Since November of 2023, staff have committed to the learning of the First Peoples Principles of Learning. Every month, we work on one principle. We reflect on our learning from the principle-of-the-month in our teaching and interactions with students. At the monthly staff meeting, staff have an opportunity to share their learning and how the First Peoples Principles of Learning have shaped their practice.

We are committed to continuing our reconciliation journey at Grenfell.

HOW WILL WE KNOW WE'RE ON TRACK?

We actively seek feedback from students and families. At every PAC meeting, we allocate time for parents to ask questions about the school. We will continue to track the participation rate for the Ministry's yearly Foundation Skills Assessment for Grade 4 and 7 students. The results will continue to be shared with staff and families. Every fall we have a schoolwide write to assess student writing. This past year we had a year-end write for all Intermediate classes to track student progress. We are hoping to continue this practice and expand to the primary grades in the coming school year. The resource teachers assess students' reading level twice a year (September and May) to track their reading progress. Results are shared with families in the student CSL reports and resource reports. As Belonging and Social Emotional Learning are two topics we were focusing on this school year, we were able to gather information and track progress through Student self-reflections of the Core Competencies. Three times a year, the school team meet to discuss the progress of our Indigenous students. The Indigenous Students Success Plan allows us to track progress of our Indigenous students. All families, staff and students in Grades 4 and 7 are invited to participate in the Student Learning Survey administered by the Ministry of Education. The results of the survey inform our work and provide feedback to confirm whether we are on the right path supporting students at school. For example, during this year's Student Learning Survey, 58 % of Grade 7 students reported that they participate in Indigenous celebrations or activities at school. Based on this data, we know that we are on the right track. Our objective is to have the percentage increase to 75%.

2023-2024

School Learning Plan

SCHOOL STORY

Eric Hamber Secondary School currently enrolls 1,547 students in Grades 8 – 12 (135 International students, a District Mandarin Bilingual Program for 45 students, and a District Specified Alternate Program (Challenge Studio) of 150 students). There continues to be an overall increase in the number of new students to the catchment at the end of summer. Our school's five-year August new to catchment trend is as follows: 2019 – 35 students, 2020 – 18 students, 2021 – 31 students, 2022 – 53 students, and 2023 – 41 students.

Eric Hamber is a comprehensive high school emphasizing success for all learners. The school community celebrates student leadership, athletic excellence, participation in the arts, and service to others.

Approximately 16% of the student population has been formally identified as having special needs (a student who has a disability of an intellectual, physical, sensory, emotional or behavioral nature, has a learning disability or has exceptional gifts or talents.) Each special needs student is supported with an Individual Education Plan (IEP). These students are fully integrated unless their unique needs indicate they should be educated otherwise. There are four VSB Learning Support Programs at Hamber Secondary: Learning Assistance Junior, Learning Assistance Senior, Learning Assistance Life Skills, and Life Skills. 8% of our students are in English Language Learning (ELL) classes. 2% of our student population is Indigenous.

Year 1 and 2 of our School Plan focused on supporting all learners in reaching beyond previous boundaries in knowledge and experience in a safe, caring, welcoming and inclusive environment, while ensuring they develop and implement plans to successfully transition beyond secondary school. Based on whole staff, department, and small group discussions, our school goals were:

- To enhance students' classroom engagement to improve student success while facilitating students' future citizenship as young adults within their greater community.
- To deepen students' sense of belonging while increasing their community, environmental, and personal responsibility.
- To incorporate Indigenous culture and content in authentic, place-based ways and enhance students' understanding of the First People's principles of learning and interconnections between their community, environment, and ecology curriculum.

Several examples of how we celebrate the VSB Ed Plan goals of student achievement, physical and mental well-being, belonging, equity and reconciliation include:

- Four Hamber student groups applied and were successful in receiving 2023/2024 VSB student Leadership Funds to increase opportunities for student leadership, cross-school gatherings that included:
 - incorporating sugar cane paper in six VSB schools by the end of the 2023/2024 school year (sugar cane paper saves up to 20 kg of greenhouse gas emissions per box of 500 sheets without sacrificing quality or paying more than regular paper)
 - holding a “Spring Fling” school wide student event to further meaningful connections amongst the student body, continue combatting the effects of COVID 19, and promoting school spirit
 - leading a five class Arduino workshop for students who self-identify as female to encourage gender diversity within STEM, the workshops gave students the opportunity to learn the basics of electronics and work with a UBC engineering student (and Hamber alumna)
- A group of students were successful in receiving a 2023/2024 VSB Sustainability Grant to establish a program for effectively recycling soft plastic waste at the school with the hope to improve sustainability in our school community instead of throwing soft plastics into the garbage
- Four student groups received VSB Cultivate Student Project funds to help connect VSB student mentees with community adult mentors dedicated to student sustainability innovative action projects which included:
 - establishing a “Right to Repair Club” at the school for DIY fixes to phones and computers
 - hosting an “Eco Workshop” for children which included sustainable art/craft projects
 - starting a “Saving Grace” community charity to address the UN Sustainable Development Goals locally, over time with a short-term focus on the acute issues prevalent in the community, such as the lack of affordable housing and helping local residents experiencing homelessness
 - hold an “Earth Day Fair” that included guest speakers (EcoBeige, Ocean Ambassadors, Bare Refillery), displays, students clubs (Environment Club, Compassion Club, Helping Hearts Youth Foundation, Ocean’s Club)

In June 2018 the Ministry of Education announced a new, fully replace seismically safer school for Eric Hamber Secondary. The new school has been built next to the existing school on the northwest corner of the school grounds. This is the largest seismic project in the Vancouver School District’s history. The new four-story school is designed to have the same operating capacity of approximately 1,700 students and 120 teachers, support staff, engineering and custodial staff as our current school. The new school includes a City of Vancouver funded and managed 69-space childcare facility on the fourth floor. The new seismically safe building is designed to meet today’s standards for modern learning and is built to Leadership in Energy and Environment Design (LEED) gold standard. Students and staff will move into the new school in September 2024.

A Seismic Project School Advisory Group of staff, students, and parents was formed in October 2018 and worked alongside the Vancouver Project Office on the design-build plans for the new school.

After moving into the new school, the existing school will serve as a swing site for other school seismic upgrade projects. Once the existing school is no longer required the intention is to demolish the present school building and tentatively build a track with a playing field.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

- Applied Design, Skills, and Technology teachers use introductory poll questions to understand students' motivations and interests
- Counsellors observe an increasing number of students struggling with regular school attendance
- English teachers are concerned about students' fatigue, greater interest in Science over Language Arts, and reduced pleasure reading due to pandemic-related factors
- ELL classes have diverse students with varying language levels, cultural backgrounds, and educational experiences
- ELL teachers use standardized assessments and provincial matrices to identify language needs
- Fine Arts teachers find students engaged but struggle with time management and focus related to technology
- Learning Support teachers address mental health needs unrelated to academics
- Some students with learning challenges don't meet formal criteria for a Ministry Designation
- Math teachers analyze student background data and hold one-on-one conferences to address underperformance
- Math Club provides mentorship and enrichment opportunities
- Modern Language classrooms include students of different ages and grades with varying levels of language fluency, some students come from language immersion programs
- Modern Language classrooms have both heritage language students (who learned the language orally at home) and non-heritage language students
- Students take languages for personal interest, university credit, and graduation requirements
- Physical and Health Education teachers note that many students are active in extra-curricular pursuits
- PHE department members also note a growing number of students who are socially and physically risk-averse, have limited awareness of boundaries, hesitant to take responsible risks, are active and enjoy physical activity, and have high expectations but struggle with commitment
- Highly motivated science students aim for university programs in science and math
- Increased participation in science-related clubs and contests
- Positive results in the Vancouver District Science Fair
- More students registering for physics contests:
 - CAP exam: 14 students (2024) from 5 students (2023)
 - SIN exam: 16 students (2024) from 6 students (2023)
 - Physics Bowl: 14 students (2024) (first-time participation)
- Growing participation in STEM-related activities:
 - UBC Physics Olympics: 29 students (2024) from 21 students (2023)
 - Canadian Satellite Design Challenge (CanSat): 21 students (2024) from 5 students (2023)
 - Kwantlen Science Challenge: 26 students (2024) (first-time participation)

2023/2024 Ministry of Education Grade 12 School Student Learning Survey data indicated the following:

“I am satisfied that in school I am learning basic reasoning skills that I need for the future . . . “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1%	8%	21%	52%	12%	2%

“I am satisfied that in school I am learning basic social skills that I need for the future . . . “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
4%	10%	17%	47%	18%	1%

“Is school a place where you feel you belong?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
1%	14%	32%	39%	13%	1%

“Do you feel safe at school?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
1%	1%	11%	52%	34%	0%

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

- Home Economics teachers discuss healthy eating and physical activity with students
- ADST teachers use the “fingers to five” technique to check students’ overall well-being
- Counsellors collaborate with various support services (SACY, health professionals, school liaison officer) to address student needs
- 26 Grade 12 Peer Counsellors support 275 Grade 8 students through mentorship
- English teachers encourage sustained silent reading and nature walks for well-being
- English teachers utilize journal writing, identity projects, and flexible seating to foster community
- ELL teachers prioritize student mental well-being and normalize discussions about mental health
- All teachers work to build one-on-one relationships with vulnerable students
- Fine Arts teachers connect learners to themselves and others through self-reflection, self-expression, and collaborative projects
- All Fine Arts subject areas integrate literacy and geometry, with Music emphasizing numerical concepts
- Learning Support teachers enhance literacy skills through targeted paragraph writing and phonics training
- Learning Support teachers improve numeracy skills with individualized programs and accommodations
- Learning Support teachers create dynamic lessons involving movement, sensory rooms, and liaising with outside supports
- Math Department teachers build rapport with students, allowing them to seek help and address unique situations empathetically
- Math teachers offer multiple opportunities for students to demonstrate learning using varied assessment methods
- Math teachers collaborate with parents, counselors, and administrators to support student success and reduce anxiety
- During Lunar New Year the Modern Languages department collaborated with the library, students completed a research project and engaged in calligraphy and paper cutting
- Mandarin language spring couplets with calligraphy were shared across the entire school on classroom doors
- A Japanese cultural celebration invited the entire school to participate
- Physical and Health Education teachers encourage students to recognize the link between physical and mental health and work to enhance social connections to create more opportunities for students to connect with others and their communities
- Science Department teachers create an inclusive environment through clubs, contests, and field trips
- Science teachers act as role models and promote healthy stress management
- Science classrooms integrate curriculum well-being content into classes
- Science Department encourages mindfulness and physical activity using nearby natural spaces such as Oak Meadows and Queen Elizabeth Park
- Science and Math learning often overlap providing extra numeracy instruction and practice

November 2023 Numeracy Assessment 10 results were strong:

	Number Counted	1	2	3	4
School	299	5.35	27.76	44.82	22.07
District	1,933	8.79	29.13	39.27	22.66
All Public	14,022	16.19	37.13	34.37	11.69
Province	17,022	14.63	35.44	36.11	13.27

January 2024 Literacy Assessment 12 results were strong:

	Number Counted	1	2	3	4
School	268	.75	8.21	61.94	29.10
District	1,802	1.44	14.21	62.71	21.53
All Public	13,555	2.54	20.89	60.72	15.66
Province	17,238	2.60	19.25	60.12	17.78

2023/2024 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills). “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
19%	20%	26%	26%	4%	3%

“At school, I am learning how to care for my physical health (for example, getting healthy food, exercise, and sleep).”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
4%	8%	19%	53%	12%	0%

“How would you describe your mental health?”

Excellent	Very Good	Good	Fair	Poor	Don't know	No Answer
8%	15%	31%	21%	12%	4%	5%

“How would you describe your physical health?”

Excellent	Very Good	Good	Fair	Poor	Don't know	No Answer
14%	26%	28%	12%	10%	1%	5%

Improve equity

- No pre-requisites for ADST classes; learners of all levels are welcome
- ADST junior and senior combination classes promote learning from peers during project development
- Grade Counsellors connect students facing economic insecurity, trauma, and mental health struggles with Vancouver's Cinderella Project for graduation attire and compassionate support fostering inclusivity, diversity, and equity
- English Department uses texts by diverse writers to address issues of diversity and inclusion
- Teachers provide laptops for students with writing output issues or no personal devices
- Teachers collaborate with Skills and Resource teachers for students with Individual Education Plans (IEPs)
- Teachers address negative remarks promptly, ensuring students feel heard
- ELL teachers encourage cultural projects and accommodate diverse learning needs
- Fine Arts Teachers recognize multi-level abilities and differentiate lessons for individualized learning plans
- Teachers ensure attention, focus, and support for all students
- Teachers remove financial barriers to participation
- Learning Support Teachers care for individual student well-being and provide accommodations
- Math Teachers adjust deadlines and schedules to accommodate student needs
- Modern Languages department members encourage students to find similarities between their own culture and the target language they're learning helping to foster connections that bridge cultural gaps
- Modern Language teachers encourage peer support, where students with different strengths help each other with their learning
- Physical and Health Education teachers work to provide access for all and remove barriers to participation (for example, more relaxed PHE strip requirements, change in format of fitness assessment, prioritizing participation over skill)
- Science Teachers use Universal Design for Learning and support exceptional students
- Organize conferences and mentorship programs for women and non-binary learners
- UBC and Tundra Technical Solutions hosted these Science STEM mentorship programs

2023/2024 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

"At school, I am learning to understand and support human rights and diversity."

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
2%	6%	15%	50%	18%	5%

"At school, have you experienced discrimination on the basis of your sexual orientation or gender identity?"

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
56%	20%	12%	3%	1%	1%	3%

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

- Woodworking teachers are incorporating First Nations techniques like wood carving and steam bending
- Woodworking students participated in the First People's Festival, sharing their learning experiences
- Regular meetings involving administrators, counselors, Indigenous Education staff, and teachers assess Indigenous student progress adjustments are made to better support Indigenous learners
- Every formal meeting, assembly, or event begins with an Indigenous Land Acknowledgment
- English First Peoples 10 and 12 courses have strong student enrollment
- Indigenous voices and texts are integrated into English Language Arts classes Grades 8 through 12
- ELL teachers engage students with First Nations stories and poems, comparing experiences across countries
- New materials from Indigenous perspectives enrich the ELL department's resources
- Fine Arts teachers collaborate on projects around truth and reconciliation highlighting the First Peoples Principles of Learning
- Knowledge keepers are invited to work with learners
- Math teachers use resources designed by the First Nations Education Steering Committee and First Nations Schools Association
- Within the Modern Languages department teachers are utilizing a variety of resources, including Indigenous legends, to enrich language learning experiences, reading Indigenous picture books in the target languages
- Modern Language teachers are deepening their awareness of the First Peoples Principles of Learning and incorporating these principles into their daily teaching practices
- Physical and Health Education teachers invited Ray McKeown (Metis Elder working at Byng) to Hamber – he brought Indigenous games and activities to PHE classes, and the department welcomed him back this Spring - Ray brought a new perspective on movement and games for our student, teaching risk-taking (competing vs winning) and games based on survival and connections to animals and play
- Physical and Health Education department continues to acknowledge Indigenous ways of learning and knowing in an authentic manner within their curriculum and supports learning as a collective, highlighting the role of the individual within the group, identifying this as an important aspect of traditional Indigenous ways of learning and knowing
- PHE department members are also expanding their resource base to include materials from Indigenous sources, such as the First Nations Health Authority wellness wheel
- Science teachers incorporate Indigenous knowledge, such as exploring cedar's anti-microbial properties

2023/2024 Ministry of Education School Grade 10 Student Learning Survey data indicated the following:

"At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?"

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
1%	4%	31%	27%	29%	2%	2%

2023/2024 Ministry of Education School Grade 12 Student Learning Survey data indicated the following:

“At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know	No Answer
1%	1%	25%	41%	31%	0%	0%

2023/2024 Ministry of Education School Parent Student Learning Survey data indicated the following:

“At your child’s school, are students being taught about local First Nations?”

Yes	No	Don't Know	No Answer
47%	14%	33%	4%

HOW WILL WE KNOW WE’RE ON TRACK?

- Applied Design, Skills, and Technology teachers showcase student learning through large-scale events like the Fashion Show, Student Agenda Design Contest, and Yearbook
- Review Ministry of Education and Childcare Numeracy and Literacy Assessment data
- Review Ministry of Education and Childcare Student Learning Survey data from students and parents
- ELL teachers monitor attendance, English proficiency improvements, timely promotions, and students’ sense of belonging
- Fine Arts teachers gather student surveys, observe class atmosphere, and listen to parents’ feedback
- Fine Arts teachers meet regularly as a department to address strengths, areas for growth, and solutions
- Learning Support teachers review reading assessments, numeracy data, and student reports informs support strategies
- Math teachers collect data on elective math course requests, completions, drops, and achievement spreads
- Math teachers monitor student engagement and track discussed students’ success in later math courses
- Modern Language teachers measure success when alumni return with stories of taking university courses in the target language reflecting a lasting impact of their language education
- Modern Language teachers note students continuing to take language courses based on personal interest, not just university requirements
- Physical and Health Education teachers will continue to track student participation in class, through extracurricular activities, intramurals, and engagement during FIT as well as the overall enrolment in senior PHE classes
- Science teachers carefully track class enrollment and observe attrition rates in senior sciences
- Science department members consider requests for new science classes to assess interest

2023-2024 School Learning Plan

SCHOOL STORY

Hastings Community Elementary School is in the Hastings Sunrise neighborhood on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation). We are a large dual track inner-city school with K-7 programs in English and French Immersion. We currently have a population of 562 students across 23 classes, with 9 French classes and 14 English classes. Tillicum Annex is the annex to Hastings Elementary School. Tillicum is six blocks from Hastings and is a Kindergarten to Grade 4 English program. Upon completing grade 4, Tillicum students begin at Hastings for grade 5.

Hastings is a community school that supports a diverse student body, including English Language Learners and students with diverse needs as defined by Ministry criteria. Our senior students participate in leadership activities helping to shape our school culture. We also have a mentoring Friendship Club with older students supporting our kindergarten to grade 3 students. Students at Hastings can participate in sports teams like cross-country, volleyball, basketball, and track and field. We also have Community Schools Team programs, PAC (Parent Advisory Committee) sponsored programs, and school clubs that offer various opportunities for our students.

Hastings is part of the Templeton Secondary family of schools, benefiting from the support of the Templeton Community Schools Team. This collaboration focuses on identifying students facing participation barriers, coordinating referrals to out-of-school-time and break programs, and providing summer literacy and recreation programming. A particular emphasis is placed on facilitating smooth transitions between grades, especially from 7 to 8. For students pursuing French Immersion, Van Tech Secondary serves as the catchment secondary school, providing a pathway for continued language study.

Hastings is supported by a wide-ranging team dedicated to meeting the needs of our students. This includes teachers, an administrative team, youth and family workers, an area counsellor, an Indigenous enhancement worker, student and school support workers, office assistants, custodial staff/engineers, a hot lunch worker, and a part-time speech-language pathologist (SLP) and school psychologist. As a Collaborative Early Literacy Intervention (CELI) school, we offer a Reading Recovery Program and have a Literacy Enhancement Teacher to support our literacy initiatives. Hastings offers both a breakfast, lunch, and snack program which some students participate in to get a nutritious meal in the morning and at lunch. The YMCA operates a before school and after school daycare in the Hastings multipurpose room.

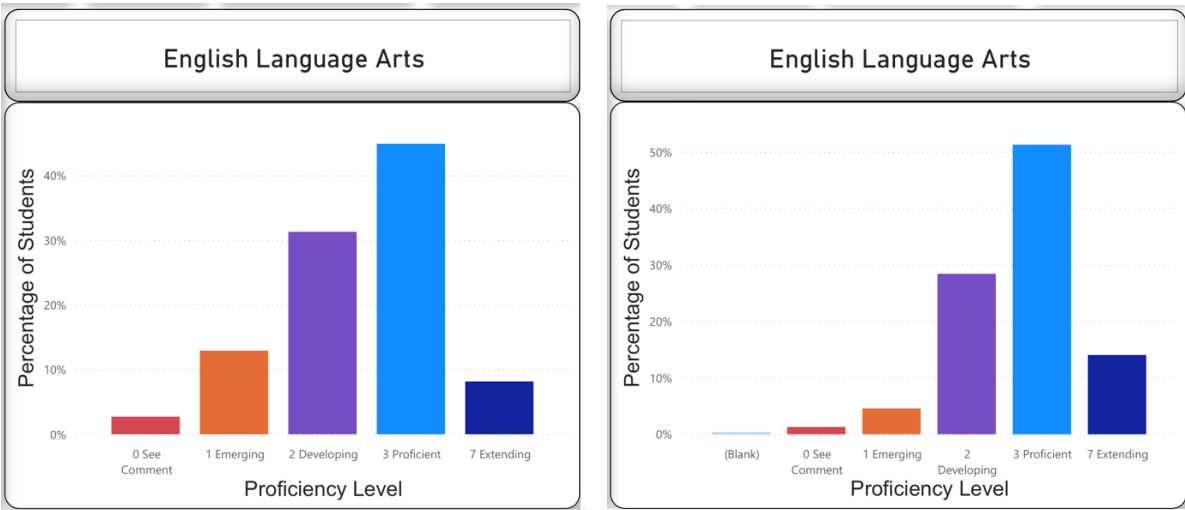
Hastings has a highly active PAC supporting and initiating many school events which bring our families and students together from both French Immersion and English programs. Some PAC highlights from the community calendar include a Harvest Potluck, Hastings Reads, and the Spring Fair.

Hastings Elementary's vision centers on providing continuous support and engagement for every student, respecting their diverse learning styles and rates. The school's Code of Conduct encapsulates this ethos, emphasizing a safe, healthy, and productive learning environment where students are encouraged to take care of themselves, others, and their surroundings.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

In literacy, our students have a foundational understanding across all areas of English Language Arts—reading, writing, speaking, and listening. Although there is a foundation, there are areas for growth, in particular engagement and stamina. We are working on increasing student engagement and motivation in reading and writing. Increased engagement and motivation will help move students closer to proficiency of various literacy competencies including reading comprehension and the ability to express ideas. Stamina and engagement in reading and writing longer pieces of text has also been identified as an area of growth. Many Hastings’ students enjoy reading graphic novels and are working toward reading longer novels and non-fiction pieces.

We see a growth in proficiency from primary (kindergarten to grade 3) to intermediate (grade 4 to 7). In the primary grades 53% of our students are proficient in English Language Arts and in the intermediate grades 65% of our students are proficient.



Hastings’ community of learners is developing a strong foundation in social-emotional learning and self-regulation and has expressed the desire to increase capacity in this area. The students, staff, parents (and other community stakeholders) demonstrate empathy, concern for the well-being of others, kindness, and positive engagement with those around us and our physical space. These groups have identified a need however, to increase those attributes so more of the community experience increased senses of safety, connection, functionality, and agency. The community has also noted a need to increase the ability to navigate conflict and manage intense emotions positively, as well as develop staff and student leadership skills. By providing avenues for leadership and opportunities for

constructive conflict resolution and emotional regulation, Hastings’ community will develop more empathetic and regulated learners but also those capable of navigating diverse social situations with resilience make positive contributions to them.

In the Student Learning Survey, grade 7 students share important insights into areas that play an important role in social emotional learning and self-regulation. The information below helps us better understand the community of learners and determine how to best meet their needs.

Are you learning how to solve problems with others in peaceful ways?	Percent
Never	4%
Almost Never	6%
Sometimes	35%
Most of the Time	33%
All of the Time	9%
Don't know	8%
No Answer	2%
Total	100%
At school, do you respect people who are different from you (for example, think, act, or look different)?	Percent
Never	2%
Almost Never	0%
Sometimes	2%
Most of the Time	31%
All of the Time	55%
Don't know	5%
No Answer	2%
Total	100%
Does school make you feel stressed or anxious?	Percent
Never	18%
Almost Never	18%
Sometimes	35%
Most of the Time	6%
All of the Time	14%
Don't know	1%
No Answer	4%
Total	100%
Do you feel good about yourself?	Percent
Never	4%
Almost Never	12%
Sometimes	13%
Most of the Time	50%
All of the Time	14%
Don't know	2%
No Answer	2%
Total	100%

Our community of learner’s commitment to reconciliation is underpinned by a collective desire to expand capacity for understanding and learning. While there is a shared commitment to progress, there exists a sense of uncertainty regarding the next steps and a desire for clear guidance on materials and lesson plans. Our community members have expressed the need to access resources that facilitate meaningful engagement with Indigenous knowledge and culture. Our community recognized the importance of learning from experts, cultural leaders and elders; there is a strong desire to create opportunities for dialogue, mentorship, and knowledge exchange. We acknowledge the wisdom, traditions, and experiences of the Host Nations as invaluable sources of insight and guidance on the path towards reconciliation.

In the Student Learning Survey, grade 7 students indicate that they are learning about Indigenous Peoples and the local Host Nations. However, there are opportunities to enhance the school’s participation in Indigenous celebrations, activities, and the language of the local Host Nations.

Hastings Community Elementary	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know	Total	Population	Response Rate	Significant Difference	Average Score
At school, I am learning to understand and support human rights and diversity.									88%		
Valid Percentages	0%	0%	22%	48%	22%	6%	100%			0	4
District	1%	3%	15%	48%	22%	8%	100%				3.9
At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?										Percent	
Never										17%	
Almost Never										18%	
Sometimes										37%	
Most of the Time										12%	
All of the Time										9%	
Don't know										2%	
No Answer										1%	
Total										100%	
At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?										Percent	
Never										27%	
Almost Never										25%	
Sometimes										27%	
Most of the Time										9%	
All of the Time										4%	
Don't know										6%	
No Answer										0%	
Total										100%	
At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?										Percent	
Never										1%	
Almost Never										4%	
Sometimes										44%	
Most of the Time										20%	
All of the Time										25%	
Don't know										1%	
No Answer										2%	
Total										100%	

At school, are you being taught about local First Nations?	Percent
Never	1%
Almost Never	6%
Sometimes	47%
Most of the Time	21%
All of the Time	16%
Don't know	2%
No Answer	4%
Total	100%
At school, are you being taught the local First Nations' language(s)?	Percent
Never	45%
Almost Never	20%
Sometimes	25%
Most of the Time	0%
All of the Time	0%
Don't know	5%
No Answer	2%
Total	100%
At school, do you respect people who are different from you (for example, think, act, or look different)?	Percent
Never	2%
Almost Never	0%
Sometimes	2%
Most of the Time	31%
All of the Time	55%
Don't know	5%
No Answer	2%
Total	100%

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

Improve student achievement in literacy and social emotional learning.

While there is a foundation of student achievement in reading and writing, increasing student engagement, stamina, and perseverance is a key area for growth. Building reading comprehension, the ability to express ideas writing longer pieces of text will be supported by the following:

- 1. Enhancing Literacy Instruction:** Implementing research-based literacy strategies and interventions tailored to individual student needs.
- 2. Promoting Literacy Across the Curriculum:** Integrating literacy skills into all subjects to reinforce learning and application.
- 3. Providing Professional Development:** Supporting teachers with ongoing training in literacy instruction techniques and best practices.
- 4. Utilizing Data-Driven Approaches:** Analyzing student data to identify areas for improvement and adjust instruction accordingly.
- 5. Community Engagement:** Collaborating with parents and guardians to encourage literacy development at home and strengthen school-home partnership.

6. Creating a Culture of Reading: Fostering a love for reading through initiatives such as reading challenges, book clubs, and author visits.

Improve equity

Increasing achievement in literacy and social-emotional learning is pivotal in promoting equity among our students. Improving literacy skills ensures that all students have equal access to the pursuit of knowledge and overall academic success. Proficient literacy enables students to comprehend and analyze information effectively, participate in classroom discussions, and complete academic tasks with confidence. These foundational skills are crucial for success in all subject areas, leading to higher academic achievement and life opportunities.

Simultaneously, fostering social-emotional skills equips students with the ability to understand and manage their emotions, feel and show empathy for others, establish and maintain supportive relationships, and make responsible decisions. These skills are essential for creating a positive school climate where students feel safe, respected, and valued. Students with strong social-emotional skills are better prepared to handle stress, overcome challenges, and work collaboratively with peers from diverse backgrounds.

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

Our school's journey with Reconciliation is ongoing and something that we are deeply committed to. According to data from our grade 7 students, while we teach and learn about Indigenous Peoples and the local Host Nations, there is a clear need to continue and expand these efforts. We recognize the importance of not only incorporating Indigenous perspectives into the curriculum but also creating more opportunities for students to participate in Indigenous activities, programs, and celebrations. We are looking to expand activities by inviting in community members to share their culture and expertise. Additionally, providing opportunities to learn the language of the Host Nations is essential in fostering a deeper understanding and respect for their heritage. We will continue to learn the VSB Indigenous land acknowledgement using the proper pronunciation of the Three Host Nations. We also look to continue to integrate the Truth and Reconciliation Calls to Action into our practice.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor reading and writing growth by conducting benchmark tests in the fall and follow-up tests in the spring. The initial assessment will help us identify student needs and set teaching targets. The spring follow-up testing will then be used to measure student growth over the year.

We will continue to use CSL data to track literacy proficiency levels and anecdotal data to track engagement, stamina, and perseverance.

Hastings will track student's social and emotional growth through continuing to use the Middle Years Development Instrument (MDI). The MDI is a self-reported survey tool used to measure SEL health and well-being. The VSB's Student Learning Survey will also continue to be a source of data to measure Hastings' student's self-regulation for students in Grades 4 and 7. We will also continue use of the Early Development Instrument (EDI), completed in the second half of Kindergarten by classroom teachers, to

measure emotional maturity and social competence amongst our early-learners. We also plan to use the Dessa and Mini Dessa surveys which are teacher-completed tools designed to measure social-emotional competence and health for K-7 students.

The Student Learning Survey will continue to provide us data on our Reconciliation work.

We will continue to share data and student growth with students through celebrations and with our school community through PAC meetings and eNews.

2023-2024 School Learning Plan

SCHOOL STORY

John Henderson Elementary School is named after John Henderson (1880-1968) who was a Vancouver engineer and School Trustee. With deep gratitude and respect, we acknowledge the school is located on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh) Nation. The school grounds are shared on the west side with Sunset Park, and this allows the students to have access to additional green space, a rock theatre, a larger playground, and a large grass playing field. Also, the school has its own smaller playground on the east side and a space net climbing area.

The school building is mostly one level but has a second floor on the south side and is wheelchair accessible. Henderson school has a population of more than 530 students. The population comes from diverse socio-economic backgrounds and has a multi-ethnic composition with over 31 languages other than English being spoken at home. Henderson has a part-time literacy teacher focusing on literacy development and early intervention. There is a highly active and well attended StrongStart Centre that works with caregivers and children under five. A full-time Youth and Family Worker supports the community with food security, community programming, and social-emotional learning. Henderson is fortunate to have onsite before and after-school care provided by the South Slope YMCA. Many families also use the school-age care program provided by Sunset Community Centre.

Henderson celebrated progress toward the Education Plan goals of student achievement, self-regulation, equity, student engagement, and reconciliation in 2023/2024 by continuing to build community by class collaborations across grade groups and intentionally supporting Social Emotional Learning (SEL) programming and social justice. Research shows that social emotional learning positively impacts the overall well-being of children and youth. There are many events at Henderson that are organized to connect us as a community such as the Scholastic Book Fair, the annual winter concert, the garden club, the drama club, and extra-curricular sports teams, including cross country, volleyball, basketball, badminton, track, and field, and ultimate. Students continue to strengthen citizenship by participating in many of the leadership activities offered which include Student Council, Hawk Helpers on the playground and in the lunchroom, library monitors, and assembly leaders.

Henderson has a devoted staff who provide inclusive, inquiry-based, hands-on learning opportunities for all students to develop their many talents and strengths. Staff also work closely with the community to further connections. The Firefighters Snack Fund and Food4Schools Lunch Program, Little Mountain Neighbourhood House, South Vancouver Neighbourhood House, Sunset Community Centre, the One-to-One Literacy Volunteer program, Arts Umbrella, and the Artist in Residence

Program (AIRS) are well established in the school. Henderson is also supported by the John Oliver Community Schools Team, which provides programs after school and during school breaks such as the Schools Out program. To further build community and connection, the Henderson Parent Advisory Council (PAC) offers many exciting events including pizza days, family movie nights, and seasonal community building activities like a school-wide family skating afternoon at Sunset Ice Rink. We have an active, supportive parent community that volunteers to support school projects such as garden club, the Nest's Story Studio (library) and updated diverse book collections for our primary classes.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Henderson community of 537 learners come from diverse backgrounds with the many being first- and second-generation Canadians. About 57% of our students are English Language Learners, with 28 different languages spoken at home. The multi-ethnic composition of the student population is mostly South Asian (Punjabi being the most common), Filipino and Latino. Approximately 2% of the school population identifies as Indigenous and approximately 9% of our students are ministry designated with special needs. Henderson students are well cared for at home, and school is valued, however as most of our students and their families are navigating a second language and culture, they have an additional layer of complexity to work through that other families do not. Many of our families have students involved in a variety of out-of-school programs within the community. Other Henderson families have less access to programs and for those students, school is their only social connection to their peers and the only place they have opportunities to socialize.

Through anecdotal conversations with students and staff, it is evident that our students are seeking connections, and it is important to them to build relationships with peers and staff. Our students enjoy coming to school to be with their friends. We have been incorporating inquiry, experiential learning, and outdoor education to help engage all learners. Learning is supported at home, but not all Henderson families have the skills or access to resources to support students with English language learning or diverse learning needs.

As we have students entering school with signs of anxiety and trauma because of the pandemic, intergenerational trauma, and trauma from current social justice issues here in Canada and in their countries of origin, we see social emotional issues as frequently getting in the way of learning. We are also helping many new immigrant and refugee families from various parts of the world integrate into the community. We continue to develop the ability to reflect on personal values and beliefs while still respecting those of others. For newcomer families, many students have not had the opportunity to develop school readiness skills.

We know that students need to feel connected and that a nurturing, caring relationship with others in the school is vital to enhance the social emotional well-being, increase motivation and engagement in learning for school to be a success. Based on the recent informal student learning survey, we found that regarding "the number of adults at school who care about you," 93% of students reported having at least 2 adults, and 40% identified 4 or more adults who care about them.

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

Goal 1 - Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

As our intentional focus on connection is to be moving data in a positive direction, we will continue to refine our inquiry question of increasing engagement in learning, we will modify our inquiry question to: if we focus on building community, will we see increased engagement in learning? In 2024-2025 school year we will track data that reflects the connection to adults in the school.

We are working on using the *Literacy Framework* and *P3P Supports* with our primary team and Literacy Enhancement teacher. We have had the primary team attend Heather Wilms' workshops offered by the district. We have increased our primary team meetings to share our learning and to create a scope and sequence that makes sense for our school. Our entire primary team uses the *Heggerty* program to develop phonemic awareness. We have ordered and implemented *Rime Magic* for the K-7s, a research-based, phonics program that focuses on the rime (the vowel and consonant combination), which helps drive word analysis. Our intermediate team also uses decodable novels which provide age-appropriate and reading-level appropriate opportunities for our struggling older readers. We will add a literacy data set to intentionally highlight the relationship between connection and learning. According to our current Summary of Learning data (report cards) just under fifty percent of our students are 'proficient' or 'extending' in literacy.

We have started our journey, exploring ways to increase the development of numeracy in our students. This past year, our upper-intermediate students participated in several nation-wide math contests. This ignited a desire in many students to ask for further ways to challenge their math knowledge. Our primary classes have embraced embedding numeracy into daily games to instill a love of math. A cohort of our teachers have started looking at *Mathology*, a Canadian math program which embeds Indigenous learning and stories into the curriculum. Both primary and intermediate teachers attended the *Math Playground* workshop, intending to bring fun to math lessons, to engage all learners. We will add a numeracy data set to intentionally highlight the relationship between connection and learning. According to our current Summary of Learning data (report cards) sixty-five percent of our students are 'proficient' or 'extending' in literacy.

Henderson is a school that embraces improving physical and mental wellbeing. Our committed staff provides opportunities for our intermediate grades to join all district sports teams. Our primary teachers offer students physical education activities such as *Marafun*, *Gardening Club*, and *Arts Umbrella Dance Workshops*. This year our grade 7s are going back to Camp and have embraced outdoor education throughout the year, with some even participating in a weekly Forest School at Central Park. Also, for the last few years, our entire school has participated in *The International Day of Play*, where children learn how to explore and wonder, connect ideas and experiences, and gain a deeper understanding of the world. "When children play, they develop essential life skills, which are fundamental to their own and society's progress." This supports both the physical and mental well-being of all our students. Additionally, Henderson has adopted *Second Step* as a school wide SEL curriculum to help the students develop skills in Social Emotional Learning (SEL). We have also been exploring the Seven Grandfather Teachings and Character Traits.

Henderson is committed to creating an environment where everyone feels that they belong. We have recognized, taught about, and celebrated the diverse community we are in by highlighting the histories, holidays and cultures of all equity deserving groups. We have committed to using story and picture books as described by Rudine Sims Bishop as “windows, mirrors and sliding glass doors.” Children need to see others like themselves and their community within the curriculum. We have spent the last several years acquiring diverse books. Whenever possible, we bring in guest speakers and performers that help us learn more about the various cultures that make up our community.

Improve equity

Our entire staff have attended Sensory Motor Labs workshops put on by the District Inclusion Support Team, with the district team also providing additional school-based support as well as offsite workshops for our support staff. The strategies that our staff have learned and have implemented with our students allow for better student self-regulation, which supports equity in accessing and demonstrating authentic student learning.

We will continue to learn and utilize strategies to meet the needs of diverse learners through the Response to Intervention (RTI) Model and inclusion practices in Universal Design for Learning (UDL). We have utilized the RTI model to inform our decisions around school organization and distribution of support. Next year we are hoping to have more workshops on universal design as we continue to meet the individual needs of our learners.

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

We celebrate diversity and recognize cultural identity. By celebrating the similar but unique aspects of cultures represented in our school, we can relate to the experiences of others. This includes relating our family immigrant history to that of the First Peoples’ experience with Early European Settlers. We can relate, compare, and contrast experiences.

We continue to focus on the First People’s Principles Learning: Learning ultimately supports the well-being of the self, family, the community, the land, the spirits, and the ancestors. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.) Learning involves recognizing the consequence of one’s actions. Learning involves generational roles and responsibilities. Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story. Learning involves patience and time. Learning requires exploration of one’s identity. Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

All school-wide events begin with the official VSB land acknowledgement, as well as the Coast Salish Anthem at all larger gatherings.

This year, our Grade 6 and 7 students learned about the significance of drums for our host nations and made drums, which were gifted to the school, for all classes to use. The rest of the school is scheduled to make Indigenous rattles to be shared by the entire school.

Several of our classes participated in the First Nations Festival Workshops and brought their learning back to the entire school community. Several teachers at Henderson are currently enrolled in Indigenous online courses through a variety of universities and schools and share their learning with the teaching staff. Carolyn Roberts provided professional development to help our school decolonize and indigenize our practice.

Our intermediate students have been studying land acknowledgements since the beginning of September. Through the year, they have been creating their own, personalized land acknowledgements, deepening their understanding of them. They have added a personal commitment and appreciation for the land. All of this was put into a student-created book that we are having printed for every class to have a copy of and a set for the library to lend to students to take home.

HOW WILL WE KNOW WE'RE ON TRACK?

Through our monitoring, assessing, and collecting of evidence, we will know we are on track by seeing improvement in the data and through feedback from staff, students, and parents.

We will use qualitative data sets. We will continue to monitor student achievement through feedback from staff, students, and parents. We will continue to look at student self-reflections, stories and anecdotal evidence. We will use the SEL Rubric to assess growth and development over time of student self-regulation and resiliency. The school climate, relationships between students, staff and parents will help provide authentic indicators of how well we are doing to create a positive environment where all are willing and excited to be involved and engaged with learning at school.

We will use quantitative data sets. We analyze FSA (Foundation Skills Assessments), CSL, Student Learning Survey, MDI, EDI and CSL data. We will continue to offer opportunities to strengthen physical and mental well-being and belonging through opportunities to participate in activities and develop SEL (Social Emotional Learning) skills within the classroom and school. We will be celebrating our successes as a community through newsletters, displays, PA announcements, assemblies, PAC meetings, and community gatherings.

2023-2024 School Learning Plan

SCHOOL STORY

Henry Hudson Elementary was first established in 1911 and is located in the Kitsilano area of Vancouver. The school is located on the traditional and ancestral territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh) Nation. Henry Hudson is home to 360 learners from a wide range of socio-economic backgrounds. The diversity as a school community is evident in the 84 home languages spoken among our learners. We are a dual track school with an English and French program. The French program is slowly being phased out to accommodate an increase in enrollment with learners from the school neighbourhood. This year our French Immersion program includes learners from Grade 4 to 7.

The school began construction for a Ministry approved and funded seismic school replacement in September 2022. We are now in the project's construction stage with projected completion of phase one in the fall of 2024.

At Hudson, our dedicated staff offer opportunities to participate in a range of clubs and extra-curricular sports teams. Our sports program includes cross country, volleyball, basketball, track and field, ultimate frisbee, and badminton. We have an Indigenous Enhancement Worker at Hudson that has been a tremendous support for students, staff, and families. We have continued to receive support from the Kitsilano Community Support Team through a variety of after school activities for students, camps during winter, spring and summer break, as well as, with transitioning to high school for the grade 7 students. Finally, we have a PAC Executive that is creating a renewed sense of community amongst parents through monthly in-person PAC meetings, a Winter Fair, and Spring Carnival amongst other events.

Hudson Elementary values building open and respectful relations with the community of parents from the school. Communication between the school and the parent community allows the school to collaborate with parents to support all students in their learning.

The school staff value creating authentic and hands-on learning opportunities through land-based including areas such as Vanier Park, Kits/Jericho Beach, Seaforth Peace Park, and Connaught Park. This encourages students to inquire about the land, to ask questions about the natural processes that they are observing, and to think deeply about the world around them. As a school community we are re-

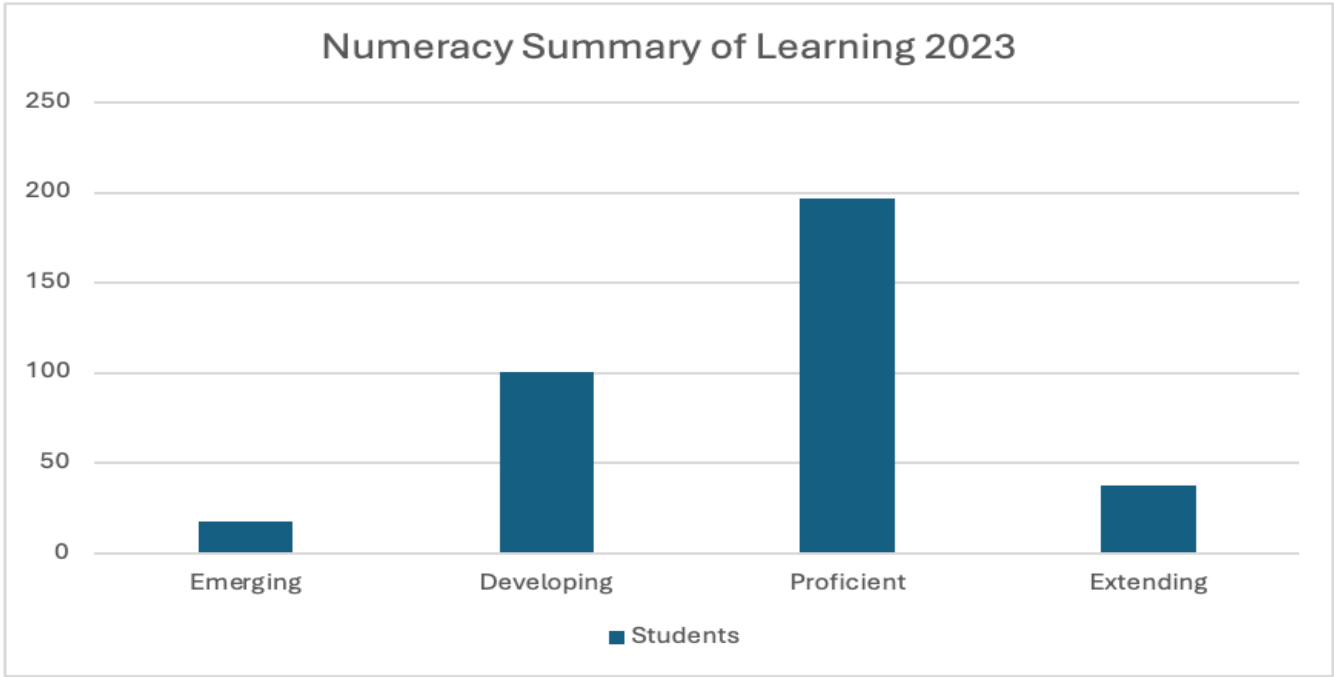
envisioning with rightholders and stakeholders how we can create equitable learning environments that promote collaboration, inquiry, flexible thinking, and independence.

Through a dedication to equity and inclusion, Hudson Elementary plays a vital role in building strong connections within a diverse community of learners which empowers students to thrive academically and socially.

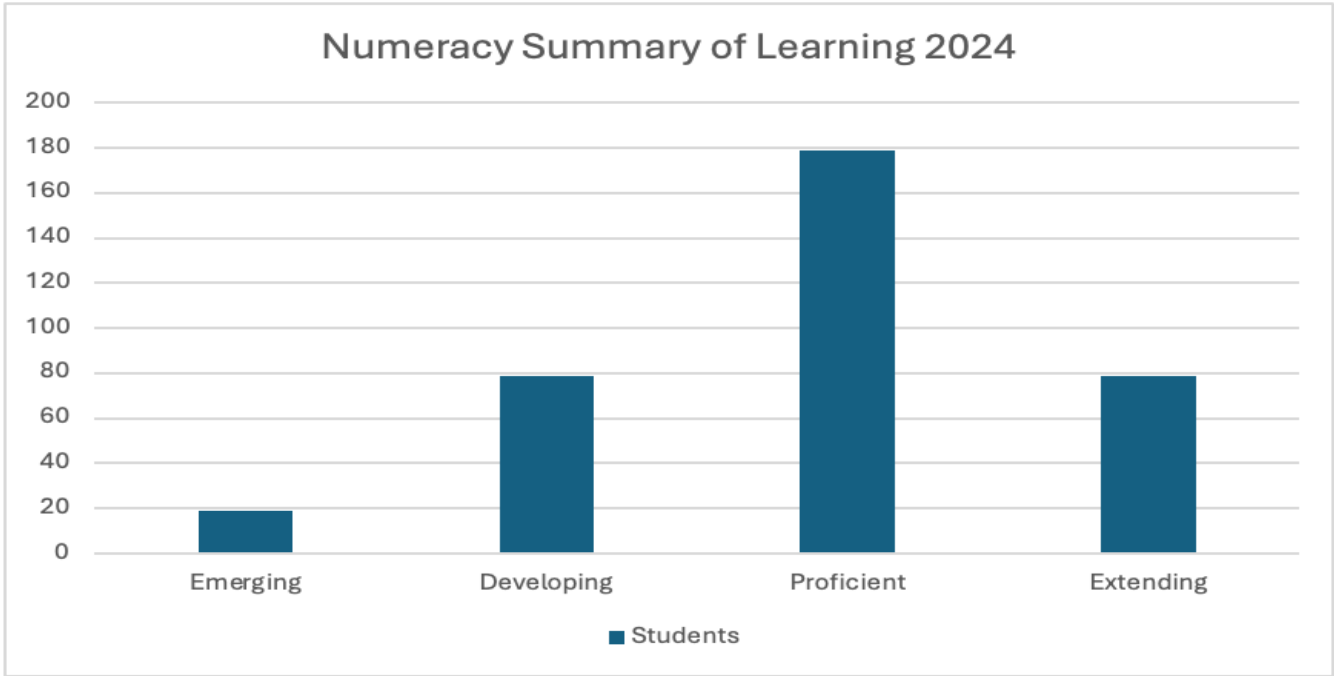
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners that attend Hudson are a vibrant and diverse group. The diversity within the school community means staff use a comprehensive approach that values individual learning styles, cultural backgrounds, and empowers student voice. Students in the community are active learners who enjoy exploring a variety of environments to enhance their learning and allow for land-based education in the Kitsilano area. Land-based learning offers a vibrant environment for experiential and hands-on learning that fosters and deepens connections between students and the natural environment. Students benefit from inclusive learning spaces that acknowledge their diverse lived experiences and stories of all students. We know that actively incorporating culturally relevant practices such as oral storytelling and land-based education allows students to connect with the curriculum to enhance learning opportunities. Furthermore, students benefit from kinesthetic learning opportunities that allow for hand-on exploration and meaningful engagement with the learning. Finally, the students at Hudson benefit greatly from a strong sense of community and belonging to the learning environment. This strong sense of community is best created through open communication, collaboration, and supportive learning environments. This strong sense of community will continue to develop as we transition into the new learning space in the fall next year.

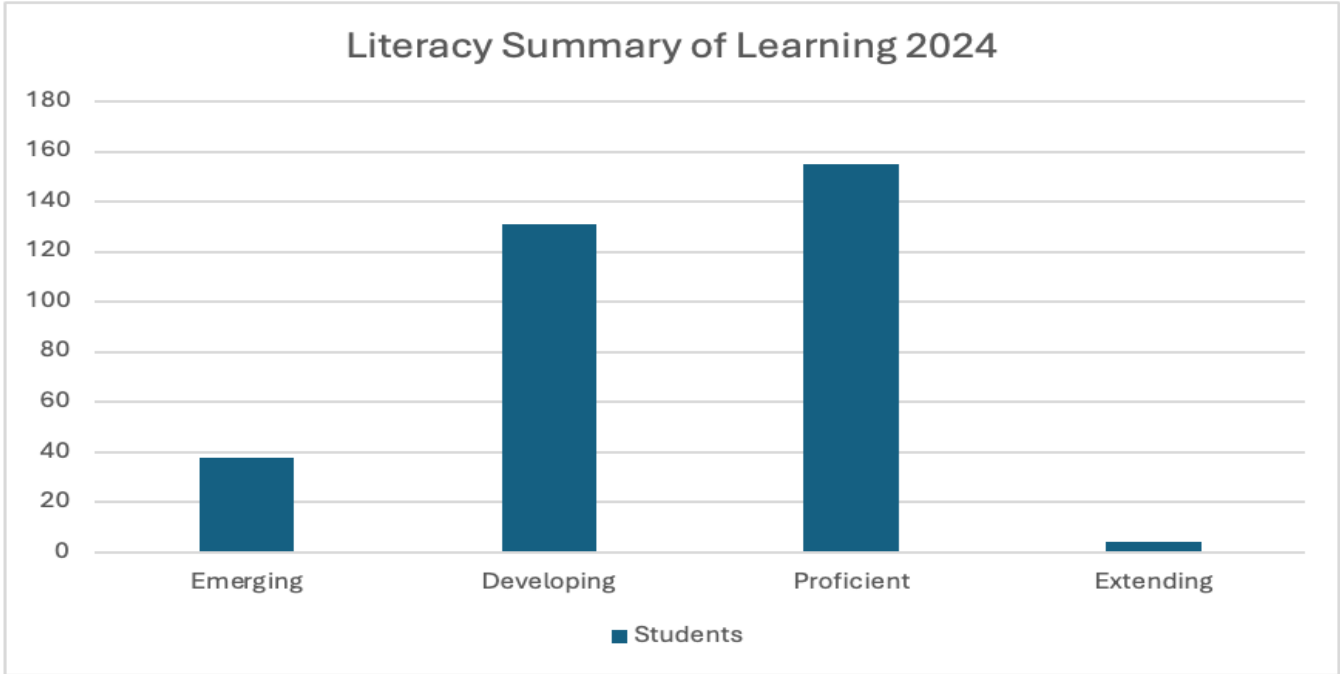
In our baseline assessment from our Communicating Student Learning Final Reports from 2023, we found that the majority of our primary and intermediate students were in the Developing to Proficient range for numeracy (see graph below).



In our updated data from the Communicating Student Learning Summary of Learning Reports, we found that most of the primary and intermediate students were in the Developing to Proficient range for numeracy (see graph below). This continues to show that we are on the right track with our interventions and targeted instruction.



In our baseline assessment from our Communicating Student Learning Final Reports from 2023, we found that most of the primary and intermediate students were in the Developing to Proficient range for literacy (see graph below). We look forward to continuing our learning journey in collaboration with the District to improve literacy at Hudson.



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 are trying to link physical and mental well-being and sense of belonging through land-based learning. This year we continued to focus our energy on activities and initiatives that have: decreased stress and anxiety in students, fostered a sense of belonging, strengthened student engagement, nurtured self-regulation and independence, created a culture of care and connected students to the learning community at Hudson. These include reinforcing calming technique, baskets of fidget toys in most primary and intermediate classes and in the office, classroom circles/meetings to start or end the day, body breaks, creative mindfulness videos played after recess/lunch in classrooms, calming corners with soft furniture and calm down materials, etc.

To improve student achievement in literacy at Hudson this year we had a Literacy in Residence teacher for term one working with all our primary teachers and classes to strengthen the understanding of the District Responsive Literacy Framework. From these mentoring sessions teachers used readers theatre, plays, and poetry slams to engage learners in a variety of ways. For the intermediate classes, they created their own scripts and performed oral pieces with mentoring from actors from Arts Umbrella and Bard on the Beach. For professional development, all staff attended various District-wide literacy

workshops throughout the year to help improve student achievement and engage reluctant and struggling learners. With the help of student leaders in grade 7, we created a buddy reading program every day in term two to help individual students in grade 1 improve their reading fluency with daily practice. To wrap up the year, in term 3 our primary team held before school sessions twice a week for struggling readers in small groups with targeted intervention.

To improve student achievement in numeracy at Hudson this year, staff engaged in a variety of professional development opportunities at Hudson and within the District. To start each staff meeting, we explored Indigenous math games, hands-on learning materials with real life math situations and how to incorporate technology as a tool. To facilitate student and staff learning, we created a “Thinking Classroom” (Peter Liljedah), to ensure practices for thinking that create an ideal setting for deeper mathematics learning to occur. When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.

Improve equity

Our focus of continuing to improve equity for all learners has shown improvement over the year. Hudson Elementary is committed to fostering an increasingly equitable environment for all learners. Reconciliation remains a focus throughout the school community reconciliation through our land acknowledgements, learning and unlearning through an indigenous lens, land-based learning field studies, and various presentations throughout the year. Most importantly there is meaningful integration of Indigenous learning into the school day such as visits to Camosun Bog, playing Indigenous math games, and hands-on learning workshops with elders. As a staff, we had three presentations this school year from one of the District Diversity, Equity, and Inclusion (DEI) consultant which aided in building a deeper understanding of many DEI issues and how to better understand incidents of racism and oppression within the school community. Furthermore, our staff have embraced the District inclusive school calendar with diversity of celebrations such as (but not limited to) Diwali, Persian New Year, and Lunar New Year being celebrated in classrooms. Hudson emphasizes creating a more inclusive environment through extracurriculars such as Diversity Club and school-wide celebrations like Rainbow Day.

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

Our focus of continuing to embed the First Peoples Principles of Learning into all areas of teaching has improved numeracy by:

- Maintaining shared ownership and mutual respect;
- Creating learning environments where Indigenous students are safe and respected;
- Honouring the people, traditional territories and teaching of the Musqueam, Squamish and Tsleil Waututh peoples and those students, families and community members who are First Nations, Metis, or Inuit;
- Acknowledging the traditional teachings of the Elders and the intrinsic value of Indigenous cultures and beliefs.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to use the data from communicating student learning written updates (report cards), the MDI survey and the Student Learning Survey so staff can track progress in all areas. This will also help ensure that we are responding and embed the First Peoples' Principles of Learning effectively. We anticipate that change will be gradual and challenging at times, as we are shifting traditional ways of thinking about numeracy to include a greater connection with the curriculum.

We will continue to make use of survey data (Student Learning Surveys, Middle Years Development Instrument, BC Adolescent Health Survey, etc.), student focus groups and anecdotal reports to monitor our progress. We have established baselines for improving student achievement in literacy and numeracy with our various assessment tools and can gauge progress from there over the next 2 years to look at the learner through a holistic lens.

2023-2024 School Learning Plan

SCHOOL STORY

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).

Dr. Annie B. Jamieson Elementary School is located just south of Oakridge at 6350 Tisdall Street, adjacent to Tisdall Park. A seismic upgrade was completed in November of 2018.

Our school enrolled approximately 508 students for the 2023-24 school year. Twenty-seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our ELL students.

Jamieson is home to an award winning Strings Program, which has received consecutive accolades from the CBC Canadian Music Challenge dating back to 2016. Strings is provided through our school prep schedule to Grade 4-7 students. Approximately 265 Jamieson students participate in the program.

Jamieson has a staff of 53 who are committed to fostering a safe and caring environment for our students. They are dedicated to supporting student academic growth and achievement and overall wellbeing. Our school resource teachers work collaboratively with classroom teachers to support student learning needs. In addition, Jamieson staff are committed to working with parents as partners in education and connect regularly, both formally and informally, to support student learning and growth.

Jamieson offers a range of sports and extra-curricular activities. This year, we had Junior and Senior Basketball, Badminton, Cross Country, Volleyball, Soccer and Track and Field. We also have other activities focused on social responsibility and leadership, including the Jamieson Playground Buddies (intermediate student helpers), Library Monitors, Student Announcers, Lunch Buddies (intermediate student helpers) and School Safety Patrol (crosswalk).

Jamieson has a strong and actively engaged Parent Advisory Council (PAC). Many parents volunteer to support a variety of activities such as field trips, our hot lunch program, and other special events at our school. The PAC funded our school mural, which was installed in 2023, next to our school garden. The PAC runs a hot lunch program three days a week to raise funds to support programs offered at the school.

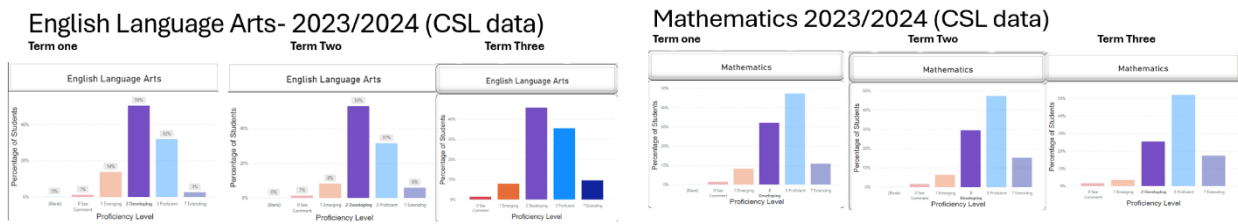
The Jamieson School Code of Conduct is based on Respect: Respect for Self, Respect for Others, Respect for the Community. Our code of conduct is embedded into our school planning, school culture and school activities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Jamieson is a diverse and vibrant community of learners with 49% of our students speaking a language other than English at home. Twenty- seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our English Language Learners (ELL). There are no students who self- identify as Indigenous. In our school, 5% of our students are diverse learners with a Ministry designation.

We have an experienced Resource team who work with students who are learning English. Through close collaboration with classroom teachers and our Student Support Workers (SSWs), the Resource team help to identify early and work with, students who need additional academic, social- emotional, medical and behavioural support.

Students at Jamieson are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic and social success. Report card data shows that they possess a growth mindset, are academically strong, motivated, and work hard to achieve high academic performance. Report card data through the Communicating Student Learning tool shows that our students make steady progress throughout the school year in Language Arts and Math.



Data from the Grade 4 and Grade 7 Student Learning Surveys shows that our students are confident that they are making progress in these subjects. This confidence is reflected in the number of students volunteering to present their projects in whole school assemblies and who choose to enter the GAUSS Math contest.

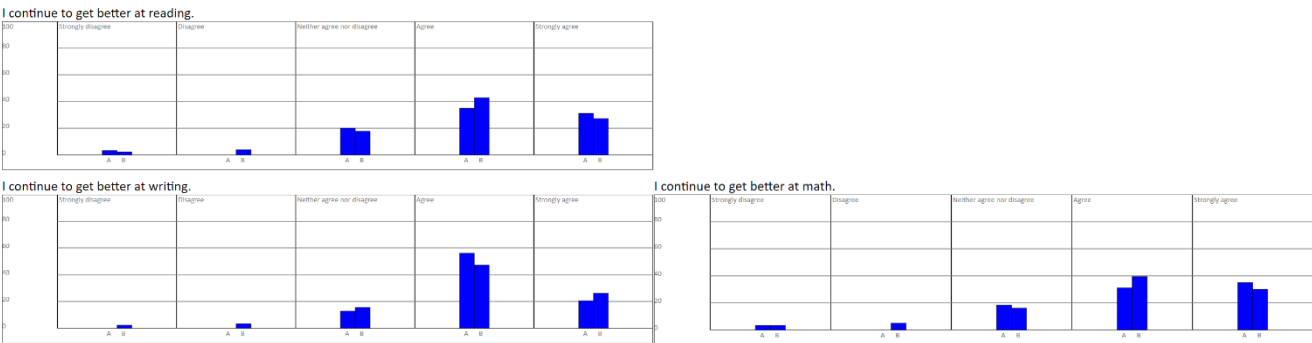
Grade 4 Student Learning Survey

A: Dr Annie B Jamieson Elementary
B: District



Grade 7 Student Learning Survey

A: Dr Annie B Jamieson Elementary
B: District



Student voice, from the Open Parachute social -emotional learning program (Intermediate students) the mini-DESSA (Primary students) student learning surveys (grades 4 and 7) and the Middle Years Development Instrument (MDI) show that the learners at Jamieson continue to work on digital literacy, critical thinking, time management, prioritizing, conflict resolution, and creativity. Students also continue to learn strategies to solve problems, to focus during class time and to be accepting and patient of those students who have diverse needs and learning challenges.

Data from the Grade 4 and Grade 7 Student Learning Surveys show that most students at Jamieson have a strong sense of belonging and feel happy at school.

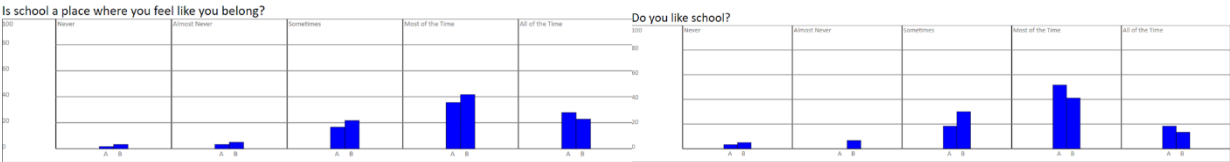
Grade 4 Student Learning Survey

A: Dr Annie B Jamieson Elementary
B: District



Grade 7 Student Learning Survey

A: Dr Annie B Jamieson Elementary
B: District



Anecdotal evidence is that our students are respectful to their teachers and peers, kind- hearted, and interact positively with others, displaying good interpersonal skills. Our learners are dedicated, productive, dependable, and welcome friendly competition. Additionally, they are enthusiastic, motivated, and polite, with a strong sense of community and acceptance, recognizing their privilege and willing to help those in need.

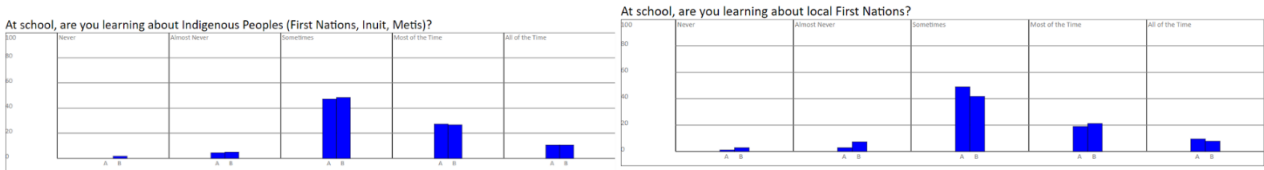
For many years, Jamieson Elementary was a dual track school, housing the District Mandarin Bilingual Program. The program was phased out and this is the first year without the program. As a result, there has been a change

in the student population with an increase in the number of students with Ministry designations. Staff is accessing District personnel and resources to ensure that the curriculum meets the needs of these learners and to ensure that the community is inclusive of their needs.

The results of the Grade 4 and Grade 7 Student Learning Surveys show that while our learners report that they are learning about Indigenous Peoples and local First Nations, there are opportunities for us to increase our works towards reconciliation.

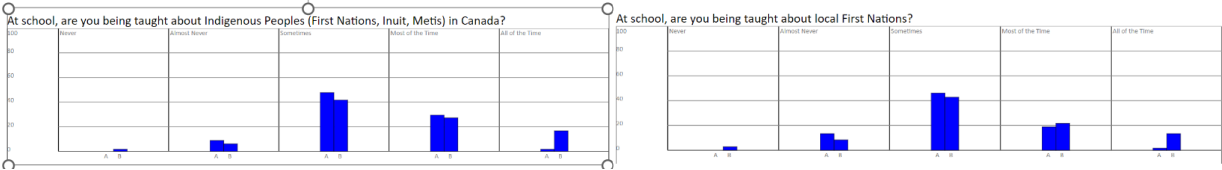
Grade 4 Student Learning Survey

A: Dr Annie B Jamieson Elementary
B: District



Grade 7 Student Learning Survey

A: Dr Annie B Jamieson Elementary
B: District



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

The school goals have been selected to address the three aspects of the Vancouver School District Education Plan.

At Jamieson Elementary school, we recognize that literacy and numeracy skills are essential foundations for lifelong learning. To improve student achievement, we ensure that there are opportunities for developing, consolidating and extending these skills by embedding them into our extensive Science Technology Engineering Art and Math (STEAM) programs. Experiential learning through projects such as the Young Entrepreneur Show, the BC Heritage Fair, the District Science Fair and the outdoor garden are especially valuable for our students who are English Language Learners.

We plan to expand our use of outdoor spaces and local natural areas such as beaches and parks. We would like to explore how outdoor education can facilitate more cross-curricular teaching opportunities, environmental stewardship and make greater connections to the First Peoples Principles of Learning, including learning about the history of the land on which Jamieson Elementary School is situated.

To promote students' physical and mental wellbeing and to promote teamwork and sportsmanship, the school offers physical activities such as a popular Track and Field program, Cross country, badminton and basketball, the Hip Hop dance program and the Saleema Noon Sexual Health Education program. After school programming from the Community School Team has a focus on physical literacy for Primary students. Parents have supported the organisation of a Junior and Senior choir program, and we have an annual Talent Show in which students share their creative and sporting passions. In addition to the Strings program, enrichment opportunities offered by the school include the STEAM Destination Imagination program, in which the school has experienced success at a Provincial level for the past several years.

There are opportunities for students to learn about social justice issues, to become more empathetic, caring and knowledgeable citizens through student leadership, service to the community and volunteering. Almost all Intermediate students participate in at least one of the following activities: the Spirit Team, the Grade 7 Graduation Committee, Assembly leaders, PA Announcers, Safety Patrol, Playground Buddies, Library Monitors Lunch Monitors. There is a group of grade five students who have successfully applied for District funds to sponsor their peer group digital story illustration initiative.

Improve equity

At Jamieson Elementary, equity is a fundamental principle that guides our educational approach. It means ensuring that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English Language Learner, has a Ministry designation, or comes from a different cultural background, we provide targeted assistance to help them succeed.

We allocate resources fairly and strategically. This includes access to technology, learning materials, field trips, extracurricular activities, and support services. Through our connections and knowledge of families, we actively seek out opportunities to bridge any gaps.

Our educators engage in culturally responsive teaching practices. Staff participate in Professional Development to improve understanding of diversity, equity and inclusion. We celebrate diversity, promote understanding and incorporate students' cultural backgrounds into the curriculum. By doing so, we honour their identities and create a positive learning atmosphere.

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

We will continue to integrate Indigenous learning into the curriculum through various activities and lessons while incorporating the First Peoples Principles of Learning. Activities include and are not limited to, planting in the school garden, arts projects, field trips to the Musqueam First Nation and The Museum of Vancouver, guest speakers and performances, theatre trips, P.A. announcements, First Nations Feast and flag raising ceremonies.

Our Professional Development days next year have been organised to address our identified needs in continuing our learning as a staff towards embedding Indigenous content and knowledge across the curriculum. We will be attending the Hiwus Feasthouse First Nations experience on Grouse Mountain and participating in a Drum making workshop.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor the student results in academic achievement through report card data, FSA results, School Based Team discussions, Grade Wide Writes and the Student Learning Surveys.

To monitor our journey towards equity and greater Indigenous understanding, we will be also using Student Learning surveys, as well as information from Open Parachute. A further important way of gathering information will be 'street level data' as presented by Shane Safir (2021). *Street data is the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. Street data is asset based, building on culturally responsive education by focusing on what's right in our students, schools, and communities instead of seeking out what's wrong.*

Continued monitoring of school climate and interactions between students, staff, and parents offer realistic and authentic indicators of success, and reflect staff, student and parent voices. When there is a positive energy in the building, and a willingness and excitement to be involved, it is a signal that we are on the right track. Staff engagement and discussions about equity, demonstrated applications of the First Peoples Principles of Learning in class activities, displays and learning overviews, as well as in staff meeting and informal discussions are an important way to track progress in this area. These conversations are also a natural way to readjust our approaches by monitoring small successes and struggles. Readjustment can also take place when we receive formal results from formal testing, and this will be done by staff discussions through staff meetings and informal conversations.

To share learning and successes we will use some or all of the following avenues: monthly assemblies sharing student voice and celebrating the diversity, bulletin boards highlighting student work and learning, morning announcements shared by student teams over the PA system, progress reports and family conferences, staff regularly engaging each other and parents in conversations related to student social emotional development, communication skills, thinking and achievement newsletters.

2023-2024

School Learning Plan

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) & səliłwətaʔ (Tsleil-Waututh Nation).

SCHOOL STORY

John Oliver Secondary School catchment area falls within the South Vancouver-Fraser area of Vancouver. The school runs along 41st Avenue East and Fraser Street with the catchment extending south to the Fraser River, West to Main Street and East to Knight Street. The catchment is primarily single family residential, multi-dwelling apartments along with retail stores of all types along each of the main arteries.

John Oliver Secondary's diverse population is approximately 965 students, representing over 35 home languages being spoken. Over 65% of the population reports speaking a language other than English at home with Tagalog and Punjabi being the greatest percentages. Indigenous students comprise four percent of the school population. John Oliver students span the spectrum of academic abilities from gifted learners to those with learning challenges. Approximately eighteen percent of students are supported by Individual Education Plans.

John Oliver offers a strong, comprehensive curricular program designed to satisfy university, trades and college entrance requirements and prepare students for success in their chosen career trajectory. The school's strong academic focus is complemented with excellent visual and performing arts, technical, and technological programs. Our Technical Education program is one of the largest programs in the province for mechanics, metalwork, woodworking, and robotics where many students carry-on into post-secondary opportunities. Our growing Music program features our famous Jazz Band/Choir ensemble the 24 Carats and Culinary Arts program provides students with the opportunity to learn industry standard skills.

John Oliver secondary also hosts numerous District Programs including six unique special education programs from Life Skills to a Learning Support Program. These district special education programs provide small supportive classes and/or support for students without any designations to those with complex learning profiles. Depending on the program, the support provided focuses on building organizational and academic skills, to improving social, behavioral and communication skills. The last two district programs on site are the JO Digital Immersion Mini-School and the Take-A-Hike Alternative Program. The JO Digital Immersion Mini-School hosts an innovative digital component which includes mentorship from technology professionals and courses with digital focus along with the traditional courses and enhancement activities found at other Mini-Schools. The highly acclaimed Take-a-Hike Alternative Program is for students who thrive in a non-traditional classroom. The program focuses on all the academic courses while building self-confidence, motivation, and skills with weekly field trips and longer wilderness experiences.

John Oliver school has an impressive offering of extra-curricular activities, including a strong athletics program, and numerous clubs that celebrate cultural diversity, challenge the students' physical, intellectual, and creative abilities, and raise awareness of economic, social, and environmental issues, while offering opportunities for service and philanthropic work.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

This question was posed to the Staff as a whole and Department Heads on a subject/department basis and through student discussions and surveys. Overall, we found that our students are keen learners who have a genuine commitment to the school and the people within. They have good relationships with each other and have a good tolerance for differences. Our students value family and the JO community, show empathy and are attempting to be advocates for themselves by talking about their difficulties and challenges with each other and with counsellors. They are multi-skilled and diverse with a range of ability levels but all striving to reach their maximum potential

John Oliver students continue to develop their core competencies, building on their classroom experiences with critical and creative thinking. They are developing and fine tuning their ability to reframe their strengths and weaknesses by building on what they do well and using it to learn what they do not do well. This is developing their confidence as they learn to communicate their successes.

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

Over the next three years, by implementing Universal Design for Learning cross-curricular approaches, the school will show improvement in student achievement in Literacy and Numeracy across all learners. The improvement will be indicated in the number of students at or above proficient in the Numeracy 10 and Literacy 10 and 12 Provincial assessments.

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

Over the next three years the school, will actively promote cultural awareness, indigenous ways of knowing, and connection to self in order to further enhance equity and inclusion. We will monitor the Student Learning Survey for a positive trend in questions related to the previous statement.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor and modify our goals we will be using data from various sources:

- We will be looking for a positive trend over three years for our Literacy 10 and 12 and our Numeracy 10 Provincial Assessments compared to our historical results and a comparison to the district and provincial averages.
- At the same time, we will be monitoring our achievement levels for Mathematics classes and English classes as a base value for the Numeracy and Literacy assessments.
- We will be surveying our teachers to assess the impact of UDL strategies on building our students' competencies within all subject areas.
- We will be looking for positive trends in the Student Learning Survey on questions regarding equity and feelings of discrimination or bias. We will be expecting a trend towards feelings of more equitable conditions and away from feelings of discrimination or bias.
- We will be looking for positive trends in the Student Learning Survey on questions regarding learning about Indigenous Peoples and histories.

While our focus is to build our successes over a three-year window, we will be continually assessing and shifting strategies if needed. For instance, if we need more support to build capacity with UDL we will look to do that through our collaborative time and professional development activities.

2023-2024

School Learning Plan

SCHOOL STORY

Kerrisdale Elementary Annex is an early primary school for the English Program Kindergarten to Grade Two students in the Kerrisdale Elementary School catchment. The students and staff are fortunate to be learning and growing together at a school with a beautiful outdoor learning space, situated next to Malkin Park, that includes an expansive field, trees, a playground and a large under covered area. This outdoor space is used extensively to extend and enhance student and community learning. With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation) and the students make this acknowledgement daily during our morning announcements. The school currently has five divisions with ninety six students in attendance. Fifty seven percent of Kerrisdale Annex students are English Language Learners with Armenian, Bengali, Cantonese, Croatian, Kurdish, Turkish, Dutch, Korean, German, Indonesian, Japanese, Mandarin, Persian, Filipino, Spanish, Vietnamese and English among the first languages spoken by our families. Less than ten percent of the students have a ministry designation.

Kerrisdale Annex provides a safe learning environment where all staff know the names of the students and work together with the children to create a sense of belonging that respects and nurtures the development of the whole child as outlined as a primary goal in the District's Education Plan. The staff work collaboratively to build strong foundations in Literacy and Numeracy, and this year they are also focused on strengthening the social emotional well-being of the students. Emotional literacy is explicitly taught, and students are called on to support each other in creating a home away from home where all are happy to spend their days. Effective classroom literacy programs are supplemented with our Reading Recovery Program and our One-to-One Reading program which currently benefits from 2 community volunteers. Opportunities for student leadership include daily announcers, MCs at assemblies and playground helpers. Opportunities for curricular and extracurricular enrichment are available and over a third of our student population were on the cross-county team and are presently involved in floor hockey intramurals twice a week after school. The library is open to students and their families on Wednesday afternoons, and you can see parents, grandparents and caregivers enjoying a book together with their child/ren.

Kerrisdale Annex is a tight knit community with actively involved families and a hard-working PAC that is striving to provide fun, entertaining opportunities to build further connections within and between Kerrisdale Main School and the Annex as families often straddle the two campuses.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

All the students at Kerrisdale Annex can name more than one adult who believes in them and who they feel confident will support them when they need help. The students express that they are happy to be at school, show excitement for learning, and are generally eager to try new things such as field hockey, hip hop, track and field, Maker Club and baseball this year. Through our focused SEL goal this year, students are becoming better able to identify their feelings and are learning to identify what they can do to make amends when they have a disagreement with a friend.

SEL was chosen as the primary goal for Kerrisdale Annex as, since the pandemic, the staff noted that students were struggling to solve problems independently, accept responsibility for their actions, and lacked perseverance and resilience in the classroom and on the playground, resulting in more daily interventions and support from staff to work through issues after recess and lunch recess. The results of the EDI (Early Development Instrument) from 2021-2022 show that thirty eight percent of kindergarten students at Kerrisdale Annex are considered vulnerable on one or more of the five scales of the EDI compared to the VSB average of thirty five percent. Two of the scores on the EDI fell under the VSB averages for vulnerable students including Language and Cognitive Development and Communication Skills and General Knowledge. The first administration of the Devereux Student Strengths Assessment (DESSA) at the school also showed that almost twenty five percent of students at Kerrisdale Annex had an overall score in their Social Emotional Learning (SEL) that was lower than the school average.

Kerrisdale Annex is a CELI (collaborative early literacy intervention) school that has spent many years focusing on the literacy skills of the learners. Early literacy intervention continues to be a shared focus this year and the staff acknowledge the support and growth that the Reading Recovery program has provided for students. With an increase in the percentage of ELL students at the school this year (almost 60%), early intervention and targeted, high yield literacy strategies and programs become even more important.

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

The Kerrisdale Annex staff continues to value the significant positive impact that Reading Recovery has on the literacy achievements of students. With a significantly higher number of ELL students then projected (57%), some CELI time this year was used to support ELL learners in their classrooms, and staff have decided to recommit the time to fully implement CELI for the 2024-2025 school year. Two classes are already implementing and having success with some of the strategies and resources that were shared with the school in the Responsive Literacy Framework Kit, and we hope to support each other in further implementation of the grade level strategies in the spring and 2024-2025 school year. Performance Scale assessments on learning updates show that most students are either at the developing or proficient stages in Language Arts, with the biggest growth from term one to term two in the 2023-2024 school year being at the Grade One level which Reading Recovery, CELI, and our One-to-One Reading volunteers target. Based on the last 4 years of summative learning update data shared with families, literacy achievements are quite steady at the annex with only 1 to 3 students at the Emergent level in any grade and 46% to 57%* of students at the proficient or extending level in any grade (*Some fluctuation in percentage can be accounted for by past practices of placing students between performance scales). The staff see literacy as the primary focus in the school and have chosen to focus on developing a collaborative strategic model for implementing best practices through professional development for the 2024-2025 school year.

To address the social emotional needs of the students, teachers are implementing Second Step, Zones, The Little Spot Program, Circles, and a school wide positive behaviour support program that focuses on highlighting examples of kindness, growth mindset, teamwork and SEL skill sets with a different focus each month. The staff are working to create a common language to use with the students so that SEL skills can transfer more easily.

Improve equity

This year, the Annex welcomed a record number of students from the New Welcome Centre, many of whom are out of the Annex catchment. These families have been readily welcomed and supported by existing families. Recently, it has been noted that some families struggle with food security and other financial issues such as the extra cost of transit to get out of catchment students to and from school.

The school and PAC have found and continue to look for ways to ensure that all students receive what they need to be the best learners they can be, thus supporting another key focus of the District Education Plan: Equity for all learners. In the 2023-2024 school year Kerrisdale Annex had families supported by the district hot lunch program.

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

The Kerrisdale staff explicitly teaches students about reconciliation and Indigenous ways of knowing, learning and being with each other using picture books and other resources written by and representative of Indigenous people.

Most prevalently students have been practicing being in circle together to plan activities, set norms and goals for working together, and to work through problems/conflict. Along with reflecting on what each person can do for themselves to help them learn, we have also spent time discussing how we can support each other on our learning journeys. The students make a land acknowledgement to start each day through morning announcements as well as at all assemblies and will write their own class land acknowledgements in the spring. The newly established Kerrisdale Annex Leadership Team is also interested in working with a Musqueam elder or knowledge keeper to help them translate our school motto from Latin into hənq̓əmiṇəm and to consider having the motto have a more community centered focus (currently the motto is, 'Nihil Nisi Optimum' which translates to, 'Only our Best'). Follow up discussions with Kerrisdale Main have inspired the development of a joint committee to work on this endeavor. This year, two art projects displayed at the school had the students experimenting with colours, shapes, concepts and techniques modeled after well-known Haida artists. Students also used Indigenous ways of knowing when making self-reflections, such as a grade 1 student who stated that they use critical thinking like the salmon, stating, "I can be like the salmon by doing hard things. I think things through. I can find my way."

HOW WILL WE KNOW WE'RE ON TRACK?

We will know that we have made further progress with our SEL goal when the students can name their feelings and use a common language and process to work through disagreements, solve small problems independently, and approach learning challenges with an open and resilient mindset. We will also use interval administrations of the DESSA to track progress over time.

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Kerrisdale Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səliwətaʔ (Tsleil-Waututh Nation). Physically, the school building is situated on the traditional, ancestral, and unceded lands of the xwməθkwəyəm (Musqueam Nation). It is a multi-program school comprised of an English, French Immersion, and District FI MACC Program. The mainstream English program encompasses Grades 3-7 and complements the Kerrisdale Annex K-2 program. The French Immersion program incorporates Grades K-7. The FI MACC is a district program for High Ability Learners in Grades 5-7. Kerrisdale also participates in the International Student Program. The current population of the school is made up of an enrollment of 471 students and of 48 staff members. With PAC-funded playgrounds, outdoor classroom space, and community gardens, there are many opportunities for students to be a part of the school community and to engage in dynamic learning. These facilities and the school grounds at large allow for students to engage in diverse activities as individual classes, multi-class groupings, and in free play.

Our school mottos, Nihil Nisi Optimum (“Nothing but the Best”), and Is it kind? Is it safe? Is it fair? guide the students to develop both personally and as part of the greater community. Students are encouraged to reflect on their personal mission and set individual, academic, and social goals. This is enacted through student engagement in community-based activities such as class buddies, volunteering, leadership, extra-curricular activities and fundraising initiatives. We celebrate our learning through individual class, multi-class, and whole-school events and activities which include performances, assemblies, fairs and exhibits, theme days, and collaborative events.

Students are encouraged to participate in leadership initiatives through such engagements as Student Council and to maintain and develop a voice for students in the community by becoming involved in the initiation, planning, and creation of activities and events. The community is also supported by a very engaged PAC which helps to support students, staff, and the greater community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Kerrisdale is a diverse and vibrant community of learners with almost 40% of our students speaking a language other than English at home. Mandarin Chinese is the most predominant first language of our English Language Learners (ELL). There are a number of students who self-identify as Indigenous. In our school, 10% of our students are diverse learners with a Ministry designation. This information combines demographic data from all

of our programs – namely, mainstream English, district choice French Immersion, and district French Immersion MACC class.

We have an experienced team of educators who work with students from both mainstream English and choice French Immersion programs. Through close collaboration between classroom teachers, resource teachers, and Student Support Workers (SSWs), our learning team helps to identify early and work with all students, especially those who need additional academic, social-emotional, and behavioural support.

Students at Kerrisdale are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic and social success. Report card data shows that they possess a growth mindset, are academically strong, motivated, and work hard to achieve high academic performance. Anecdotal evidence is that they are respectful to their teachers and peers, kind-hearted, and interact positively with others, displaying good interpersonal skills.

Student voice, from the student learning surveys (grades 4 and 7) and the Middle Years Development Instrument (MDI) show that the learners at Kerrisdale continue to work on digital literacy, critical thinking, time management, prioritizing, conflict resolution, and creativity. Students also continue to learn strategies to solve problems, to focus during class time and to be accepting and patient of those students who have diverse needs and learning challenges.

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 literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge and phonemic awareness, which can support student's overall academic growth and their communication skills outside of school.

Examination of the demonstration of student through the indicated proficiency levels for English Language Arts in the CSL reports show the following trends:

Grade 3: Term 1

- Emerging: 28% (i.e. 28% of grade 3 students were at this proficiency level)
- Developing: 28%
- Proficient: 28%
- Extending: 14%

Grade 3: Term 3

- Emerging: 15%
- Developing: 38%
- Proficient: 28%
- Extending: 19%

Grade 6 & 7: Term 1

- Emerging: 12%
- Developing: 55%
- Proficient: 30%
- Extending: <5%

Grade 6 & 7: Term 3

- Emerging: 8%
- Developing: 43%
- Proficient: 32%
- Extending: 9%

It is positive to see that there is significant growth within the grade levels from the start of the year to the end of the year. We would like to focus on strategies to improve on students' literacy levels such that there isn't such an increased percentage of students who are at the developing level at the start of their intermediate years.

Building student vocabulary and comprehension skills will provide an equitable opportunity to access knowledge and decrease the gap between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework, one specific focus will be to support our students who are English Language Learners and continue to learn how to adapt programs throughout the year to meet these student needs.

Improve equity

At Kerrisdale, we strive to ensure that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. We recognize that each student is unique. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English language learner, has a disability, or comes from a different cultural background, we provide targeted assistance to help them succeed.

Equity requires us to identify and dismantle barriers that hinder student progress. These barriers can be related to race, culture, gender, religion, socioeconomic status, or individual experiences. By addressing these obstacles head-on, we create an inclusive environment where all students can participate fully. All students have equitable access to field trips and school experiences.

We allocate resources fairly and strategically. This includes access to technology, learning materials, extracurricular activities, and support services.

Our educators engage in culturally responsive teaching practices. Staff participate in Professional Development to improve understanding of diversity, equity and inclusion. We celebrate diversity, promote understanding, and incorporate students' cultural backgrounds into the curriculum. By doing so, we honor their identities and create a positive learning atmosphere.

Our goal is to ensure that every learner has an equal chance to succeed academically and thrive personally.

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

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

We are very proud that place-based learning has been our school's learning plan for the past few years. We continue to further explore how to engage learners in better understanding the diversity of our local heritage,

cultures, and environment. We continue to strive in strengthening traditional ties with our Annex and expand new ties with the community and the Musqueam people. Our students will continue to be encouraged to develop their citizenship and stewardship within their school, city, province, country and environment.

As a staff we will continue to engage in on-going professional development which included Indigenous focus days both on and offsite, book clubs and collaborative discussions with regards to place based learning opportunities.

Moving forward, we need to look at whole school reconciliation activities, in and outside of the classroom. Our most recent student learning surveys show that even though teachers are committed to our reconciliation journey, not enough in-class learning is happening in this area. While over 70% of our Grade 4 students answered that they sometimes/most of the time/all of the time learn about Indigenous Peoples at school, less than 25% of our Grade 7s could say the same. Our staff is looking at having professional development days next year focused on developing whole school learning events for our school. Another idea the staff is exploring is to focus on the National Truth and Reconciliation Commission's Calls to Action as a staff and make recommendations on what we can do at our school to support these actions.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our Student Learning Surveys, MDI/EDI, FSA, school-based surveys to parents, staff, and students. For our literacy goal, we will specifically look at student achievement data including the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports and see if we have made overall improvement in reading scores and communication. For our equity goal we hope to see that all students feel they can better access the curriculum with more direct teaching of vocabulary and access to technology. Finally, we hope to see more students reporting that they are learning more about Indigenous cultures, languages and history next year.

2023-2024 School Learning Plan

SCHOOL STORY

Killarney Secondary School serves a diverse student population of approximately 1600 students and is situated in the Southeast corner of Vancouver. Killarney offers a comprehensive program of studies for students. We offer a wide variety of course offerings including extensive Fine Arts (Theatre productions, Choir, Concert Band, and Orchestra) Applied Skills, Business Education, Cisco networking, an IT focused Mini School, three District Special Education programs, Technical Studies programs, and a large, comprehensive athletics program. There are many opportunities for students to connect with people, clubs, teams, performances, and the greater Killarney community. Dozens of school clubs, school presentations, student involvement in assemblies, and other points of connection help to create a sense of belonging for all students. Clubs include: Dance club, Mainstage Theatre Company, Operation smile, SPCA, book club, Anime club, VC packages Club, BC Children's hospital club, Robotics, Programming, Cybesecurity, esports, Filipino Cultural club, Killarney Pride Club, Ceramics, Anti-bullying, STEM, Girls for Business, World Vision, Cancer Awareness, Library, International Culture, Cycling, Dragonboat, Strategy Games, Good Guys, Model UN, Gardening, Key, Female empowerment, Japan, Finance and Accounting, Youth Music, Flight, Chess, Crochet, Physics Olympics, Poetry, Jazz band, and Muslim. BC School Sports Competitive Athletics include: cross-country, soccer, ultimate, badminton, volleyball, basketball, ice hockey, and the largest track and field team in the district.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of learners is very diverse in terms of cultural background, socioeconomic status, language, and learning needs and desires.

Overall, staff report that students are a pleasure to teach and engage with learning and assessment. Students are described as generally energetic, happy to be here, involved, diverse, helpful, and keen.

There are many opportunities for students to shine and students take advantage of these opportunities excelling in district and provincial competitions.

Staff note that the range of abilities within the classroom has increased dramatically. More and more anxiety and mental health issues. It has been noted that student ability to focus has declined and cell phone use/social media use has become significant and pervasive. There are 127 ELL students, 46 Indigenous students, 50 International students.

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

Continue to work collaboratively to implement cognitive and social-emotional strategies that will support an improvement in student achievement, physical well-being, and belonging. We plan to focus on ELL learners and neurodivergent learners; success will be demonstrated with improved course completion rates for these demographics.

Improve equity

Increase equity at the school through the participation and representation of equity-seeking groups in the school. We aim to provide extracurricular opportunities including clubs, student bodies, and the visible celebration of different cultural and ethnic events. We also seek to increase equity through eliminating gaps in achievement and outcome among students.

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

Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners. We plan to do this by Engaging and gathering with the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nations). And through continued staff acquisition and implementation of Indigenous teaching resources.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by considering the following data:

- Student survey results including our work with UBC Cyberteens study as well the Ministry Satisfaction Survey
- Ministry assessment results in literacy and numeracy
- School data on evaluation
- Assemblies for students and workshops for teachers regarding inclusive practices and mental health
- Utilization of district and community resources to build capacity for inclusive and equitable practices
- Student participation in extra-curricular activities
- Staff reflection and utilization of UDL, Microsoft Teams, First Nations Principles of Learning
- Students will be able to confidently discuss history and present circumstances of Indigenous people in Canada.
- Students will take tangible actions to defend the rights of others, including Indigenous peoples.
- Having access to Indigenous teaching resources and, most importantly, feeling comfortable to teach it respectfully. Students can make connection between themselves and reconciliation to be an active citizen in Canada as a newcomer.
- Increased engagement; increased attendance
- Engagement and participation of students helping peers
- Engagement and participation of non-teaching staff in activities and offerings for ELL students and Newcomers.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm , Skwxwú7mesh Úxwumixw & səliwətał.

In the heart of Vancouver's downtown West End, King George Secondary School is in the city's most densely populated and diverse community. Founded in 1914, the original King George building was situated at the corner of Burrard and Nelson. In 1963, the school was moved to our current location at Barclay and Denman, adjacent to the West End Community Centre. The original site is now home to the Wall Centre where there is a plaque on the grounds acknowledging the former building's site and history.

King George has a diverse population of approximately 650 students with the majority coming from our Downtown Family of elementary schools including Elsie Roy, Lord Roberts, Lord Roberts Annex and Crosstown. King George has one of the most culturally diverse student populations in the Vancouver School Board with over forty languages spoken. With such a diverse population, we pride ourselves on providing a safe, caring, inclusive, and supportive environment for our students. King George has a staff of 60 across many positions to support students and families in a variety of ways.

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs, helping to foster a community of inclusivity among our students.

In 2006, King George Secondary, along with Lord Roberts Elementary and Elsie Roy Elementary, became accredited International Baccalaureate (IB) schools hosting the Middle Years Programme (MYP). This program spans elementary to secondary including all students from grades six to ten. The philosophy for teaching and learning of the IB MYP is Holistic Learning, Intercultural Awareness, and Communication. The IB Programme's Global Contexts provide a framework for learning and connections between courses. The program uses the IB Approaches to Learning and the IB Learner Profiles to model and encourage global citizenship among our students.

In addition to the MYP and regular programming offered to our students, King George offers specialized programming: KG Catalyst Mini School. The KG Catalyst Mini program focuses on leadership, service-in-action and enriched academics.

With a proud tradition and family feel to the school, King George hosts a variety of community building events to enhance a sense of belonging. Yearly events include the Terry Fox run, a spring drama production, musical performances, Math and Science competitions, the MYP Personal Project Fair, and Fine Art projects in cooperation with the Vancouver Art Gallery.

King George works in cooperation with our numerous community partners and outside agencies, including the Community Schools Team (CST), the West End Community Centre (WECC), Vancouver Coastal Health (VCH), Gordon Neighbourhood House, School Aged Children and Youth (SACY), and our King George Alumni Association. We believe strongly that working closely with our community partners greatly enhances our school's culture and provides valuable opportunities for student success and well-being.

Our vision of success continues to include community learning, student engagement, critical thinking, lifelong learning, international-mindedness, development of communication skills, knowledge, passion and compassion. In short, our school community's purpose is to provide a positive, inclusive learning environment for all students.

King George does not offer any special programs within the building, and as such, the school has gone to great lengths to ensure that the diverse learning styles and needs of all our students are met and celebrated. Using a pedagogical and researched based approach referred to as Universal Design for Learning (UDL), the staff at King George have invested time, energy, and resources to develop a learning environment, where all students are successful, engaged in their learning and feel safe.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at King George have many strengths as learners and our school community fosters a strong sense of connection among students, allowing them to feel a deep bond with both their peers and the school. This connection is further enhanced by the prevalence of multi-grade interactions, creating an inclusive environment where students of all ages are accepted and respected. Our student body comprises individuals from diverse socioeconomic backgrounds. We celebrate this diversity and believe it enriches the learning experience by fostering cultural understanding and promoting inclusivity. Diversity and inclusion are highly valued within our school, and students show a willingness to advocate for themselves and others, making them exemplary members of our community. Interestingly, this strong sense of community has a profound impact on the students' choices, as they often decide to remain at our school despite being referred to other institutions for special programs.

One of the standout qualities of our students is their versatility, creativity, and innovation. They possess a remarkable ability to adapt to different situations and think outside the box, constantly coming up with fresh ideas and solutions. Their resilience shines through in the face of challenges, demonstrating a remarkable ability to bounce back and persevere. Moreover, our students are willing advocates for themselves, actively seeking opportunities to express their needs and assert their rights.

A strong emphasis on community is deeply ingrained within our students, as they exhibit a genuine concern for others and actively contribute to the betterment of their surroundings. This commitment to community is further reinforced by the diverse experiences our students bring with them, enriching the overall fabric of our school. In addition to being independent learners, our students are also receptive to feedback, and always willing to listen and improve. Our students exhibit a remarkable level of maturity and confidence when engaging in conversations with adults, showcasing their ability to articulate their thoughts and ideas with poise and clarity.

At King George, we place a strong emphasis on developing the skills necessary for successful self-directed learners. We believe in providing opportunities for students to take ownership of their learning and actively engage in community service. This approach not only helps them develop a sense of responsibility but also cultivates personal accountability and time-management skills. Particularly, we recognize the need to foster self-regulation in the use of personal electronics and social media. We provide guidance and support to help students develop a healthy balance in their digital lives, promoting responsible and mindful technology usage.

We strive to support our students in becoming active stakeholders in their own learning and fulfilling their academic commitments. We recognize the importance of fostering a sense of ownership and motivation within each student, enabling them to excel academically. We prioritize the development of perseverance and resilience among our students. We understand that facing challenges is an integral part of the learning process, and we equip our students with the necessary tools and mindset to overcome obstacles, learn from failures, and grow stronger.

We also prioritize the development of maturity in social relationships. Our goal is to create an inclusive and supportive environment that encourages students to engage in healthy interactions with their peers and staff. We believe that building strong interpersonal skills is crucial for their personal growth and future success. Additionally, we are committed to promoting mental health and overall wellness. We provide a nurturing environment that supports students' emotional well-being and helps them develop strategies to manage stress and cope with challenges effectively.

Overall, our program aims to create an educational environment that nurtures the holistic development of our students, empowering them to become responsible, self-directed learners who are well-prepared to navigate both academic and personal challenges. Information coming from the Newcomer Welcome Centre, psycho-educational testing and school counsellors indicate that students have a wide array of academic challenges. They include things such as: acquiring English competency, navigating secondary school as a neurodiverse learner and relating the curriculum to their own lives and future. Personal challenges that students experience are regularly connected to their mental health or socio-economic situations in their home and community and are often visible as poor attendance and/or connectedness to the school and thus overall achievement. Staff and students identify that connected learners who can identify a staff member who supports them and sees them as an individual, experience better outcomes at school.

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

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs and speaks more than forty languages in their homes.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Academic Strategies

UDL – Universal Design for Learning is essentially teaching to the diversity at King George. Instruction, activities and assessments meet the students where they are in their learning and provide opportunities for students to have multiple access points to the curriculum and to demonstrate their learning. Additionally, using a UDL approach to engage students in their learning and expression of their learning.

RTI – Response to Intervention is used across the school from the Pyramids of Intervention and how we deal with issues of discipline, to how students are supported by RISE classes. RTI will be used to schedule classes and support students in a new Math recovery model where two blocks of Learning Support Services are allocated to primarily support students in Junior Math (Grade 8 & 9) classes and in Workplace Math 10 and Workplace Math 11 classes. Results in the Numeracy 10 Assessment have been identified as an area where there is room for growth and improvement.

Academic Pyramid of Intervention – Following the school-wide RTI model, a progressive set of flexible interventions have been shared for staff to work with students and families if academic concerns are observed.

Attendance Pyramid of Intervention – Following the school-wide RTI model, a progressive set of flexible interventions has been shared for staff to work with students and families if attendance concerns are observed.

Goal 2 – Improve equity

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Social Strategies

Anti-Racism – Recognition of a diverse community, celebrating the cultural differences and accepting of students who have different backgrounds and beliefs. Students are supported by various multicultural workers, settlement workers, and the Indigenous Enhancement Teacher and participate in activities and projects in classes and clubs to build their knowledge and competencies in this area.

Trauma-Informed – Staff support students and families in a way that acknowledges that some in our community have experienced trauma. This means that there are appropriate boundaries for students, but that flexibility and support are also practiced helping them as learners and as people.

Leadership and Community Connections – Connecting and involving students in their city and school community will be a priority. A newly developing Grade 8 Leadership Model will support Grade 8s in their transition to secondary school life. Students enrolled in Senior Leadership are taught foundational leadership skills and then allowed to follow individual leadership passions in the areas of athletics leadership, community leadership, and peer tutoring.

The King George Catalyst Mini Program will begin with a renewed focus on community connections and a leadership focus as it continues to provide enrichment and immersion opportunities for students.

Community School Team programming begins with building connections to Grade 7 transition and building community among downtown family of schools. The Community School Team has many community connections with the City of Vancouver & non-profit organizations in Vancouver. The Community School Team works to support students in building leadership experience as they transition away from secondary school.

King George Secondary has a growing and evolving number of ways for students to connect to the school and to individualize their learning through participation in clubs and teams. KG Athletics offers a diverse offering of athletics opportunities in all seasons of the school calendar. There are opportunities for students to participate recreationally and competitively in more than twenty teams. Clubs and councils at KG vary from year to year based on student interest but usually include Student Council, Interact, SOGI club, and Green Team. We believe that students who are connected to the school through clubs, teams and service are more connected to the school, do better academically and share learning from their club with the rest of the student body.

Behaviour Pyramid of Intervention - Following the school-wide RTI, staff will take a progressive approach to issues of behaviour concern. They will align with the BC Core Competencies and the MYP Approaches to Learning.

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Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

All students enrolled in English 11, complete First Peoples English 11 so students meet Indigenous graduation requirements and learn about Indigenous history, and lived experience through Indigenous authors and storytellers. Social Justice classes recognize Red Dress Day in May with a sidewalk display, posters around the school and shared classroom resources. Metis elder invited in to work with First Peoples English 11 classes, Textiles 9-12 classes and Physical and Health Education classes to share knowledge, beading and traditional games. Land acknowledgement is used at all staff gatherings, assemblies, announcements and the Coast Salish anthem is shared at School-Leaving Ceremonies.

HOW WILL WE KNOW WE'RE ON TRACK?

Throughout the year staff will seek input from the community, parents/guardians, staff and students on how they observe if supports are successful. Some of the feedback will be data and others will be anecdotal.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

We will continue to discuss and seek feedback and observations from staff about our challenges and successes at staff meetings, Professional Development days and collaborative times throughout the year.

Review of academic results such as report cards and failure lists

Review of school and district results of Numeracy 10, Literacy 10, and Literacy 12 Assessments

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Goal 2 – Improve equity

Ministry of Education Student Learning Survey.

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

We will review the Indigenous success plans for each of our Indigenous students to ensure they are successful and to provide the necessary support when needed.

Indigenous Enhancement Worker will meet with students and families regularly to seek feedback

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, the students and staff of Sir Charles Kingsford-Smith Elementary School are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (Tsleil-Waututh Nation).

The school is in south-east Vancouver with a large outdoor play area with views of the North Shore mountains to the north and past the Fraser River to the south. The school was built in 1955 with an addition in 1958. The building underwent seismic upgrades and was reopened in 2018 and is now wheelchair accessible.

Kingsford-Smith Elementary has 13 divisions with students from kindergarten to grade 7 and has approximately 300 students and 35 staff. Students at Kingsford-Smith come from a variety of cultures and bring with them many experiences to share with the community. Many students at Kingsford-Smith have a first language other than English and are learning English together with the support of our staff.

Students' educational needs are supported in the classroom by their teachers, and outside the classroom by resource teachers. We have an area counsellor and access to an educational psychologist. We have a dedicated group of support workers who help several of our students with special needs.

Upper intermediate students may choose to participate in a variety of before and after school athletic programs, and there is a comprehensive physical education program taught by a specialist teacher for all grades. Every student has weekly access to our school library and is invited to join a schoolwide home reading program.

Our Kingsford-Smith mission statement states that our school is committed to support engaged learners, caring communities, and an inclusive school environment. As a school we are working on the second year of our school goal of belonging. Students and staff are practicing caring for themselves, others and this place.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Kingsford-Smith staff and students have been focused on student well-being over the past three years. Specifically, mental health literacy; teaching all students strategies to deal with anxiety and stress and working towards an even better sense of belonging and connection to school and to their communities. These skills are applicable and embedded in all BC's core competencies and are undoubtedly the foundational skills to improve academics and flourishing students.

While student well-being will continue to be something we always work toward at Kingsford-Smith, the focus of the new school learning plan will be to align with the district goals of Literacy, Equity and Reconciliation.

Literacy

Based on the Kingsford-Smith FSA (Foundation Skills Assessment) and school-based CSL data (from written learning updates to families) the students at Kingsford-Smith are achieving below the VSB averages for English Language Arts. CSL data shows that 83% of our students were at the Emerging or Developing level in English Language Arts in the first and second terms of the 2023-2024 school year.

When we look at the entire school population, over 53% of the students are English Language Learners (ELL). These students come from many different backgrounds and cultures. Some students have been at Kingsford-Smith for several years and others have just arrived at the school in the last few weeks. Of our ELL students, 63% are at the Beginning or Developing levels in Reading.

After reviewing the schoolwide data, we decided that literacy and specifically reading must be the focus of our next school learning plan.

Equity

We have a diverse community of learners at Kingsford-Smith. Students require a variety of support to achieve their goals. Students are supported by their classroom teachers, resource teachers, support staff and itinerant staff when necessary. Each student is regarded as an individual and their support is based on their individual needs. Resource teachers provide in-class and small group support.

Classroom teachers and resource teachers meet to discuss support in place and support needed for students. Decisions are made to support children using the Tiers of Intervention model. Teachers create lessons that use the Universal Design for Learning model paying extra attention to students requiring additional support.

Kingsford-Smith participated in several programs to improve equity amongst students. The BC Fruit and Vegetable program, the Milk program and the Vancouver Fire Fighter's Charity provided snacks and healthy foods for students in need.

Reconciliation

Kingsford-Smith staff participated in professional development with a focus on the First Peoples Principles of Learning. Staff work to embed FPP into their lesson plans regularly. Classes go to a local creek to focus on the FPP, Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) Students become stewards of the creek with the support of their teachers.

The Library Learning Commons is a place where students have access to many materials written by Indigenous authors. Our teacher librarian continues to look for new resources to support our path to reconciliation.

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

Improve student achievement in literacy

We must look at learning to read through an equity lens, focusing on our ELL students. We need to ensure high-quality literacy instruction for all Kingsford-Smith students. By doing this, we will combine the first two areas of the district education plan, Literacy and Equity. To ensure an equity lens in our school literacy programs, all children need the opportunity to:

- Read books that mirror their experiences and languages and provide insight into the lives of other students; Share with others what they've learned through reading;
- Read for pleasure and for extended periods of time;
- Use literacy to improve in other forms of communication, such as writing and speaking; and
- Experience supportive reading environments with knowledgeable literacy advocates.

Working with our teacher librarian we will be looking for more books that reflect our students and their backgrounds. We have a great collection of individual novels and picture books, but we need multiples of books with diverse characters for use in the classrooms. Our resource teachers will continue to support the literacy learning of our ELL learners by providing instruction based on the needs of the students. As a resource team, we will review our ELL learners' progress and update instructional plans for unsuccessful students. Classroom teachers will choose books that have characters from diverse backgrounds and will adjust activities according to the needs of the learners. Some intermediate teachers have been experimenting with A.I. in the leveling of class materials for a variety of learners. By doing this they are creating texts that meet all students at their level. Our primary staff are beginning to look at the P3P literacy kit and thinking about how it can be used with their classes, including their ELL students. Primary classes use the *Heggerty* program to develop phonemic awareness and our primary resource teacher helps struggling readers in small groups focusing on the same concept of phonemic awareness. Next year, staff will be looking at the VSB Literacy Framework and integrating the First Peoples Principles of Learning into their Literacy curriculum. So far, as a staff we have only taken a first look at the Literacy Framework and how it connects to the First Peoples Principles of Learning.

Improve equity

See above.

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

At Kingsford-Smith teachers try to integrate the First Peoples Principles of Learning into their teaching. Two of the principles: *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors* and *Learning is embedded in story* are evident throughout the school every day. Students begin each day by sharing the VSB land acknowledgement as part of the student announcements. Classes are planting gardens, visiting the local creek, and learning in outdoor spaces regularly. Staff participated in a weaving workshop for one of the professional days this year and will hopefully be able to pass on their learning to their students next year.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know if we are successful in our literacy goal by looking at FSA and CSL data over time. This will be a multi-year goal as it takes time to change the outcomes and create success for all students. As the data improves it will also help us achieve our equity goal of ensuring all learners have quality literacy instruction including our ELL learners. Primary staff will use individual reading assessments to identify if we are successful in our literacy goal. Intermediate staff will move toward using a common assessment for reading.

Student feedback about reconciliation will help us move forward. We will survey students individually.

Data from the Student Learning Survey will help us identify areas where our focus needs to move. All of our goals need to be reviewed regularly and we must be open to revising our goals and refining our strategies for achieving them.

2023-2024

School Learning Plan

SCHOOL STORY

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) & səliwətaʔ (Tsleil-Waututh Nation). Our school is located on the westside of Vancouver near the UBC endowment lands, Pacific Spirit Park and the Musqueam First Nations reserve. The original Lord Kitchener Elementary School opened in the Dunbar neighbourhood of Vancouver in 1914. In October 2012, a striking seismically upgraded school that incorporated the original 1914 frame school building was opened. The new school's design enables students and staff to work together in a school environment that is bright, innovative, modern, visually stimulating, and physically accessible. Our school has a strong focus on outdoor learning with an outdoor garden space, which is supported by students, parents and the Earth Bites programming to keep the garden beds thriving year-round.

The school is comprised of six learning communities. Each community features a professional office, learning spaces, and learning commons; a space where students and staff can meet and work together. During the 2023-2024 school year an average of 450 students from Kindergarten through Grade Seven enrolled at Lord Kitchener School. The school culture is vibrant and caring, where the staff and students work together to foster an environment that is based upon respect.

Our school community includes families from a rich diversity of cultural backgrounds and the students speak a variety of languages. The students do very well in all aspects of the curriculum and many of them are proficient or extending in the Ministry of Education expectations in academic areas. Lord Kitchener has a Parent Advisory Council that is actively involved in many ways to support the school and community. The staff of Lord Kitchener is a dedicated group of educators who are passionate about engaging students in relevant, active learning experiences, while maintaining high expectations for each student's academic and social development.

Kitchener has a strong athletics program, and a variety of extracurricular athletic activities are offered to intermediate students in cross country, basketball, soccer, track and volleyball. Staff offer lunchtime clubs including Diversity Club, Music Club, Writing Club, Minecraft Club and Chess Club. Many leadership opportunities are offered to our students including Office Monitors, Library Monitors, Peer Helpers, Morning Announcers, and Assembly Leaders. We also offer Ready Bodies, Learning Minds and a cooking club to meet the needs of our diverse learners. To assist the youngest learners and their families make the transition into kindergarten as positive as possible we host a Welcome to Kindergarten event in the spring.

Parents are actively involved as partners in our school. In the fall, parents organize Bingo Nights to bring families together and help raise money for the school. In December, the PAC organizes a Winter Market which includes games, singing and crafts. In the winter, with the support of our Settlement Worker, parents organize a Lunar New Year festival. Students and parents are involved in the celebration with dancing, music, and a fashion show.

Parents organize a dance for intermediate students and in May, parents and community members participate as guest readers for our Camp Read. In the spring, the parents organize a yearend celebration with games, music and food. During the year parent volunteers organize hot lunch two days a week and help with donations to our sister school.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

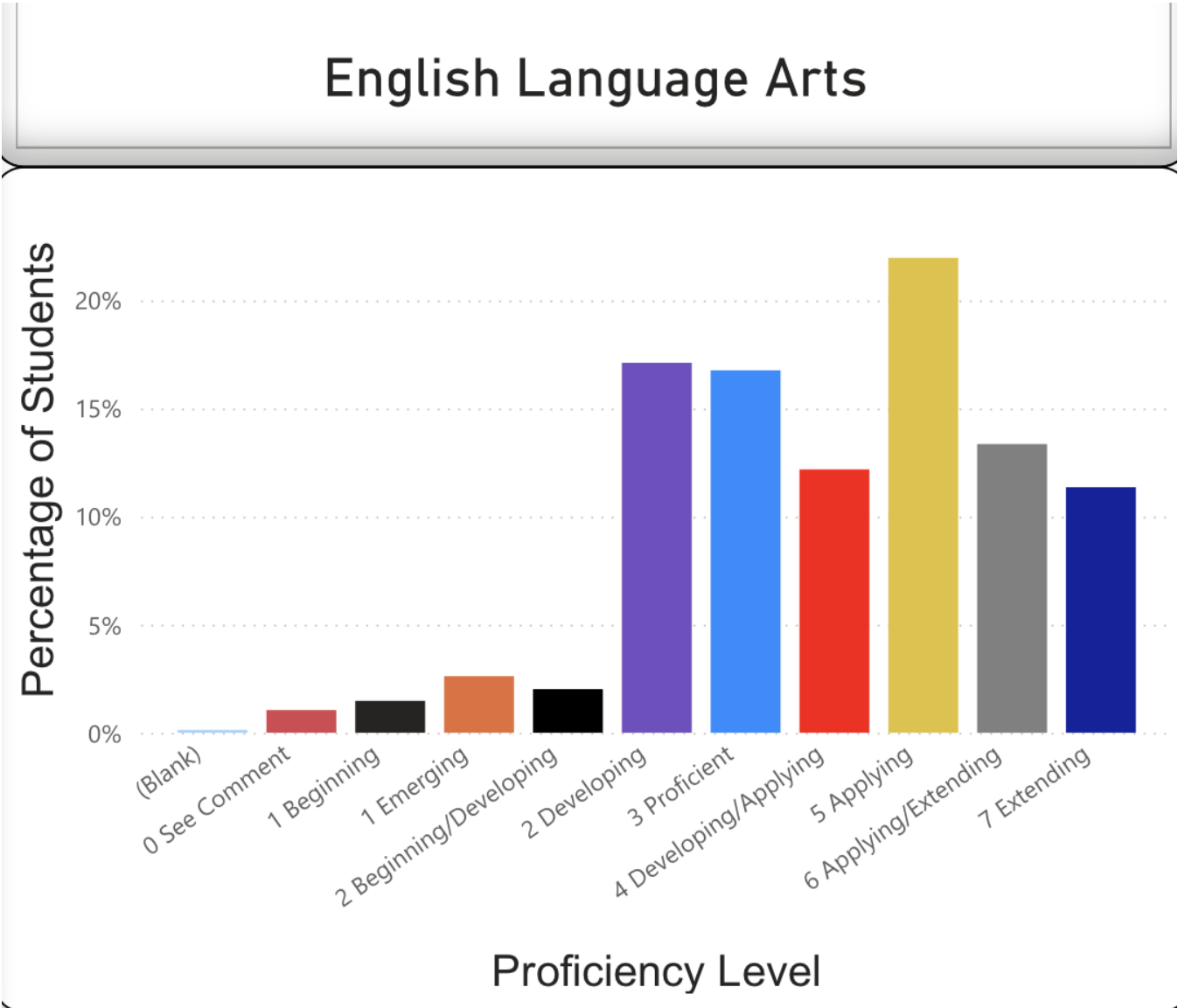
Based on data from the Student Learning Survey, MDI, FSA and staff observation and student and parent feedback we know the following about our learners:

Strengths:

- A strong sense of voice
- Supportive families
- Diverse family cultures and backgrounds
- Expansive background knowledge/experience outside of the home
- Strong leadership skills
- Community service and leadership valued
- Willingness to use learned tools and skills
- Ability to approach adults for support
- Overall high academic ability, especially in math
- A sense of community (consistently willing to volunteer to support school programs)

Needs:

- Build stronger resiliency and grit when facing a challenge
- Improve problem solving and critical thinking skills
- Improve conflict resolution, sharing, turn taking
- Understanding that physical violence is not a means for conflict resolution
- Continue to build positive friendship skills
- Demonstrate more kindness towards each other
- Using respectful tone and language with peers and adults
 - More time to eat breakfast daily and get enough sleep



Student Learning Survey Data

I continue to get better at reading.	Agree	Strongly Agree
Gr. 4s	28%	34%
Gr. 7s.	45%	31%
I continue to get better at writing	Agree	Strongly Agree
Gr. 4s	40%	20%
Gr. 7s	52%	26%

Do you feel welcome at school?	Most of the time	All of the time
Gr. 4s	46%	18%
Gr. 7s	40%	50%
Do you feel you belong at school?	Most of the time	All of the time
Gr. 4s	54%	10%
Gr. 7s	35%	39%
Do you feel safe at school?	Most of the time	All of the time
Gr. 4s	32%	30%
Gr. 7s	26%	61%
Are you learning to care for your mental health at school?	Most of the time	All of the time
Gr. 4s	26%	4%
Gr. 7s	41%	16%
Are you learning how to solve problems in peaceful ways?	Most of the time	All of the time
Gr. 4s	35%	12%
Gr. 7s	42%	16%

You can see from the data, we still have much work to do in the areas above, especially at the younger grade levels. We have previously focused on creating a culture of care and shared responsibility; responsibility for action and words and respecting differing perspectives. While lots of work has been done on teaching kindness, there is still room for growth. Staff, students, and parents report a need to focus on helping students develop positive friendships and conflict resolution skills and we will continue to do so next year. Teachers have observed growth in compassion and self-regulation, the development of interpersonal skills to solve problems in peaceful ways, sharing stories of how problems were solved and offering feedback. We will also be tracking how we are doing with anti-racism, by surveying students, staff and parents at the end of the year for feedback.

We will use CSL data and Student Learning Data to track if we make improvements with our literacy and vocabulary goal.

Indigenous Learning	Sometimes	Most or All of the time
Gr. 4s	42%	14%
Gr. 7s	39%	38%
Indigenous Languages	Sometimes	Most or All of the time
Gr. 4s	16%	4%
Gr. 7s	32%	5%

We notice on our Student Learning Survey for the last two years, students have rated low for learning about Indigenous Languages at school. We will address this as a focus in our goals for next year.

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

Literacy Goal:

Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge, which can support student's overall academic growth; and their communication skills outside of school. Building student vocabulary and comprehension skills will provide an equitable opportunity to access knowledge and decrease the gap between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework. This year our resource team worked with the New Welcome Center on units and teaching strategies to best support students who are learning English as a Second Language. Some of our staff also received Sheltered Instruction Observation Protocol (SIOP) training and more are interested in taking this next year to support our students who are ELL and continue to learn how to adapt programs throughout the year to meet student needs.

Mental Well-Being and Belonging Goal:

Our goal is for students to continue improving their self-regulation, conflict resolution and friendship skills. The evidence for the need for this goal was driven by the results in previous DESSA Mini Assessments, Student Learning Survey, parent survey and staff observations. This goal supports the VSB Education Plan's goal to improve student achievement, physical and mental well-being, and belonging by encouraging students to reach beyond previous boundaries in knowledge and experience and improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

Next year our staff will continue working with Hannah Beach at one of our school-based Pro-Ds for staff to learn more about the importance of play for students' social and emotional development. We will continue to dedicate counselling and resource time to support class-wide, small group and 1-1 SEL lessons including Little Spot, Zones of Regulation, Superflex, EASE Anti-Anxiety Program, Worry Dragons, Second Step, TAPS, and Open Parachute. We will also continue to do presentations at assemblies about conflict resolution and friendship skills.

Improve equity

Building student vocabulary and comprehension skills will additionally work towards providing an equitable opportunity to access knowledge and the ability to decrease the gap growth between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework. We have ordered decodable books, wordless books, and high interest/low vocabulary books to help make the curriculum more accessible to all students. Increased technology also allows for more students to access the curriculum. We are investing in more laptops, iPads and projectors to help our students have the tools they need to scaffold their learning. Next year, working with our Multicultural Worker and Settlement Worker, we are creating a *Welcome to Canada* presentation for families new to Canada to increase feelings of inclusion and understanding of the Canadian school system. When families new to Canada were surveyed 86% said they would find a *Welcome to Canada* presentation helpful with most wanting to know more

about assessment and reporting, transition to Grade 8, Anti-Racism and Multiculturalism and Code of Conduct. Student leadership will continue be promoted to support confidence in students and foster self-growth.

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

Kitchener is committed to building a school culture that accepts and celebrates diverse cultures. By increasing awareness of Indigenous stories, traditions, languages and cultures students and staff will be able to build their knowledge and ability to feel in relationship with the Indigenous knowledge and practices and people. Students will continue to participate in daily Land Acknowledgements during our morning announcements and assemblies. Students will continue to have opportunities to learn more about Indigenous culture through activities on Orange Shirt Day and Indigenous Peoples Day, as well as through the curriculum throughout the year. We have many Indigenous resources in our school library and students learned about the vast number of Indigenous groups using the Giant Indigenous Peoples Map of Canada. The Coast Salish anthem is played at the beginning of every assembly and students learn more about the earth in our school garden during Earthbites and in our outdoor classroom space. We were also fortunate to welcome members from VSB Indigenous Education Department this year to teach Indigenous focused workshops to students.

We would like to become more aware and acknowledge Indigenous languages next year by teaching various words and phrases to students in class, at assemblies and morning announcements.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our Student Learning Surveys, MDI/EDI, FSA, school-based surveys to parents, staff, and students. For our literacy goal, we will specifically look at student achievement data including the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports and see if we have made overall improvement in reading scores and communication. For our mental health and well-being goal, we will continue to use student learning survey, MDI/EDI data, staff observation, and student/parent feedback to see if we have been able to increase the number of students who feel they are learning about how to take care of their mental health, feel safe at school, and know how to resolve conflict with peers peacefully and respectfully. For our equity goal we hope to see that students who are learning English as a second language feel they can better access the curriculum with more direct teaching of vocabulary and access to technology. Finally, we hope to see more students reporting that they are learning more about Indigenous cultures, languages and history next year. We will add additional questions to our Student Learning Survey to collect more data on these goals. We will celebrate our progress by sharing successes in our school newsletter, at staff and PAC meetings, at school assemblies and on morning announcements.

2023-2024 School Learning Plan

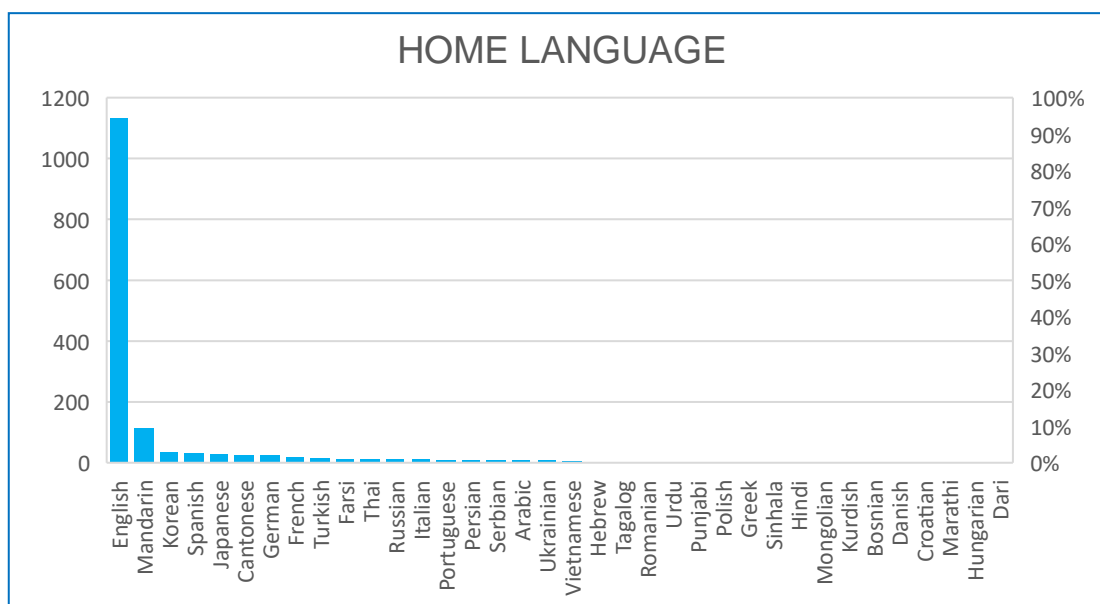
SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (Tsleil-Waututh Nation).

Kitsilano Secondary School is a dual track school that has a school population of approximately 1600 students in grades 8 to 12: 980 regular program students, 600 French Immersion students and 22 students enrolled in one of two onsite district education programs. These programs include:

- Life Skills Program enrolls 12 students in grades 8 to 12.
- Vinery Program has 10 students enrolled in grades 8 and 9.

Our student population is culturally diverse and includes over thirty-five different home languages with English identified as the most common home language. Our student population also includes 54 English Second Language learners, 25 Indigenous learners and 120 International students.



Kitsilano is located on the west side of Vancouver in a neighbourhood primarily composed of apartments under 5 storeys (66.8%) and detached duplexes (12.2%). Other housing in the area includes apartments 5 or more storeys (6.9%), single-detached housing (6%), detached duplex housing (5.6%) and row houses (2.2%). Based on 2016 census data:

- 56.7 % of dwellings are rented
- population in low-income households is 14.7%
- median household income is \$72 839
- population representative of single parent families is 12%
- top three languages (mother tongue) are English (74.2%), Chinese (5.6%) and French (2.6%)

The families in our school community are diverse both socio-economically and ethnically. They value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. The Kitsilano neighbourhood community is very supportive of the school. We have community partners in Kitsilano Community Centre and Kitsilano Neighbourhood House who offer a variety of programming for youth, and many local businesses that support our students and school activities and events. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs. These include over forty-five school clubs, VCH Leadership & Resiliency Program, Theatre program and athletic teams. In addition, our Community Schools Team works to engage our youth in activities in the school and broader community.

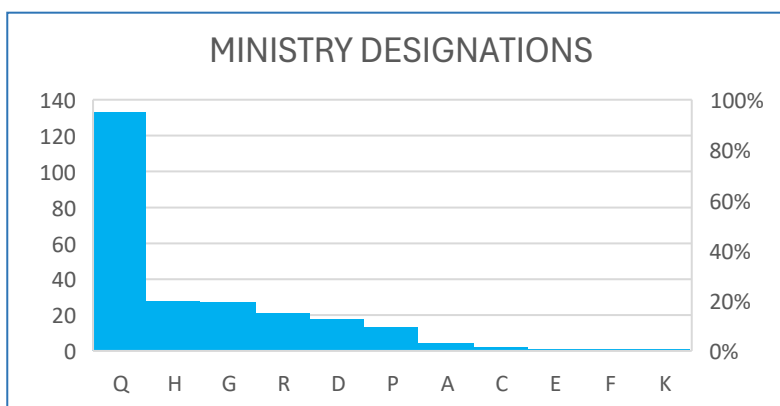
The Kitsilano Staff includes 120 teaching and support staff - 88 teaching staff, 29 support staff and three administrators. The Kitsilano teaching faculty and staff offer strong educational programs in a safe, welcoming, inclusive and collaborative environment. The staff reflects a broad range of educational backgrounds and teaching experiences and many of these professionals continuously upgrade their teaching credentials. They are dedicated to engaging students and supporting them to be their best in the classroom and in extracurricular activities such as fine arts, athletics, and service-oriented clubs. The Kitsilano staff continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, reflective teaching practices, and an annual cycle of goal setting and collecting data from all stakeholders – students, staff, families, to inform our decision making.

Our Code of Conduct, K.I.T.S. (Kind, Inclusive, Thoughtful, Successful), is a school-wide positive behavioural interventions and supports (PBIS) program that has been established in the philosophy and operation of our school. The K.I.T.S. framework is used in student goal setting and conversations staff are having with students in relation to the Code of Conduct. There is tremendous enthusiasm and pride in the school and an understanding, from staff, students and families, that a good school community is a combination of both in-class and out of school activities that provide opportunities for engagement and success for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The information that we know about our learners has come from school and district data, and data collected from surveys of students, parents and staff including the BC Ministry of Education Student Learning Survey, Youth Development Index (YDI) and Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS). Additional data has also been collected through student voice in our school's Kitsilano Parliament and Student Forum group, staff discussions and PAC discussions.

Our community of learners consists of 980 regular program students, 600 French Immersion students and 32 students enrolled in one of two onsite district education programs. Our group of learners also includes 54 English Second Language learners and 25 Indigenous learners. There are 249 students who have Ministry Designations.



Our learners value school and are motivated to learn and complete school with goals of continuing their education at post-secondary or entering the workforce. There is strong participation in school extra-curricular activities in fine arts, athletics and school service. There is a segment of our student population in which we are seeing a lack of connectedness or positive connection to school.

Strengths

- kind, respectful, inclusive
- curious, engaged, resilient
- positive peer relationships
- effort, interest and motivation for learning
- engagement in school activities
- strong student-teacher relationships
- parent involvement
- high academic achievement and school completion rates
- GLA 10 and GLA 12 results: 78% and 90% scored Proficient/Extending respectively

Needs

- increased levels of anxiety and depression
- lack of self-regulation of use of electronic devices, cell phones in school
- negative online behaviour
- substance use including vaping
- GNA 10 results: 62% of students scored Proficient/Extending

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

Based on the evidence gathered, the focus for our community of learners will be to increase their sense of belonging and engagement in the Kitsilano school community while improving their mental wellness and academic achievement. Our attention is on all learners with a specific focus on junior students, vulnerable students with lack of connection to community and students who struggle with attending school.

It is our hope that if all students have a greater sense of belonging and engagement in the school community, that there is a greater likelihood for students to be mentally well and experience academic success.

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

Our goal is to adopt and implement a variety of strategies and initiatives to increase belonging and engagement for students to improve their social and emotional wellness and academic achievement.

- K.I.T.S. Code of Conduct
 - teach, discuss, recognize in and outside of classes and reference in dialogue with students
- Student Voice and Leadership
 - Kitsilano Parliament, Student Council, Student Forum
 - Kitsilano Ambassadors - welcome and provide orientation for new students, provide service to school for various school events
 - student and staff collaboration and planning for school wide initiatives
- Schoolwide Learning/Initiatives
 - students and staff co-plan and organize lessons and activities for events such as, but not limited to Truth and Reconciliation, Pride, Black History Month, International Women's Day, Pronoun Pins, Asian Heritage Month, Culture Day, Pink Shirt Day, Earth Day
 - assembly/class presentations: digital literacy, cyberbullying, healthy relationships, consent, mental health, substance use, vaping
- Grade 8 Transition
 - Spring Grade 7 Day for all incoming students
 - September Grade 8 Welcome, Orientation and Tours by Link Crew
 - Grade 8 Team - grade 8 teachers who will meet regularly to discuss what they're noticing and strategies to address concerns and opportunities to assist their transition to high school
- Link Crew
 - multiple activities throughout the school year, planned and facilitated by Link Crew leaders, teachers
 - ongoing meeting/mentoring - Link Crew meets with the grade 8 students
 - presentations/visits to Grade 7 feeder schools
- Organized Student Activities
 - over 45 active school clubs
 - full complement of fall, winter, spring athletic teams
 - theatre productions, films, music concerts
 - annual school events: Grade 8-12 Indoor Track Meet, Fine Arts Night
- Targeted small group support
 - Leadership Resiliency Program implemented to support our vulnerable students
 - Kitsilano Neighbourhood House lunch drop in

Improve equity

Our focus will be to improve academic support that is accessible by all students. It is our hope that all students feel valued and supported in their educational goals. The focus of our work has included staff in-service on Universal Design for Learning (UDL) strategies, restructuring our learning resource support model, and targeted academic support for our vulnerable learners.

- UDL Strategies

UDL strategies allows for the needs of all students to be met.

- Teachers will implement UDL strategies in their planning and assessment to support a diverse range of learners in their classes.
- Teachers will be provided support through in-service, workshops, and professional development Opportunities.

- Learning Resource Support

We have increased the number of Resource Teachers (RT) to allow for the support of more students with their learning and educational goals and promotion of student self-advocacy.

- Resources teachers will primarily case manage and support students with Ministry Designations, but will also provide support to the general student population and teachers.
- Each block will have at least two RTs available to support students. One RT will enroll students in a Skills class while another RT will provide support for students who 'drop-in' for help.
- When RTs are not enrolling a class, they will be able to support classes, targeted students, and teachers.
- Skills classes will teach key foundational skills for students to be independent learners and will enroll students prioritized with the greatest need for academic support.

- Targeted Academic Support

The focus and efforts of the Counselling and Resource departments will be to Identify our vulnerable learners (IEP, Indigenous students, junior students, absentee students, students with mental health concerns) who experience the greatest challenges. Counsellors and RTs will work together to provide/coordinate wrap-around support for our vulnerable learners.

- Homework Help Club

The Homework Help Club is open to all students seeking academic support for their class(es). The support is provided by peer tutors in the senior grades. Peer tutors are provided training and guidance from the Resource Teachers.

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

Our journey of reconciliation with First Nations, Metis, and Inuit continues through learning opportunities in classes and school wide. Classes in all curricular areas have implemented Indigenous perspectives and ways of learning and continue to do so. Our school community has increasingly planned and engaged in schoolwide activities to learn more about and embrace Indigenous culture. These have included lessons and activities to discuss the history of colonization and its impact on Indigenous peoples, cultures, and communities. Our goal will be to build more opportunities for acts of reconciliation and to learn about Indigenous culture.

We will continue our journey of reconciliation through:

- Professional Development
 - providing teachers and staff opportunities to attend workshops, conferences, and training sessions, courses on Indigenous knowledge and perspectives
- Curricular Integration
 - implementing Indigenous perspectives and ways of learning into all curricular areas - English, ELL, Social Studies, Modern Languages, Applies Skills, Fine Arts, Math, Science, PHE, FRIMM
 - schoolwide lessons and activities on reconciliation, celebration of Indigenous culture
 - growth of library resources containing Indigenous content
- Speakers/Presentations
 - inviting Indigenous speakers, knowledge keepers and educators into classrooms to share their knowledge and experiences
 - collaboration with our Indigenous Enhancement Worker to support learning in various classes
 - presentations/performances that foster learning about and celebrating Indigenous culture
- Reconciliation
 - decolonizing classroom; incorporating indigenous culture and ways of learning
 - change in school mascot (from blue demon to TBA) and re-design of athletic logo, 'Raven K'
- Routines and Customs
 - continue to include land acknowledgement for gatherings and daily announcements
 - using the correct pronunciation of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation)

HOW WILL WE KNOW WE'RE ON TRACK?

We will use student, staff and parent anecdotal and survey data, attendance data and achievement data as measures before and after to track the effectiveness of strategies implemented. The data will be used to inform changes and modifications to the plan of increasing belonging and engagement in the school community to improve social and emotional wellness and academic achievement.

Student achievement, physical and mental well-being, and belonging

- Ministry Student Learning Survey Results 2024 and 2025
 - review results of specific questions related to belonging, connectedness, self-esteem, anxiety
- Student Survey (belonging, mental wellness)
 - collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Attendance records for all students
 - specific focus on vulnerable students and junior students
- Literacy and Numeracy Assessment results
 - track progress of students in English and Math courses at mid-semester and final term
 - review GNA 10, GLA 10, GLA 12 results from 2023-24 and 2024-25

Equity

- Ministry Student Learning Survey Results 2024 and 2025
 - review results of specific questions related to academic and learning support
- Student Survey (learning support)
 - collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Staff Survey (UDL strategies)
 - collect quantitative and qualitative data through fall and spring surveys
- Student Achievement Data
 - review achievement results of vulnerable students at mid-semester and final term for progress

Reconciliation

- Student Survey
 - collect student experience of Indigenous ways of knowing and learning in classes and school and ideas for continued learning
- Staff Survey
 - collect data on how Indigenous ways of knowing and learning are being implemented into their classes; goals for future practices, projects; support and resources

2023-2024

School Learning Plan

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.

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.

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.

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.

2023-2024

School Learning Plan

SCHOOL STORY

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

L'Ecole Bilingue is a single-track French Immersion school, nestled within the hub of the community, located on West 14th Avenue between Grandville Street and Oak Street, with a well-established French Immersion program that opened in 1973. With entry into French Immersion being restricted to Kindergarten and Grade 1 students, most of the approximately 400 students remain with their Kindergarten cohort throughout the grades, and staff work very collaboratively to ensure connections throughout the grade levels.

Some highlights of our program include working with our community partner Earthbites in the on-site community garden, where students learn about growing and harvesting vegetables, cross-grade passion projects, enriching Field Studies such as our Grade 7 camp with Vancouver Outdoor School, cooking workshops and many art projects.

Our Grade 7 students play a very important role within the school and serve as leaders in many ways such as organizing and running school wide assemblies, preparing and leading activities in primary classes and volunteering as Hall Monitors and Playground Monitors, where they support the younger students at recess, help serve Sushi lunch in the primary grades, help in the office with tasks, as well as reading the morning announcements.

Most of our divisions are paired with a buddy class, where the intermediate classes work with a primary class weekly, on literacy and numeracy skills. This also fosters relationships between the older and younger students.

Our Student Council meets regularly to organize theme days to enhance school spirit, and fundraisers, such as a popcorn sale with the profits going to the Children's Hospital.

Parent involvement is high and very strong, and parents are supportive and committed to their children learning French in the French Immersion program. In addition to the Parent Advisory Committee, parents play key roles in a wide variety of volunteer opportunities, such as planning and running community building events, such as the Welcome Back BBQ and the Halloween Haunt, as well as providing funds to enhance students' learning

experiences, such as bringing in sexual health educator Saleema Noon to lead Body Science workshops, or Kitsilano Gymnastics to teach gymnastics during Physical Education classes.

French speaking staff work cohesively as a team and are dedicated to the social-emotional well-being of learners first and foremost. There is a strong athletic commitment from staff and parents, with many school teams at the intermediate grades, such as volleyball, basketball and cross-country teams and daily fitness within the class.

Staff and parents value creating a positive school culture of inclusion, belonging, sense of community and common purpose.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at L'Ecole Bilingue are creative, curious, kind, inclusive, caring and inclusive of their peers. Being a district program, our students are well-connected to one another within the school community. This is evident in the number of sports teams we have with high student participation, the large number of students volunteering within the school for tasks such as hall and playground monitors, our intermediate students volunteering in primary classes, in the library and in the office, as well as serving on Student Council, planning and running school wide assemblies, helping serve sushi lunch, as well as volunteering for community events such as the Welcome Back BBQ, Halloween Haunt, Sports Day and fundraising for community partners such as the Children's Hospital and the Buddy Backpack program. Students ran lunch time clubs such as the Board Game Club, Book Club and Diversity Club. They were also instrumental in designing and painting our two buddy benches. As our students travel from different areas of the city to attend this French Immersion program, it is evident that the school is their home community, and they feel a sense of belonging and connectedness.

We have noticed through staff observations that despite many interventions and programs put in place, our students continue to have needs in the area of SEL and struggle with transitions, change, and managing their emotions. Risk taking, executive functioning and a fixed mind-set continue to be areas of challenge for many of our students. In the 2023 MDI results, it was surprising to see that only 38% of our students felt that they could self-regulate, despite work done in classrooms in this area, as staff have witnessed students successfully using the RBLM (Ready Bodies Learning Minds) and the Sensory Rooms, to self-regulate when needed.

In terms of literacy, data from the Student Learning reports demonstrates that the majority of our students in Grade 4 and Grade 7 in the area of English Language Arts are attaining the Proficient/Extending level in literacy. At L'Ecole Bilingue, we follow the CELI (Collaborative Early Literacy Intervention) program at the primary level, where staff are committed to and invested in focused support and intervention in the early years, which in return will decrease the required intervention in the later years. This year, most of the students participating in the Reading Recovery program with our trained Resource teacher are reading at a Developing/Proficient level by the end of the school year.

While L'Ecole Bilingue has lower Indigenous population, our staff and students are actively engaged in learning about and committed to their own journey of reconciliation. During the morning announcements and at assemblies, the land acknowledgement is shared, and our Grade 6/7 students did an amazing job writing their

own personal land acknowledgment while respecting criteria. These personal land acknowledgments were displayed for the community to view and were read during the morning announcements.

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 are fortunate at L’Ecole Bilingue, to have a staff that strongly believes in and supports the CLIP & IPLÉ model and program. There is a positive and favorable attitude towards literacy support and IPLÉ support. There is also a responsive and collaborative initiative towards discussing students’ needs and bringing them to SBT for an action plan. The community is also collaborative and trusting of teacher’s recommendations. All teachers at L’Ecole Bilingue are informed and follow a ‘balanced’ framework of the Literacy model. There is also exceptional collaboration amongst the teachers.

Resource support for at risk students involves, IPLÉ at the Grade 1 level, one-on-one small groups, in-class support and guided reading model, big reading buddies, SEL support, and French monitor involvement. This year, 8 Grade 1 students participated in the IPLÉ program. All these supports and interventions resulted in 61% of our Grade 3 students reading at the Proficient level in June 2024.

GB+ Instructional Reading Level of ALL French Immersion Grade 3 students at L’Ecole Bilingue in June 2024.

	Emerging (Level 0-21)	Developing (Level 22-23)	Proficient (Level 24-25)	Extending (Level 26 +)	Total #s
Total Number of Students	5	5	28	8	46
Number of Ministry Designated Students	1	0	1	1	3
% of All Students	11%	11%	61%	17%	100%

SEL has been a goal at L’Ecole Bilingue for many years now, and we have successfully implemented many resources and programs school wide that are used on a daily basis by our students, such as the Zones of Regulation, the WITS motto, Mindset language seen and heard throughout classrooms and

the MindUp program in some classrooms. Students are seen using the two sensory paths when a body break is needed, and we are so fortunate to have the initiative and support from staff who created and implemented a calming room and an RBLM room. Many staff members were trained this year in how to use the RBLM by district staff and now classes are seen using the room either in a small group with their classroom teacher, or with our SSAs.

This year, thanks to the generous donation of a community partner, we were able to purchase and install two wooden benches on our school ground, which have been designated as Buddy Benches. The two benches were proudly designed and painted by a Grade 5 class. As this occurred in late June, next year, students will be introduced to the Buddy Bench in September, and our Playground Monitors will monitor the use of the bench for students to feel included and connected when on the playground.

Other ways to enhance our students' sense of belonging this year included: having Student Council organize theme days, Grade 7 leaders organizing and running assemblies, where classes could present and celebrate their achievements, students at the Intermediate level were invited to be Hall Monitors, Playground Monitors, Library monitors, Morning Announcers, and join many lunch hour clubs such as a Board Game Club, Book Club and Drawing Club. Two Talent Shows were organized by staff, and all students who wanted to perform were invited to do so. It was especially meaningful to see students who struggle academically perform at the Talent Show. We have also begun to use Restorative Circles when conflict arises as a meaningful, safe and inclusive way to resolve conflict with those involved.

The PAC also worked hard to create community events to enhance well-being and a sense of belonging to the community, by organizing the Welcome Back BBQ, Halloween Haunt and our second annual Walk-a-Thon.

Buddy Bench designed and painted by Grade 5 students- June 2024



Improve equity

At L'Ecole Bilingue, we strive to ensure that every student, regardless of their abilities or stretches, has the resources and supports to achieve personal and academic success. Staff recognize that equity looks different for every child, and therefore, every child's program and supports will not be the same. Staff tailor their teaching methods, materials, and academic expectations to meet their students' needs. We very much work as a team, sharing pertinent information with all staff members, including the PE teacher, Teacher-Librarian, Student Support Workers, Supervision Aides, Administration and office staff, in order to have a wraparound understanding of the students' needs in order to best support the student.

A Diversity Club was started this year by a classroom teacher, where students had a safe place to be at lunch, playing games, chatting or doing art. The goal is to expand the club next year with specific goals.

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

Our Reconciliation journey is ongoing, as our community of learners continues to engage in acts of reconciliation on a daily basis. Such acts include having our Grade 7 students who read the morning announcements, give the land acknowledgement, and practice referring to our three host nations using the correct pronunciation, to demonstrate respect for the lands we are on. This is also read at our school wide assemblies. Grade 6 & 7 students created and wrote their own personal land acknowledgements this year, using criteria set out by their teachers and making personal connections. We are so proud of them, as they read their personal land acknowledgement during the morning announcements for the school to hear.

All staff are working hard to continue this journey in their classrooms through literature, such as literature circles, stories read to students, art and poetry. Our teacher-librarian continues to support this work by purchasing books and resources for all grade levels. All students attended a school wide performance about the story How Raven Stole the Sun with 3 Crows Production.

Over the past two years, many classes participated in workshops with educator and artist Eddie Mendoza. Eddie is a 2s Michif educator and artist from the Treaty No. 1 Territory and the Red River Settlement of the Metis Nation Homeland. In the workshops, students learned about the origins of the Métis people, particularly the Michif and their connections to French settlers. Students learned with the Métis Education toolkit, looked at maps of Manitoba pre-colonialism and also learned about Louis Riel. Students also did some beautiful beadwork and created a canvas that will be hung in our foyer, as a welcoming piece to our school.

Staff participated in two lunch and learn sessions this year with Eddie Mendoza, where staff learned about the Michif culture, created their own dream catcher and heard from Eddie about his journey as a 2s Michif person.

Next year, staff will continue to look at whole school reconciliation activities. Despite having no students who have identified themselves as Indigenous learners this school year, staff are committed to actions of reconciliation.



HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to use data from the Student Learning Surveys, MDI/EDI, FSA, School-Based team minutes and Reading Recovery results. At the primary level, the reading assessment GB+ will be used as an ongoing assessment tool to track our students' progress in reading. More specifically in literacy, we will look at the results of the students who are in the Reading Recovery program.

As a school team, we will continue to work collaboratively, to ensure our students are successful by building on their strengths, creativity and social-emotional skills. This will be tracked through student self-reflections and comments on Learning Updates.

Our Reconciliation journey will be shared with the parent community through newsletters, at PAC meetings, assemblies and bulletin board displays throughout the school.

We will continue to provide opportunities to support our students' SEL and sense of belonging through classroom and school wide activities such as clubs, Student Council, leadership opportunities, sports teams and various monitor roles. We will monitor student progress and student behaviour through observations and School Based Team meetings.

2023-2024

School Learning Plan

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

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.

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.

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.

2023-2024 School Learning Plan

SCHOOL STORY

Located in the heart of Vancouver's historical Marpole area, David Lloyd George Elementary is a proud school with a supportive community. With deep gratitude and respect, we honorably acknowledge that we are learning and unlearning on the ancestral and unceded lands of the x̱məθḵəyəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation).

We are located at the crossroads of major transportation arteries - east/ west to UBC and south/ north to the airport and downtown Vancouver. Passenger jets can be viewed soaring as we have expansive views of Richmond. Our community is growing and our school is increasing in population.

The school is named for David Lloyd George (1863-1945), British prime minister. Originally built in the Municipality of South Vancouver and taken over by the Municipality of Point Grey in 1908, the first school was opened in Marpole in 1889. The students moved to the first Eburne School, a one-room building on West 70th Avenue. In September 1912, the public school was renamed the Eburne Superior School when a group of students formed a first year secondary group. In September 1913, the school was renamed the Marpole and Eburne High School when a four-room frame building was opened with public school classes in both buildings. In 1921, the school was moved to the present site and renamed David Lloyd George Elementary School.

In 2017, we began the process of designing a new school that would be seismically safe. The Vancouver School Board and David Lloyd George Elementary School staff worked closely with architects to create a school that meets the needs of our students and staff. On November 27, 2023, our community began teaching and learning in our newly built school. With the new building, our community has the opportunity to use flexible furniture and collaborative learning spaces, including breakout areas and commons. We are excited as we embark on this new learning journey.

Today, our school comprises 18 classroom divisions, approximately 430 students, and 45 staff members. We take pride in our staff and parents collaborating to provide special programs for students, including the Diversity Club, choir, various athletic activities, Daylighters (student leadership), school carnivals, parent-sponsored events, and a robust music program.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

David Lloyd George Elementary School is part of a culturally diverse community where families speak 40 different home languages, including English, Mandarin, Cantonese, Tagalog, and Spanish. Our students come from caring families who deeply value education and appreciate the dedication of our staff. Within our school population of 433 students, 64% are English Language Learners (ELL), 3.2 % identify as Indigenous, and 11 % are identified as having special needs. Our staff works diligently to integrate all learners and explore innovative approaches to support their development and academic progress. This includes providing a daily food program for families in need, and access to diverse outlets such as music, athletics, and various clubs. We employ differentiated instruction, accommodations for neuro-diverse learners, and maintain flexible learning spaces. Additionally, our school receives district support from a Youth and Family Worker, Indigenous Education Worker, and Community School Team.

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 are improving our literacy and numeracy through increased collaboration. Our move into a new school with a modern layout, efficient spacing, break-out spaces for collaboration, flexible furniture, and newly scheduled pod meetings has facilitated this process. Teachers in similar grade groupings discuss assessing literacy and use benchmarks such as the DRA, BAS kit, Quick Scales (BC Ministry of Education), and daily observational notes to track progress.

Our participation in the Foundation Skills Assessments (FSA) has increased 290% for grade 4 students and 45% for grade 7 students from 2022 to 2023. The 2023 FSA results revealed that for grade 4 students, 81.25% are on track or extending in literacy and 68.75% in numeracy. For grade 7 students, 79.17% are on track or extending in literacy and 87.5% in numeracy. This compares to students' learning updates where grade 4 students were assessed as proficient or extending at 26.41% and 60.3% in language arts and math respectively. In addition, grade 7 students' learning updates were assessed as proficient or extending at 60% in both language arts and math respectively. This data indicates that classroom teachers have high expectations for our students.

Improve equity

David Lloyd George Elementary serves students from a wide socio-economic range, and our staff and PAC work hard to bring equity to families needing additional support. We offer music and athletic programs for all our students, including a lunchtime choir, various athletics, and additional programming from our Community School Team. Additionally, we support equity by providing financial and food support for our vulnerable students.

Our staff also take some of our vulnerable students to recess and lunch play groups that help anxious or quiet students foster relationships with peers. During Ride, Roll, and Walk to School Week, some students learn to ride bikes for the first time, and we provide bike helmets to students who need them. We also have the Ready Body, Learning Mind program for active students.

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

Our school is committed to Indigenous reconciliation and continues its journey with meaningful initiatives and projects. All classrooms participate in special projects around Orange Shirt Day, and we hold assemblies to recognize and learn about residential schools. During June's National Indigenous History Month, classrooms engage in various special activities to honor and learn about Indigenous history and culture. Throughout the year, we capture evidence of our progress using reflection notes, diaries, learning logs, photos, and more.

Additionally, five classes had the opportunity to create artwork alongside Indigenous graffiti artist, KC Hall. Students kept learning logs to document their experiences, techniques learned, and personal reflections. To share this experience with the broader school community, we included short write-ups in our newsletter, highlighting key moments and achievements from the project. The culmination of this art project is the display of the four paintings prominently in the glass meeting room, where the artworks can be admired by students, staff, and families alike.

HOW WILL WE KNOW WE'RE ON TRACK?

Improving Literacy and Numeracy: Our staff will continue to explore new ways to utilize the efficient school layout, break-out spaces, and flexible furniture and pod meetings to brainstorm ideas. Primary teachers and intermediate teachers will each use a consistent assessment to provide a benchmark. The FSA will also provide important information to our planning around literacy and numeracy.

Improving Equity: We will continue to keep all the programs we had in place this school year for different students in need.

Continuing Indigenous Reconciliation: Our staff is continuing to explore meaningful ways celebrate Indigenous contributions to society. Indicators that we are on track include students learning about Orange Shirt Day, an assembly about residential schools, and activities during National Indigenous History Month.

2023-2024

School Learning Plan

SCHOOL STORY

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).

Dr. A.R. Lord Elementary School is in the northeast part of Vancouver close to Hastings Park Conservancy in a diverse, hilly, green neighbourhood. Our area has not experienced high transiency. We even have a second generation of students attending AR Lord. There are fourteen different languages spoken in our community with English, Cantonese, and Vietnamese being the most prevalent.

Most grade seven students enter Templeton Secondary where they have success in academics, specialized programs, sports, and social responsibility.

The student population engages in extra-curricular learning and school service opportunities such as choir, cross-country, Dungeons & Dragons, volleyball, basketball, badminton, track & field, Templeton STEM challenge, student-led morning announcements, student lunch monitors, and student leadership with social justice projects.

Our school's enrollment has plateaued in the past two years. We enroll Kindergarten to grade seven students in nine divisions with close to 200 students. Across the street at Hastings Community Centre, the out of school care program, 'OSC' is a welcomed asset to our school community. The community centre also runs daycare and preschool programs where future classmates meet before entering Kindergarten.

Since emerging from the Covid-19 pandemic our staff have engaged in recurring conversations about how best to meet increasing and complex needs related to learning, mental wellness, family stressors impacting students, generalized anxiety, and the shifting concept of world safety. We are active partners with our School Counsellor, School Psychologist, School Speech-Language Pathologist, and the Templeton Family of Schools Community School Coordinator.

Our school team engaged with the Shanker Self-Regulation Framework™: a five-step method (and framework) to deal with stress so that we experience calm in mind and body and, from there, begin to restore physiologically, emotionally, psychologically, and socially. We worked regularly to better support dysregulation in our school community in monthly learning sessions. Dr AR Lord Elementary has many unique and positive characteristics. We are proud of how we organize a small and complex student population into an inclusive and close school community. Our school community benefits from close relationships between all ages of students, as well as between home & school.

Staff came up with the following words to describe the learners in our community.

At AR Lord Elementary, we celebrate student achievement inside and outside the classroom. Student work is displayed all over our physical space. Students and staff regularly acknowledge each other's achievements publicly and individually through morning announcements, in-person visits, P.R.I.D.E tickets, and during formal collaboration and learning sessions. The community regularly invites others to observe learning and results of project-based learning. This also creates a sense of belonging in school and community. Applying chosen skills to demonstrate learnings allows students to celebrate their strengths.

We celebrate physical and mental well-being inside and outside the classroom. Often, staff teach and support groups learning outside as well as lead direct teaching of outdoor education. We regularly make the connection between physical & mental well-being through the Self-Regulation Framework™ and other mental health and social-emotional learning curriculum such as Second Step, Open Parachute, MindUp, SOGI (Sexual Orientation and Gender Identity), Zones of Regulation, Social Thinking™. Staff support students with open dialogue, gender-inclusive language (and reminder notes for guest educators), and regular teaching opportunities. We celebrate SOGI Pride and School P.R.I.D.E through our Code of Conduct. The school-wide positive behaviour support system is grounded in the P.R.I.D.E matrix: Purpose, Respect & Responsibility, Integrity, Diversity and Engagement.

Equity and Reconciliation is an ongoing practice as staff and students are unlearning prejudices and re-learning history together. We engage in acts of reconciliation together by sharing inquiry projects about Canadian history, daily land acknowledgements, and singing the Coast Salish anthem. Our school library is a common learning area where staff and students access new and culturally responsible print materials that teach and celebrate Indigenous culture.

We have an extraordinarily spacious and engaging school yard with a playground structure, garden area, 2 basketball areas, gravel field and grass field as well as several playground games painted beneath a covered, hard surface play area.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The learners in our community have high energy and represent diversity in identity and learning. The students are engaged and curious learners. Our staff work to develop and provide learning opportunities that highlight community strengths in neurodiversity, cultural awareness, athletics and the arts.

Scanning and student voice tells us generally:

- We need to continue to develop growth mindset and tolerance for uncertainty
- We need to provide education, support and guidance for families in the understanding of neurodiversity and the impact on self-regulation and learning

Based on a Values survey, our school culture is represented by these values:

- Students say: friendship and diversity are among the top values to represent our school
- Parents say: respect, community, diversity

Literacy

2023/24 reporting data shows us that AR Lord students are improving their outcomes toward curricular competencies and the student learning proficiency index. Students who were achieving emerging or developing on the proficiency index were monitored throughout all 3 terms. In term 1, 64% of students were assessed in the emerging/developing category. Progressing throughout the year, in term 2, 52% of students were emerging/developing and by term 3, only 46% of students. This shows improvement throughout the year, and it

also highlights the need for continued improvement. Staff will continue to assess, monitor and adjust teaching and learning groups as required. It is important to respond to the interventions provided to all the learners in our school community.

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 will continue to assess all learners using additional formative assessments (School Wide Write, BAS) to obtain schoolwide data. We will use this data to inform the classroom teaching practises as well as the Tier 2 learning support interventions. We will also use these assessments as opportunities for teachers to collaborate and calibrate proficiency to establish a common standard schoolwide.

Additionally, we aim to provide equitable access for all learners to improve literacy outcomes. We have built Tier 2 learning support groups to provide direct instruction in Literacy.

To continue to improve student physical and mental well-being, we will provide direct instruction through various Social Emotional Learning Curriculum: Open Parachute, Second Step, EASE, Little Spot Series, Zones of Regulation, Social Thinking (TM) and Ready Bodies, Learning Minds. We will continue to use Restorative Practise to build community and resolve conflict.

Improve equity

To improve equity, we will continue to build a rich library of literature designed for universal access to learning. It is high interest and new and relevant literature that promotes engagement in literature circles and literacy K-7.

Our classes are designed in multiple grade groupings to increase collaboration amongst learners and classroom and resource teachers. We will continue to provide additional teacher collaboration time to support educational planning that provides access to curriculum for all learners.

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

We will continue to integrate First Peoples Principles of Learning throughout our classroom activities and routines. Our collection of Indigenous books and learning resources will continue to be a spending priority. We participate in place-based learning by utilizing our outdoor education resources such as gardening materials and tools for visual investigations; we also provide weather-appropriate outdoor wear for all learners. We collaborate with staff at the Hastings Conservancy in our neighbourhood for enriched outdoor learning.

HOW WILL WE KNOW WE'RE ON TRACK?

- Visible and measurable progress in literacy skills as evidenced through CSL data, School Wide Write, reading assessments and the Foundational Skills Assessment
- Visible and measurable progress in Social Emotional well-being through our Student Voice Survey

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh Nations). MacCorkindale Elementary School is located in the Killarney area of Vancouver near Central Park. Established in December 1967 as the first open-area concept school in British Columbia, we take pride in our rich history of educational innovation.

With an enrollment of 290 students, our school is a vibrant and diverse learning community. Our student body comprises a variety of linguistic backgrounds, including English, Chinese, and other languages. Among them, a portion are English Language Learners (ELL). Our team consists of 27 full-time staff, 7 part-time staff, and 7 district staff, all dedicated to creating a supportive and collaborative learning atmosphere.

The school participates in the BC Fruit and Vegetable program and has a weekly Community Schools after-school program facilitated by our part-time Youth and Family Worker. At the heart of the community is an active Parent Advisory Council (PAC), collaborative staff, and monthly "Be Your Best" assemblies that celebrate achievements and positive behaviour.

The unique positive characteristics of our school include a supportive, close-knit, and connected staff and community. With a multi-generational and diverse student body, the school feels like a family—open-minded, welcoming, and resilient. In our small, interconnected community, collaboration is a deeply practiced principle.

Recognizing assets such as working together, inclusivity, and a commitment to "Being Your Best," MacCorkindale is centered on cultural responsiveness, social-emotional learning, community engagement, language support, and leadership development. These goals aim to enhance the overall educational experience for our students and create a dynamic and supportive learning environment where every student can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners at MacCorkindale possess a multitude of assets and strengths that contribute to a vibrant and supportive atmosphere. We embrace inclusivity, fostering an environment where students of diverse backgrounds feel welcomed and valued. Working together is ingrained in our educational culture, promoting collaboration and cooperation among students and staff. We prioritize kindness and compassion, celebrating acts of responsibility, respect and safety within our community. Furthermore, our multicultural community enriches the learning experience, providing opportunities for cultural exchange and appreciation.

Leadership opportunities are available throughout the school, allowing students to take on roles such as morning announcements, office monitors, and safety patrol, fostering a sense of responsibility and empowerment for students. Recognizing the varied intelligences of our students, we provide a platform for them to showcase their creativity and talents. We hold monthly student recognition assemblies to celebrate the achievements and contributions of our learners, reinforcing positive behaviours and values such as respect, responsibility, and safety.

Despite these strengths, we are mindful of the needs and challenges that our students may face. Some require support in developing self-regulation skills and stamina to stay focused. Providing space for movement breaks and additional resources is essential to catering to the diverse academic needs of our learners. While many students enjoy being at school and exhibit self-regulation, others may need encouragement and assistance in developing problem-solving strategies and confidence.

Additionally, we acknowledge the external factors impacting our students, such as familial circumstances, trauma, anxiety, and lack of support at home. Friendship issues and the prevalence of screen time as a distraction are challenges that extend beyond the school doors. Despite these obstacles, we remain committed to nurturing a supportive and inclusive learning environment where every student feels valued, supported, and empowered to reach their full potential.

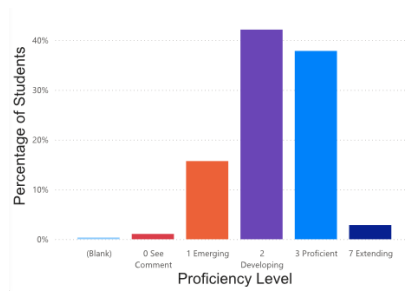
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

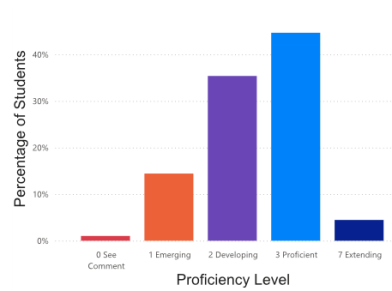
As a school community, we recognize the fundamental importance of addressing students' basic safety and physiological needs, as outlined by Maslow's Hierarchy of Needs, before delving into academic endeavours such as improving student achievement in literacy and numeracy. Secondary to these basic needs are the psychological needs of belongingness and esteem, which must also be prioritized. To ensure the holistic well-being of our students, we have implemented a range of initiatives aimed at meeting these foundational needs. This includes promoting student socialization through encouraging interactions with peers, fostering a sense of community and belonging. We also emphasize the use of WITS to resolve conflicts outside the classroom and implement SPOT and Second Step programs for social-emotional learning (SEL), addressing the psychological well-being of our students. Additionally, we incorporate brain breaks to support student well-being and foster self-awareness and self-respect. By utilizing resources such as WITS, Little Spot of Emotions books and Open Parachute, we address emotions and regulation, providing comprehensive support for the emotional needs of our students. In addition, we provide assistance for staff and students in achieving Individualized Education Program (IEP) goals, ensuring that every student's needs are met. Through the integration of the "Zones of Regulation" language and concepts into classroom activities, conducting weekly SEL lessons, and conducting individual check-ins, we prioritize the well-being and sense of belonging of our students, laying a strong foundation for academic success and fostering a lifelong love of learning.

Although our school focused primarily on SEL this year, the overall school's English Language Arts proficiency improved each term, as evidenced by our CSL (Communicating School Learning) data seen below. In term one, 40.72% of students were proficient or better, in term two, that increased to 49.14%, and in term three, 51.19% were proficient or better in English Language Arts. This improvement highlights the positive impact that social-emotional learning can have on academic performance. The data suggests that prioritizing students' emotional and social well-being can lead to better outcomes in their academic endeavours.

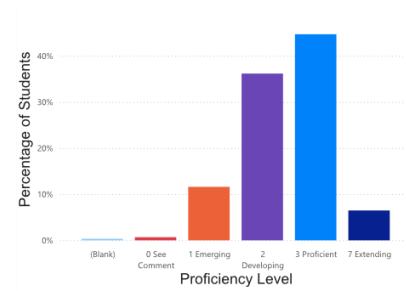
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Term 2:

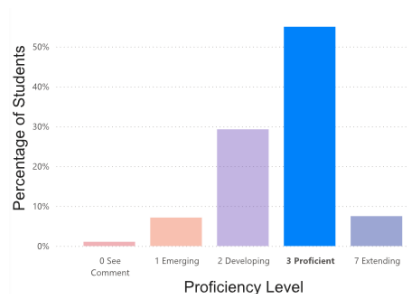


Term 3:

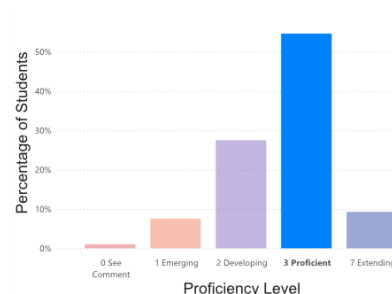


The school's overall numeracy proficiency remained relatively stable, with 62.5% of students achieving proficient or better in term one, 62.93% in term two and 62.12% in term three.

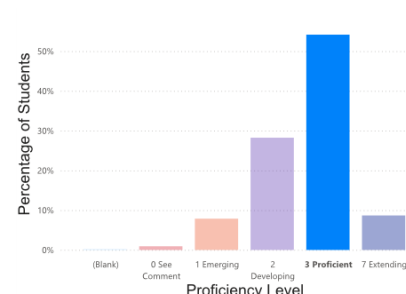
Term 1:



Term 2:



Term 3:



Improve equity

To improve equity, we are committed to creating an inclusive and respectful school environment where all students feel valued, accepted and supported. This year, we have focused on adopting more UDL (Universal Design for Learning) practices to cater to diverse learning needs. By implementing SEL strategies like square breathing, teaching students to manage their zone of regulation and using WITs, we have promoted the inclusion of students in the classroom environment rather than pulling them out.

Incorporating students with special needs into regular classrooms has been facilitated by having student support workers assist a variety of students, providing more equitable and robust support throughout the school. Constantly assessing students' needs and adjusting resource teacher schedules to ensure that students who require support receive it has been paramount.

Equity among staff is also a priority to prevent overwork and to meet their needs. This has been achieved by rotating support staff to balance workloads, re-evaluating student support throughout the year, and reallocating resource teacher time to support classroom teachers effectively.

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

Through various initiatives and practices, we strive to foster understanding, respect, and partnership with Indigenous communities. Each morning, we begin with a land acknowledgment during morning announcements, recognizing and honouring the traditional territories on which we gather. Additionally, we engage students with stories, videos, and picture books that celebrate Indigenous cultures and histories, promoting awareness and appreciation. Utilizing resources such as the Witness Blanket and National Truth and Reconciliation Commission (NTRC) materials, we deepen our understanding of Indigenous experiences and perspectives. Our commitment to reconciliation is further demonstrated through Indigenous-focused professional development sessions and events, including Indigenous pro-d days and district-wide gatherings. Our Indigenous education working group provides staff with educational resources, fostering meaningful connections and opportunities for dialogue. Through outdoor place-based learning experiences, sharing circles, and the inclusion of Indigenous literature in our library, we create spaces for learning and reflection that honour Indigenous knowledge and wisdom. Together, we are dedicated to building relationships and creating a more inclusive and equitable learning environment for all.

HOW WILL WE KNOW WE'RE ON TRACK?

We will gauge our progress by observing various indicators that demonstrate positive changes in our students' well-being and behaviour. Using the WITS program, we will assess how students are applying conflict resolution strategies and speaking up for themselves, leading to fewer classroom disruptions and peer conflicts. We will closely monitor changes in student behaviour, such as improved self-regulation and management of emotions, as well as positive connections with peers and staff. Additionally, we will track student reflections and feedback, ensuring that they feel successful, engaged, and confident in their participation at school. A reduction in unexpected behaviors, conflicts during recess and lunch, and visits to the office will indicate a healthier and more supportive school environment. Through ongoing conversations with students and observations of their progress, we will strive to create a learning environment where all students feel valued, supported, and eager to learn.

2023-2024 School Learning Plan

SCHOOL STORY

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).

Sir Alexander Mackenzie Elementary is in an urban, culturally varied community. The student enrollment for the current 2023-2024 school year is 416 students. Mackenzie has a diverse student population with many different languages being spoken. Mackenzie has a District Life Skills Class, District Gifted Enrichment Centre, Strong Start Program, District Reading Recovery, District Early Learning, as well as the YMCA before and after-school care on site. Mackenzie's staff consists of over 60 staff members. We have two buildings with the beautiful heritage older building being built in 1930 and the lower 'West Wing' opened in 2002. We are all Mackenzie, and we continue to highlight inclusivity at our school site. One of the school goals over the past few years has been to focus on Social Emotional Learning practices in order to increase the sense of belonging within our school population, while also focusing on increasing grit and resilience. We work together with a team approach throughout our staff which includes Administration, Office staff, Teachers, Student Support Assistants, Supervision Aids, Engineers, and District Itinerant staff.

Students in our catchment area continue to enter Kindergarten with some vulnerability as reported in both the Early Developmental Inventory (EDI) and the Middle Years Development Instrument (MDI). These areas of vulnerability include social, emotional, physical, language, and communication domains. Mackenzie utilizes a Resource Team Model that successfully reduces these identified vulnerability rates for many students, especially those with more needs. ELL students also receive excellent support in English Language acquisition through collaborative efforts of the Classroom and Resource Teachers.

Sir Alexander Mackenzie is a member of the John Oliver Community School Teams. We offer many opportunities to demonstrate leadership within the school through a variety of monitors and helpers, announcements, School Spirit Club, and assembly leaders.

Mackenzie's Strong Start Program is a Ministry of Education initiative that promotes the integration of three and four-year-old children into the school community with the inclusion of parents as active participants in the daily morning sessions. The Strong Start teacher is a valued team member and works closely with our Kindergarten team. The Mackenzie staff have several committees and student clubs in place that meet regularly to discuss direction, needs, and cooperative teaching practices such as: platooning, team teaching, resource support, curriculum planning, and assessment practices. The School Based Team (SBT) also meets regularly to discuss the learning needs of individual students who have been referred by classroom teachers.

Mackenzie Elementary has been fortunate to have established strong partnerships with our parents.

Mackenzie's Parent Advisory Council (PAC) is supportive and actively works with the school, benefiting all

students, staff, and parent/guardian population. Mackenzie also has strong ties to the Community Links Team through John Oliver Secondary, Little Mountain Neighbourhood House, and other agencies who offer opportunities for students. Many parents are involved in volunteering in school activities and with PAC endeavours. Each individual contributes to the bright Mackenzie fabric with families viewing the school as a positive and integral part of the community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Over the past few years, we have been working on increasing everyone's sense of belonging. We also have been focusing on developing resilience. These important areas help build a solid sense of self that aids in successfully navigating the world. The core of the B.C. Curriculum focusses on Social-Emotional instruction and we continually work together to strengthen a deeper sense of belonging within the Mackenzie community. The school is a friendly and welcoming place to be. This important work is threaded and woven into all we do throughout the school year.

Several events occur throughout the year that bring our community together such as Meet The Staff, Volunteer Conduct Orientations, Spirit Club initiatives, Book Swap, Valentines Day neighbourhood card delivery, Walkathon (28 parent volunteers and a true celebration of the Mackenzie community this year!), Sports Day, assemblies, PAC meetings, parent education evenings, and PAC movie fundraiser nights in our Auditorium. Mackenzie has an active PAC who have a strong relationship with the school as we communicate and work together as a community to help run and support these events.

Several opportunities exist for students to get involved with clubs and teams. Not only does Mackenzie have the vibrant Spirit Club, we also have daily student announcers, library monitors, cross-country, volleyball, basketball, badminton, and track and field teams. Most classes in the school actively participate in activities with Buddy classes. This emphasizes our sense of belonging as a community, people of all ages can feel comfortable and learn from each other within our building.

Our Library Learning Commons is a vibrant hub in our school and is well utilized by students and staff for team teaching and learning purposes. Our Music room is also a dynamic hub where our students love to go learn a variety of musical mediums and instruments from our experienced Music Teacher. The Grade 7 students enjoy learning new instruments in a band program that our talented teacher provides for them.

Information gathered from schoolwide Sense Of Belonging school surveys, MDI Information, and Ministry Student Learning Surveys have demonstrated that students wanted to have more information about understanding and managing their own mental health. The combined data, along with student and parent street data, demonstrates that students have a strong sense of belonging and a growing sense of ownership within their school.

Our VSB Community School Team has provided several opportunities for after school programming such as Arts Umbrella Physical Literacy, Schools Out!, and Science World Super Science. Our after-school programs are fully utilized. Many of our students also attend before and after school care with the on-site YMCA program as well as privately run after school opportunities that rent after school space.

Our student population is diverse with many strengths and stretches. Mackenzie has several vibrant programs such as our Strong Start program, Gifted Enrichment program, and Life Skills program. We have a cohesive team of 15 Student Support Assistants that help assist our learners. In addition to our three playgrounds and outdoor learning classroom, last spring we were fortunate to have a wonderful adaptive sensory playground installed.

Mackenzie's English Language Learner population has shown to be on the decline in the past few years. Students speak several different languages which makes our collective stronger as we have many opportunities to learn from each other.

Data demonstrates that the majority of our students are attaining the Developing/Proficient level in literacy. Staff have begun actively working together in order identify ways to help support more of our students into the Proficient/Expanding levels in Language Arts.

Each morning, our school starts our day with daily student announcers who begin the morning announcements with the Land Acknowledgement. Our announcers range from Kindergarten to Grade Seven. We strive to have teachings that occur in our classrooms woven into our daily life and embedded into our curriculum. By participating in learning and unlearning dialogues, we help support new and mutual understanding which assists in opening new pathways for collaboration towards reconciliation.

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 will continue to look for opportunities to embed, deepen, and enrich a sense of belonging throughout these areas.

Improve student achievement in literacy

This year our Resource Team participated in the District Rime Magic pilot program that helps address learners who are struggling with literacy. We analyzed schoolwide writes that occurred in the fall and in May that have helped track literacy development. We have One to One volunteers who regularly come in and work with students to give them extra support with their reading abilities.

A Literacy Committee was formed that consists of Administration, the Resource Team who support all grade levels, and two primary teachers. We were able to attend dedicated District Professional Development mornings that focused on improving literacy in our schools. The Literacy Committee has been meeting to put some whole school directions in place for the coming school year. Staff have dedicated time to work together to create shared understanding of levels of literacy expectations and achievement. Students will have individual folders tracking their literacy data that will follow them from year to year. Dedicated schoolwide literacy time and assessment will be scheduled throughout the school year to identify areas of focus for individual students and group trends in their reading and writing achievements.

Improve Student Voice and Sense of Belonging

We consistently look for ways to provide equity and increase student voice. Some of the areas we have been able to do so this year have been Peer Helpers, Gr. 1 to Gr. 7 daily announcers a Gr. 1/2 class took on the organizational announcements for Bike To School Week, and Staff have an Assembly committee that includes various students from different grades to help host and present to the school.

Students have annually completed a Sense Of Belonging survey which contains a section entitled, "I want you to know...". Students respectfully express how they are feeling and what is on their minds. The data demonstrates that each year students are speaking more readily and the overall data

collected has shown growth that is very positive. This year, students had a contest to submit individual designs for next year's (2024 - 2025) respective Mackenzie Primary and an Intermediate student agenda title covers.

The students in our Spirit Club suggest, create, and run special activities and theme days throughout the year. Several of these special events have a philanthropic component to them. They lead in many areas throughout the year and are amazing Mackenzie Ambassadors at our dynamic Welcome To Kindergarten. The organizations that we raise money for are decided upon by the students. This year we raised money for Terry Fox, SPCA, Canuck Place, and Covenant House.

Students let us know that an area of needed support was learning about their own mental health and online behaviour, responsibility, and safety. We brought in Watari and Children Of The Streets programming into the schools for our Intermediate students. Our PAC also hosted an informative online parent education evening with Children of the Streets to help support awareness and communication. We also brought in a schoolwide yoga program, Yoga Buggy, so that each class participated in learning about mind and body self-awareness and regulation in a healthy way.

Improve Equity Among Our School Community

This year began with an enthusiastic PAC sponsored school Spirit Dance. This helped bring the community together to celebrate starting off the year with a strong sense of belonging.

Staff meet to participate in 'Netting', a process where we communicate with each other by sharing our knowledge about each student in order to set them up for success with appropriate wrap around supports right from the beginning of the year.

We strive to have a school environment that is a safe, caring, welcoming, and inclusive place for students, staff, and families. Every individual is welcome and diversity is embraced. We demonstrate that through our actions, consistent teaching of personal responsibility expectations, visuals posted throughout the school, morning and Assembly acknowledgements, programming modelling, and engagement.

Much attention has been focused on investigating ways to increase equity for all. Staff have participated in learning about and teaching targeted interventions for Social Emotional Learning. As well, staff participated and learned together in sessions regarding understanding trauma- based approaches, VSB's District Principal of Equity and Anti-Oppression presentation of VSB initiatives and resources, District personnel came to speak about self-regulation Ready Bodies Learning Minds and Sensory Rooms. Staff Lunch and Learns occurred that focused on District social-emotional programs for primary and intermediate students. Administration, resource teachers, and SSAs have participated in two District pilot projects this year: RBLM programming (Ready Bodies Able Minds) and Sensory Room initiative training. Both of these Universal Design of Learning programs are meant to help all students in self-regulation.

Our Grade 7s participated in restorative circle practice and sessions with an Own It! facilitator and our VSB District Teacher in regards to gender equity. Most classes participate in Buddy classes which bring Intermediate and Primary students together to learn from each other.

Staff have started learning about proactive classroom circles with a lens on restorative practice. This work will continue in the fall as staff have booked targeted professional development sessions in these areas in September.

Our PAC works closely with school personnel to help and support the school and District directions. Parents are welcome volunteers that assist us in providing important programming for our students. The Mackenzie PAC continually works at actively finding ways to reach out to parents and guardians of the Mackenzie community. We plan and co-create participation and celebrations together such as opening day Meet and Great, Meet the Staff community event, Spirit Dance, Walkathon, and Sports Day. This year, we had 28 parent volunteers out to help with our dynamic annual Walkathon school fundraiser.

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

We continue our work on increasing knowledge, awareness, appreciation of, and respect for indigenous histories, traditions, cultures, and contributions. We consistently evaluate, embed our learning and unlearning throughout our education, and renew plans for the improvement and expansion of our learning of Indigenous cultures. Emphasis is placed on the First People's Principles of Learning and incorporating the Seven Sacred Teachings. Attention is paid to deepening awareness of cultural commonalities and transference of knowledge.

Staff participate in the District-wide Professional Development Day centering on the Truth and Reconciliation process and Indigenous teaching and learning. We work together in staff meetings arranged in a circular format. Teaching staff are creating cross-curricular units in order to team teach in the Learning Commons that focus on embedding teachings throughout curriculum. Our Music teacher works with our students throughout the year teaching Indigenous content and teaching the songs with the drums created by staff that were awakened and gifted back to the school.

As we embed this learning throughout our daily learning in cross-curricular ways, we also seek to bring in Indigenous performances for the school and participate in Orange Shirt Day and Red Dress Day. Field trips occurred to the Camosun Bog, Stanley Park, and the Capilano Watershed to enhance our education. We continue to bring in Indigenous performances for the school. Our Teacher Librarian continuously grows our school collection of books by Indigenous authors and our Primary and Intermediate cohorts continue to add Indigenous content guided reading and novel sets to our literacy program. Classes have increased their place-based and land-based teaching and learning experiences and are accessing Memorial Park more frequently to conduct lessons. Our Gr. 5/6 class was fortunate to attend the First People's Festival this spring and another Gr. 5 class was able to work with Andy Everson about Indigenous musings in the digital world.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we're on track by conducting, collating, and analyzing student and staff surveys, as well as data from Learning Updates, FSAs, EDI and MDI data over time. Participating in conversations and observing street data is always important to obtain and record immediate direct feedback.

Social Emotional Learning targeted programming has been highlighted and focused on this year together as a staff and in individual classrooms. We have been monitoring situations to see if those areas of direct instruction are being used in the moment. With more time to practice these skills, we should see demonstrated increased self-regulation and self-reflection skills, and a positive mindset in abilities to be able to solve problems in a peaceful manner.

These are multi-year goals as change takes time, attention, and patience. As our data continues to signify progress, it will demonstrate improvements in equity for all throughout the areas.

2023-2024 School Learning Plan

SCHOOL STORY

Named after the first European settler, Mr. Hugh Magee, the school opened in 1912 with nine (European) students in a small, upstairs room in Marpole, the site of the present-day David Lloyd George School. Indigenous students at that time received a segregated education, were separated from their families, and were sent to Residential schools near the current Vancouver Airport, West Vancouver, and even as far as Sechelt. The school is currently located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 47th Avenue, between Granville Street and East Boulevard. Maple Grove (adjacent to Magee) and McKechnie are Magee's catchment elementary schools, although students also come from Osler, David Lloyd George and Kerrisdale Elementary Schools.

We are a comprehensive secondary school currently meeting the needs of 1110 students enrolled in Grades 8 through 12.

The unique assets at Magee

The Magee staff are exceptionally dedicated, talented and experienced professionals. They are invested in the culture of the school and spend time outside of class supporting students academically and with clubs, sports, activities and field studies.

In addition to a broad array of regular program studies in English, Math, Science, Social Studies, Physical Education, Modern Languages, Applied Skills and Fine Arts, Magee Secondary School offers unique smaller school programs to help meet the needs of specific learners. These school and district programs include:

- The **Learning Support Program (LSP)** for 15 Grade 8 and 9 students with severe language learning difficulties. Each student has an Individual Education Plan (IEP) and works at his/her own level on adapted or modified core curriculum in a supportive setting. Upon completion of LSP 9, students then transition into either regular program studies in Grade 10, or another unique class setting elsewhere in the district.
- The **Learning Assistance Life Skills Program (LALS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum and upon graduation, the students are awarded a school-leaving certificate.
- The **Magee Life Skills Program (LS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum. On graduation students are awarded a school-leaving certificate.
- The **SPARTS (Sports/Art) Program** for 150 Grade 8 through 12 students. This district program is unique to Magee and enrolls students with recognized outstanding abilities in Athletics or Fine Arts (i.e. figure skating, rhythmic gymnastics, dance, fencing, etc.) and enables the integration of training/study/competition schedules with academic studies.

Magee's Skills Development Centre is unparalleled in its successes through a highly respected Peer tutoring program and the promotion of independent learning and help for students with significant difficulty in one or more basic academic skills. The Centre is especially unique as a place where all students congregate, regardless of achievement and ability.

Magee Secondary offers a comprehensive array of extra-curricular opportunities to continue student learning beyond the classroom walls through participation in clubs and three seasons of athletics. Magee's clubs permit students to follow their interest in many topics including service, environmental awareness and sustainability, global citizenship and animal rights.

Magee has a very active and involved parent community who value public education. Our PAC hold regular meetings with current educational topics on the agenda. A targeted fundraising program is underway to support school identified projects. Parents are involved as advocates for their children and maintain close communication with the teachers and other staff.

Our Fine Arts programs enroll approximately one third of Magee students in bands and/or choirs, which have toured and performed across Canada, the United States, Asia and Europe. Magee's Music Society is a very active and supportive group of parents who help organize and fundraise. Drama students, both junior and senior, stage drama productions six times a year and have competed successfully in competitions, both locally and provincially. Our school's exciting Visual Arts Program enables students to express themselves through a variety of mediums.

Advanced Placement programs in Calculus, History, Literature, and Visual Arts enable students to become accustomed to college level studies.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school population is ethnically diverse, speaking over 30 languages in students' homes. These languages are primarily English, Cantonese and Mandarin. Seven percent of our total student population are enrolled in English Language Learning classes. We enrolled 148 International students during the 2023-2024 school year.

Approximately 9% of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). 77% of students identified with an IEP are fully integrated into regular programs at the school, and the remaining 23% percent of students identified with an IEP benefit from intense support in an enclosed program setting, with possible integration in one or more classes.

Less than one percent of our student population is Indigenous.

Less than one percent of our students are children in MCFD care and/or children in families on income assistance.

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

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

Our goal is to ensure all students' physical and mental health is enhanced; mental well-being and belonging are concerns raised in the school community. Across the year we will focus on supporting student's mental wellbeing and enhancing student's belonging.

Magee learners, in general, are motivated and strong academically. Over two thirds of the students achieve an average of 80% and over in their classes. They value education and are committed to their studies. A great majority of them move to post-secondary institutions after graduation and many earn scholarships. The students are kind and respectful. They are reliable and enthusiastic. They report high levels of positive behavior at school which includes not getting into trouble for disruptive or inappropriate behavior. They are culturally diverse and bring a positive attitude and diverse experience to their classes. They are engaged in many activities in and out of school including athletics, fine arts and humanities.

However, the needs of Magee learners include general well-being. Satisfaction Survey data indicate that, compared to the Canadian norm, students reported higher levels of moderate to high levels of anxiety and depression and lower levels of positive self-esteem. The students struggle with defining and coping with stress, anxiety and depression. Many students are very mark focused and this appears to lead to increased levels of stress. Students feel pressure to achieve and be accepted to university. This data is consistent in our Satisfaction surveys, and is corroborated by teacher and Counsellor reports, and SBT meeting minutes.

Apart from isolation and stress, factors that may be contributing to our students reported higher levels of mental health may be the high expectations they and their families have; increasing entrance requirements for university; struggles with resiliency in their ability to handle adversity and failure. Finally, data coming from a recent survey of our students indicated exceedingly high levels of climate anxiety.

We are doing the following ...

- Engage health professionals to instruct students on how to address their needs and use tools and strategies to promote positive mental health.
- Explore the BC Mental Health Curriculum
- Continue our work with the personal and social awareness core competency in the New BC curriculum.
- Expand on assessment strategies to better align with the new BC curriculum.
- Continue to communicate students learning of core competencies by a connection/interview process involving staff and Grade 8s and 9s.
- Continue with our Semester Turnaround experience with workshops and assemblies that focus on different aspects (Physical, social, individual) of adolescent mental health.
- The Magee staff has participated in professional development on mental health at the district and school levels.
- Student grade assemblies have also focused on this topic in addition to other aspects of the redesigned curriculum's core competencies.
- We are collaborating with a local non-profit organization to deliver a two-day optimism focused Climate Change program for all students.
- We will continue to have dedicated time during staff meetings and staff professional development to focus on aspects of student mental health concerns.
- During semester turnaround, collaboration time, staff meetings, and admin days establish a program of staff 'Teach-ins' to support this goal.
- Have parent workshops during PAC General meetings on aspects of teen mental health.

We settled on these actions because ...

If there is one thing we know in adolescent learning, mental health and social and academic outcomes are related. The Research Institute's 40 Developmental Assets for Adolescents link the above actions to strengthening adolescent resiliency and reducing mental health concerns. Similarly, outcomes of the above actions reinforce executive skills identified by Mosiac Education that, when present and reinforced by explicit programs and actions, support positive mental health effects.

We anticipate the following new areas of learning

We anticipate new learning in the areas of student and teenager personal values and choices, self-regulation, relationship building and well-being.

2. Improve equity

Our goal is to further integrate students with different learning abilities into our school programs. This will be achieved by including LALS and LS students in Art, Foods, Shop, PHE, Music and Drama classes, and encouraging LALS students in school leadership opportunities (like Student Council and clubs' sponsorship).

We selected this goal because in the 2022-2023 school year a district LifeSkills (LS) program was added to the rainbow of educational experiences available at Magee. After an initial teething year, the staff were interested to explore how the different programs- LS, Learning Assistance and Life Skills (LALS), Learning Support Program (LSP), Skills, Regular, Advanced Placement, and Sports and Arts (SPARTS)-cohered together.

We are doing the following in the 2023-2024 school year ...

- Creating maximum opportunities for student integration in classes;
- Improving our professional literacies and understandings regarding aspects of integration, adaptation, and modification;
- Building on the culture of tolerance and non-judgement to integrate learners with different abilities in general school activities;
- Integrating students with different abilities in (among others) Capoeira, skateboarding, dance and carving sessions of the Semester Turnaround program.

We settled on these actions because ...

Guided by John Hattie's (2009) *Visible Learning*, we decided to focus on these specific actions because they facilitate the greatest individual and collective effect sizes in influencing the outcomes of all learners, and, in particular, these actions lead to a greater effect size outcome for student with different learning abilities. In Hattie's terms, these actions fall within his "Zone of Desired Effects".

Similarly, Mitchell and Sutherland's (2020) *What Really Works in Inclusive Education* suggest that these actions are effective strategies to foster inclusion and broaden student's pathways to equity.

We anticipate the following new areas of learning ...

Among others, we expect to learn about how not to fail and exclude learners of diverse abilities. Furthermore, we hope to learn how all student and teacher's lives are enriched from integration programs and an equity lens.

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

We selected this goal because ...

... it is essential for teachers to understand the role of education in shaping past and present societies, and that we need to model processes of learning and reflecting on our colonial and racialized experience. Our specific goal will be to increase Magee staff and student engagement at Indigenous focused events and learning opportunities.

We are doing the following ...

- Continuing to increase the representation of Indigenous art in the school. In addition to our Magee 2019 Grad class's Spindle Whorl, dedicated cabinet displaying Shane Point's traditional canoe carving, Kwagiulth (Alert Bay) carver Jimmy Joseph's Sun and Moon carvings on permanent display alongside Spindle Whorl; LALS 'Upon Reflection' (based on Susan Point's Salish Footprint) mural; transformation of the 'Princess Staircase' into the 'Musqueam Staircase'; Atrium's concrete pillars painted with traditional Musqueam woven design under Deborah Sparrow's mentorship.
- Piloted English First People's 11
- Support for district initiatives such as book launches of Indigenous authors and the inaugural Indigenous Allies Awards expose our students and teachers to extra-curricular aspects of supporting learners and teachers.
- Increased public display and public education regarding Musqueam art through information plaques alongside displays and outdoor mounted copy and artists statement of Spindle Whorl.
- Facilitate student-initiated displays helping students and staff understand indigenous experience

Furthermore, we will sustain and enhance our understandings of indigenous perspectives and knowledges by

- Continuing a teacher's reading group that has focused on indigenous and anti-racist material. For example, this year books discussed over several sessions included Michelle Good's (2023) Truth Telling, and Jesse Wente's (2021) Unreconciled: Family Truth and Indigenous Resistance
- Link ProD with school initiatives.

We settled on these actions because ...

... we recognize that adolescents develop self-identity through the four basic components of self-esteem: significance, competence, power, and virtue (Bendtro, Brokenleg and Bockern (1990, p. 44). Indigenous educational practices nurtured (1) significance in a cultural milieu that celebrated belonging; (2) competence by guaranteed opportunities for mastery; (3) power was fostered by encouraging the expression of independence and (4) virtue was reflected in the value of generosity

(ibid. 1990. p. 45). To foster significance, competence, power and virtue we have built on the schools' design to enhance a sense of belonging for indigenous students and community, and by extension to the broader school-community as part of unlearning processes. In addition, as outlined below, we intend to undertake several more initiatives.

We are undertaking the following actions in the 2023-2024 school year ...

- We have implemented EFP11;
- We are redesigning and upgrading the school's current BCFNS 12 course;
- We have introduced a FIM (First Nations, Innu and Metis) library Collection. Magee's library has begun the process of reorienting its collection to elevate authentic indigenous voices. Working together with district Indigenous Education Department and Teacher Librarian Mentor the library's FIM Collection (First Nations, Innu and Metis Collection) has decolonized our collection and foregrounded local indigenous authors and scholarship. The vetted material and model are being shared with all Teacher-Librarians in the district. Ultimately, we will introduce Musqueam art into the library and we hope to have a name gifted to this learning space.
- a Musqueam House Post project completed and integrated into curriculum development in the school.
- Increased First Nation's focused activities during semester turnaround.

We anticipate the following new areas of learning

Essentially, we anticipate greater awareness of indigenous experience in the school, and a shifting within the school towards creating spaces for resurgence and reconciliation, while aligning our school's actions more closely with calls from First Nation's leadership (such as the TRC's Calls to Action).

HOW WILL WE KNOW WE'RE ON TRACK?

We will know that we are on track through, for example,

Satisfaction survey data, counsellor, teacher and parent reporting, referral data to external agencies and alternative programs, greater student engagement in clubs and school events, improved grades, and greater understanding of reconciliation and resurgence at Magee and in our community. Additional data points include hosting and participating in Indigenous Education department events; curriculum and facility redesign (e.g.: the library has reconfigured and redesigned its collection); parent and community engagement in Reconciliation activities (e.g.: the recent collaboration between the school and the Hongliu Theatre Society's Asian Heritage Concert that included Musqueam Elder Victor Geurin and Musqueam dance, and acted as a fundraiser for the Magee Housepost project educating parents and the community about Reconciliation).

2023-2024

School Learning Plan

SCHOOL STORY

Maple Grove Elementary has a culturally diverse student population of 580 students within 24 divisions. Our school offers a K-7 Montessori program in eight of our divisions. The school is located on the traditional and ancestral territories of the *xwməθkwəy̓əm* (Musqueam), *Skwxwú7meshÚxwumixw* (Squamish Nation) & *səlilwətał* (Tsleil-Waututh Nation).. The school seismic project was completed in 2020 and the current building is divided into seven pods where classes of similar age can share space, resources, and learning experiences. Staff collaborate regularly to create varied learning activities for learners. School enrolment has been increasing steadily in the past few years, and currently our Grade Seven pod is located in our portables adjacent to the main school building.

Maple Grove is committed to creating an inclusive community that celebrates diversity. Many students speak English as a second language at home and each year we receive dozens of new students from around the world. We work closely with VSB settlement workers and multicultural workers to welcome and support new families.

The school vision of success in learning for each student is articulated in the school mission/vision statement. We strive to create a safe learning environment so all students can learn and contribute to their community. We support learning in all dimensions: academic, artistic, physical, social as well as emotional well-being. We pride ourselves on the high level of curriculum enrichment we provide through the joint commitment of staff and parents. Our goal is to nurture students not only academically but also as global citizens. We organise some yearly events such as Sports Day, concerts, extra-curricular sports teams and clubs, Scholastics Book Fair and others. This year we added a relationship with the Adams' Apples program. The Maple Grove PAC organises various community events each year, such as BBQs and friendship dances. This year we will be celebrating the school's 100th anniversary and the school community is planning various learning and community events for this celebration.

At Maple Grove, social responsibility is an integral part of the school's philosophy and the school culture is built upon the ideals of respect for people, safety, and the environment. The school Code of Conduct is Respect Yourself, Respect Others and Respect this Place. We encourage student leadership in class as well as through various clubs (Student Council, Volunteer Group and Monitors programs.)

The school is in South West Vancouver, in the neighbourhood of Kerrisdale. We have easy access to several community resources such as Kerrisdale Arena, Kerrisdale Library, Kerrisdale Pool and the Arbutus Greenway

path and gardens. We share our school grounds with Magee Secondary and collaborate on field usages. Our Grade 6 and 7 students are also offered the opportunity to participate in weekly Band lessons with the Magee music staff.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Maple Grove, we have diverse, kind and open-minded students who are exposed to a wide variety of experiences and opportunities, both at school and at home. Our learners come from varied cultural and educational experiences. Our staff is working collaboratively with families to support parents with their child's educational new setting, which may be different from their previous educational experiences. Our population is transient compared to most other schools in the district, which can be a challenge in trying to create a sense of community.

Our students are motivated and well connected to their friends and teachers. Scanning from K to 7 generally tells us that:

- our students create a positive learning environment with their leadership skills
- our students are creative, clever, motivated, and energetic learners
- because we have a Montessori choice programme, we draw students from all over the city
- there are many languages spoken in our students' homes
 - we have just over 10% with Ministry Designations that receive support from various specialised staff
 - we have less than 10 students with Indigenous ancestry
- approximately 45% of our students receive English Language support as they speak another language than English at home

In our most recent Student Learning Surveys completed in March 2024, we received some positive data confirming that students at Maple Grove are generally happy and feel welcome at school. Fifty-one percent of our Grade 4 students and 57% of our Grade 7 students noted that three or more adults cared about them at school. For the question "Do you feel happy at school?", 68% of our Grade 4 students and 81% of our Grade 7 students chose "most of the time" or "all of the time" as their answers. Finally, when it comes to liking school, 64% of our students wrote "most of the time" or "all of the time," while 67% of our Grade 7 students did so.

As we continue our commitment to reconciliation, staff is engaged in dialogue to forge stronger relationships between our school and our community, including Indigenous families. Our most recent student learning surveys show that even though teachers are committed to our reconciliation journey, not enough in-class learning is happening in this area. While 87% of our Grade 4 students answered that they sometimes/most of the time/all of the time learn about Indigenous Peoples at school, only 27% of our Grade 7s did so. This will be our continued goal in the next few years.

Two years ago, our primary staff participated in both UFLI phonics and Heggerty professional learning inquiries. Since then, all our primary staff has had the training, and all primary classes use these programs daily in their literacy lessons. For our term 3 CSL reports, 49% of our K-7 students received "Extending" or "Proficient" in Language Arts. This data is consistent across the grades, and we have similar percentages in our primary classes. The staff hopes that by using the same language in primary classes to describe sounds and letter sound recognition patterns will support student in becoming better writers.

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

This is our second year focusing on the goal of improving belonging and mental well-being at our school. In our MDI and Learning Surveys of 2022 and 2023, data showed clearly that our students had a lower well-being index compared to our District's student population. Since September 2022, our staff has focused on two key areas to address this need with our students. This year, we focused on collecting data on our students' social emotional needs.

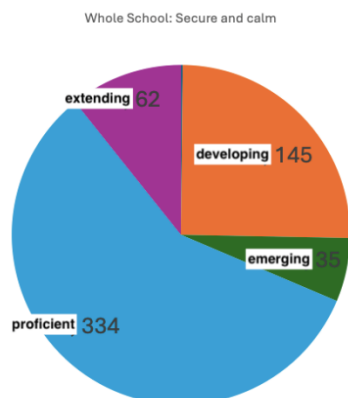
Our first area of focus was to increase belonging in our school. One of the ways we achieved this was by sponsoring several whole school events, which had not re-started since the pandemic. Our student council was instrumental in the implementation of those events. They planned each school assembly for primaries and intermediates. They organised an outdoor talent show for the whole school last May, spreading it out each Wednesday during lunch hour until the end of the school year. They had lunch hour celebrations in December, one for primaries and one for intermediates. Our staff hosted a school Sports Day in June, which had not happened at Maple Grove since 2019, and a primary picnic where all families were invited. Our PAC also sponsored whole family events each term to increase the sense of community at our school, such as dances and BBQs. This Spring, we celebrated two community events: our first Walkathon and our Centennial. For this area of focus, we used our March 2024 Student Learning Surveys as data. The surveys show that most students at Maple Grove feel like they belong: 85% of our Grade 4s and 94% of our Grade 7s say that they feel like they belong at their school either sometimes, most of the time, or all the time. This is a very encouraging trend that we hope to be able to keep.

Our second area of focus was our inquiry question: "How can we empower students to independently care for their emotional well-being?" For the past two years, our staff has been engaged in a four-part workshop with the Dalai Lama Centre for Peace and Education called "Heart-Mind in Schools." Through these workshops, our staff learned the science behind the importance of social emotional learning in schools. They learned strategies to promote well-being in their classrooms. We used two sets of data to find out more about our students' well-being. The first one was a teacher questionnaire, measuring students' progress in five domains. With this data, we will set intentions for our third and final year of this school plan goal. The questionnaire asked teachers to identify where their learners sit in the five domains of the heart and mind index:

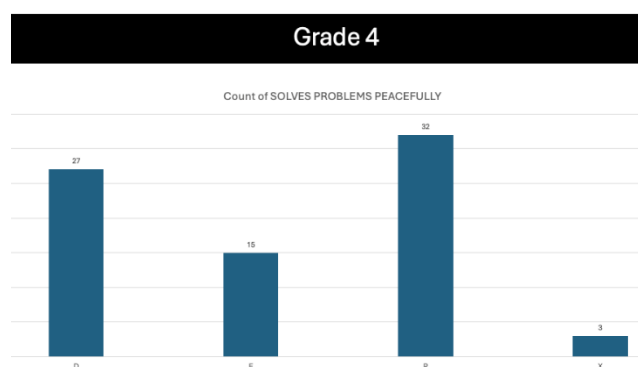
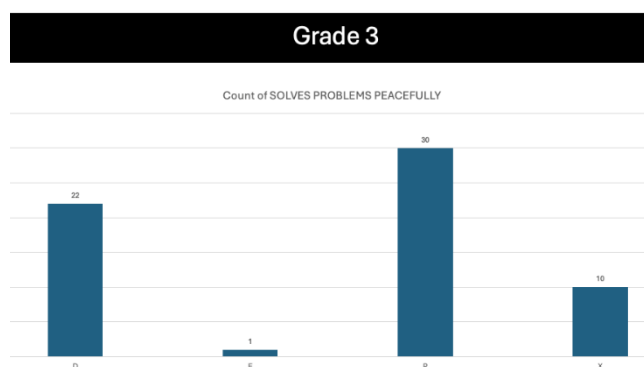
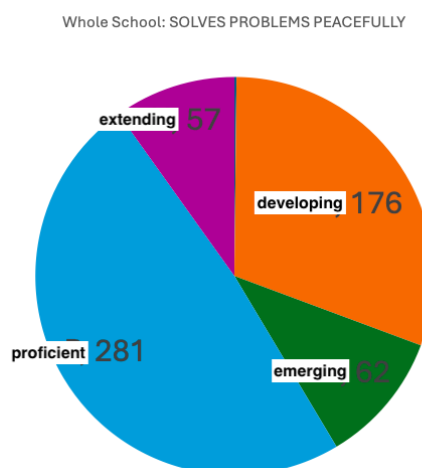
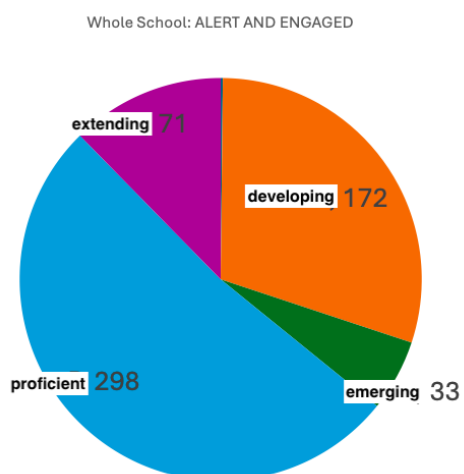
- 1) GETS ALONG WITH OTHERS** - the ability to form positive and healthy relationships with peers and adults.
- 2) COMPASSIONATE AND KIND** - the ability to be aware of other people's emotions and a desire to help when a person is in need.
- 3) SOLVES PROBLEMS PEACEFULLY** - the ability to behave in a peaceful and respectful way in a variety of situations and relationships.
- 4) SECURE AND CALM** - the ability to take part in daily activities and approach new situations without being overwhelmed with worries, sadness or anxiety.
- 5) ALERT AND ENGAGED** - the ability to stay calm, focused and alert; to demonstrate self-control and to slow down and think before acting.

(retrieved from <https://dalailamacenter.org/programs/heart-mind-index>, retrieved February 5th, 2024)

Looking at the whole school data, we see that the strongest domain for our students is the secure and calm domain. This is different from our 2022 MDI scores of two years ago and may indicate that our school wide SEL strategies to decrease anxiety at school are working.



The two areas where our students struggle the most are the peaceful problem-solving domain and the alert and engaged. This is particularly true in our grade 4 and 5 cohort, with matches our street data and anecdotal school stories. This cohort is being supported in various ways by several school staff because of frequent social conflicts resulting in powerful externalisation behaviours. Here is the data for the whole school (first graphs) followed by the comparison of grade 3s and 4s counts of “solves problems peacefully.”



The data shows that we need to continue to support this cohort with further interventions.

For our second set of data on this focus area, we added five questions to our 2024 School Learning Surveys, hoping to get a better understanding of our students' ability to use strategies that have been taught at school. The questions were:

- I can calm myself down when I am excited or upset.
- I can use many strategies to talk about my feelings.
- When I am upset, I notice how I am feeling before I act.
- I feel like my classmates care about me.
- I feel understood when I voice my feelings at school.

For the question "I can calm myself when I am excited or upset," 92% of our Grade 4s and 92% of our Grade 7s answered "sometimes, most of the time or all of the time." The most interesting question for our staff was: "I can use many strategies to talk about my feelings." For this question, 73% of Grade 4 students and 66% of Grade 7 students answered either "sometimes," "most of the time," or "all of the time." This is very encouraging for our staff as it shows that our students are learning strategies to monitor and express their needs and feel confident in using them.

These three sets of data gave us a good understanding of where students are at in their social emotional learning journey. In late June and early September, staff will review and discuss these findings. They will also set priorities and choose a focus area for our third and final year working on this school goal.

Improve equity

Equity for our students is of high importance to our staff. We strive to ensure that all students have access to the same support and opportunities. We encourage collaborative teaching and extra-curricular activities so that more students can access varied activities. Teachers often rotate students through their pods so that they get exposed to different styles of learning and teaching.

Our staff is working hard at creating more understanding of neurodiverse students and eliminating stigma from families and students. Through story time, science lessons, speakers' series and SEL lessons, staff work towards an understanding of differences with their students. When asked if they respect people who are different, 96% of our Grade 7 students indicated in our March 2024 Learning Surveys that they sometimes/most of the time/all of the time do so. When asked if they are learning about diversity and human rights at school, 85% of our Grade 7 students chose sometimes/most of the time/ or all the time. This indicates that our teaching is on the right track in this regard.

We have a wonderful student support staff team at Maple Grove who work in and out of classes to enhance student learning and increase inclusive teaching practices. A lot of the support centres on language acquisition and social emotional support. We also have friendship groups for most grades where students are taught— among many skills— to respect others' differences. Intermediate students are invited to participate in various clubs that support diversity and inclusion, such as the Student Volunteer Club, the Pride Alliance and the Student Council.

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

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

One of the most successful integrations of land based learning this year has been with our outdoor education program. One of our teachers is providing outdoor education lessons twice a week to several classes. As part of these lessons, students have been learning about land-based learning, and how Indigenous people use plants for medicine and diet. They are also learning how Indigenous plants help protect our local ecosystem. Our school has adopted a section of the Arbutus Greenway. Students worked with community members to remove invasive species and replant the area with indigenous

plants. Our Indigenous plant garden will continue to be stewarded by future students and will serve as a site for ongoing land-based learning.

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 primary students, learning the Coast Salish anthem
- Decolonising the curriculum through various storytelling and the Turtle Island play recreation
 - Various field trips and hands-on learning around the city centred on Indigenous knowledge, culture and awareness. The Museum of Anthropology's Musqueam kit was particularly meaningful for our classes.
- Working on developing an understanding and a relationship to place through land-based stewardship
- Mapping activities showing pre-colonial land divisions
- Canoe making at the First People's festival
- Various pod activities such as our K pod's Coast Salish Tuesdays

Moving forward, we need to continue to look at whole school reconciliation activities, in and outside of the classroom. Our staff is looking at having professional development days next year focused on developing whole school learning events for our school. Another idea that the staff is exploring is to focus on the National Truth and Reconciliation Commission's Calls to Action as a staff, and to make recommendations on what we can do at our school to support these actions.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to compare our Student Learning Surveys and MDI data year to year to monitor progress or concerns each year. For our well-being goal, staff will continue to track the five SEL domains with their students and we will keep our five extra Learning Survey questions to monitor the progression from students in Grade 4 to Grade 7. Our professional development committee is currently looking at offering whole school activities for reconciliation. We are also looking at exploring ways of addressing educational aspects of the TRC Calls to Action.

2023-2024

School Learning Plan

SCHOOL STORY

Chief Maquinna Elementary acknowledges, with deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwəta+ (Tsleil-Waututh Nation)."

Chief Maquinna Elementary is in the Hastings-Sunset area in East Vancouver. The community consists of a culturally diverse population with new immigrants and multi-generational households with caring and respectful families. Currently, we have an enrollment of 220 students from kindergarten to Grade 7 with 10 divisions. Many parents and grandparent caregivers do not speak or read English fluently. There are twenty different languages spoken in homes and many of our students are English Language Learners. These learners represent approximately 80% of our population. The school community is extremely close knit, and everyone works together to support students and families. The staff work alongside the SWIS (Settlement Workers in Schools), and Multicultural workers and Community Schools Team to provide services to families which include: CityReach, Backpack Buddies, the Vancouver Firefighters Snack Fund, translation services, and the VSB lunch program. Maquinna has a caring, collaborative, and experienced staff.

We have a caring and active PAC who generously give their time to support students, families, and staff. They meet regularly and are there to support all members of the community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our inquiry questions are: What reading strategies and assessments can we embed in our practice to develop our students' reading comprehension more fully? (modified for 2023-24). This is year 3 of our Inquiry.

The Maquinna staff noticed a decline in our students' reading comprehension abilities during Covid-19. Primary and intermediate teachers have been observing this phenomenon – students can adequately or expertly decode but show little understanding of what they are reading. Through reading (Fountas and Pinnell, ELPATS and Marie Clay) assessments, we found that reading levels were below grade level in 60% of our students during the 2020-21 school year.

Also, students' achievement on the FSA scores (2020-21 and 2021-22) point to their writing being stronger than their reading, (typically this is the opposite as writing builds on reading). We have seen an improvement in most primary students reading at grade level at the beginning of the 2023-24 school year through reading assessments. We continue to work on writing in all subject areas for all students, especially our ELL population.

Exploration and implementation of a guided reading program began with sourced levelled reading materials for our guided reading groups. Staff focused on professional development in literacy, reading and writing, for the 2021-22 and 22-23 school year, with workshops, resource development and exploration of a variety of programs which include Powerful Writing Structures, Lori Rog, Daily 5, Reading Power and others. The UFLI Foundations program (University of Florida Literacy Institute) has been or will be implemented in our primary classes, bringing in great results in phonemic awareness of our Grade K/1 students. We hope to continue the program into the upper primary classes within the next few years.

The reading inquiry and exploration of literacy programs aligns directly with the Vancouver School Board's Education Plan goals of student achievement. We hope that student achievement in literacy will be improved overall, especially in reading comprehension through this inquiry.

Two additional themes that Maquinna Staff feel are ongoing goals which we must be considered daily in our classrooms are linked with the Vancouver School Board's Education Plan goals. They are:

- **What underlying, unquestioned practices may exist that perpetuate racist structures?**
- **How do we further what we have already done so that Indigenous practices become deeply embedded in our teaching and learning?**

We know that many of our students accept diversity through their actions and words with other students. However, we still experience incidents of racism and intolerance such as name calling, exclusion, racist comments, and stereotyping. Racist structures exist within the school system, and we continue to raise awareness and initiate change at all levels for a true sense of belonging and equity for all students. Our work on belonging, diversity, anti-racism, well-being, and acceptance at the school level mirrors that of the Education plan goals of the District.

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

- **Working collaboratively with Primary Team and District Literacy team to develop an early intervention for K-2 students**
- **Working Collaboratively with Intermediate Team and District Literacy team to develop an intermediate intervention for students 2+ levels below grade level in Literacy.**
- **Working collaboratively with Counselor and staff to support and develop lessons, programming and activities to support student mental well-being and belonging at the school.**
- **Working collaboratively with CST and external partners to develop more extra-curricular activities to support student mental well-being and belonging at the school.**

Improve equity

- **Working with CST and external partners to provide opportunities for programming after school, before school and during school breaks.**
- **Looking at different assessment practices to ensure equity among all students in terms of assessment.**
 - o Established a Homework Club (2 days/week) to ensure all students have access to extra support and tutoring (1:1 or small group) in terms of completing homework overcoming barriers such as ELL, or adult support at home.
 - o Continuing with hampers, food program, snacks, backpack buddies, homework club, and the creation of a breakfast club
 - o Provide experiences such as overnight camp, field trip experiences, beach day, MLW, performances, sports beyond basic Physical Education extracurricular activities.
 - o Young Entrepreneurs club, Grouse Mountain

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

- **Work with VSB Indigenous Education Department to develop program on reconciliation at the school level with staff and students.**
- **Work with Elders to further develop students understanding of reconciliation and what their role is in the process.**

HOW WILL WE KNOW WE'RE ON TRACK?

Students will exhibit the following skills or improvements:

- o Improved phonological awareness of each student, especially in primary and elementary students who are 2+ years below grade level (CSL reporting – Performance Scales and Assessments)
- o Improved reading comprehension scores and fluency (Reading Assessments)
- o Demonstrate consistent connections between sounds and written letters
- o Some improvement in writing in intermediate students (CSL reporting – Performance Scale, Assessments)
- o Students of concerns have shown improvement (CSL Reporting – Performance Scales, Assessments)

Staff will demonstrate the following:

- o All primary classrooms and primary RTs (K's and Grade 1s to 3s) will be using UFLI, and most students are recognizing letters and sounds
- o Collaborative Inquiry into phonological awareness – by staff, assessment focus – assessment not matching to practice, to be continued next year.

Staff and students will participate in:

- o Indigenous education programming – field trips, drumming with Brandon Peters, Tracy Healy, Elders.
- o Collaborative units, incorporated into Science, Socials Studies etc.
- o Tracy Healy to visit with weaving, and pro-d
- o Work on Reconciliation to be done with Tracy and Brandon.

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Sir Richard McBride Annex is honoured to be situated on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation). The annex opened in November 1963 as an overflow school for Sir Richard McBride Elementary and was named after the 15th Premier of British Columbia. Our diverse community is located beside scenic Grays Park in Vancouver's Mountain View Neighbourhood near East 33rd Avenue and Fraser Street. We are a host to a Vancouver Smart Start Preschool Program. Our "small school with a big heart" houses four divisions from Kindergarten to Grade 3 with 78 students in total. Grade 3 students move on to the main school for their intermediate years. Most students are from English-speaking homes and approximately 14% receive support for English language development. The foundation of McBride Annex is built upon the establishment of close-knit relationships between families and staff and an appreciation of the whole child. Parents and caregivers value being involved in the daily life of the school by volunteering for field studies, and leading and supporting sport, art, and cultural activities. The school maintains a focus on social emotional learning that is woven throughout the curriculum.

At McBride Annex, we take pride in our community atmosphere through the establishment of strong home-school relationships. We also pride ourselves in our awareness of the needs of diverse learners, and the ability to provide opportunities and programs that enrich student learning and leadership. We are focusing on developing inquiry skills to support students in becoming critical thinkers. It is the hope of staff members that students identify themselves as global learners who view education in a positive way and can advocate for their learning needs. McBride Annex staff proudly provide a strong foundation in the core areas of the curriculum and embrace opportunities to experience place-based learning outside of the classroom while incorporating Indigenous Ways of Knowing. Staff are dedicated to creating an inclusive, welcoming community where diverse learning styles are supported and celebrated. We celebrate and encourage creativity, communication, collaboration, and fair play to support students' overall achievement.

We have an active and committed Parent Advisory Council dedicated to funding educational activities and experiences that support and augment the learning happening within the school. The PAC also strives to create an inclusive community for students and their families through many social events, such as a Pancake Breakfast, Valentine's Day Dance, and Spring Fair.

This year, we are continuing the exploration of independence, resilience and positive decision-making to support learners with increasing their self-advocacy skills, practicing a growth mindset, and becoming agents of their own learning. We are curious about how these social-emotional skills impact learning outcomes overall.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at McBride Annex are confident, enthusiastic, active learners with supportive, caring families. They demonstrate belonging and connectedness by seeking support from various adults in the school, volunteering for leadership positions, and being inclusive of others on the playground and within the classroom. Through inquiry and experiential-based learning activities, staff have noted that students demonstrate strength in creative and critical thinking.

For most students, English is the predominate language spoken at home but there are several students who speak, understand, or are exposed to other languages. There are just over 10 students who receive English Language Learning support, fewer than 10 Indigenous students, and fewer than 10 learners who possess a Ministry designation. According to Learning Updates, McBride Annex students demonstrate strength in Mathematics with well over 50 students who are either proficient or extending. In English Language Arts, over 40 students demonstrated proficiency in their ability to write and to read texts at grade level. Although reading and writing are strengths, literacy remains an area where continued growth can occur by improving reading fluency, decoding skills, and comprehension skills as well as, increasing clarity in writing by improving grammar and building vocabulary. In addition, staff have noted a need to foster social-emotional skills, primarily perspective-taking, normalizing failure, and building a growth mindset as this can have an adverse impact on their academic progress. Students are being supported in seeing errors and mistakes as learning opportunities and that learning takes patience and time. Therefore, improving literacy skills will be a goal for the annex next year coupled with strengthening social-emotional learning.

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, improve equity, and continue our journey of reconciliation with First Nations, Metis and Inuit

We will provide access to learning materials and resources that improve literacy skills, provide equity for all types of learners, and support Indigenous education by:

1. Encouraging and supporting reading at home by ensuring all students can practice with home reading books at their level.
2. Purchasing home reading books and levelled readers that are more inclusive and representative of a variety of students (culture, gender, ethnicity, etc.).
3. Purchase and provide tools to students that promote social-emotional learning and provide a variety of access points to learning, such as wobble stools and wiggle cushions, noise reducing headphones, fine and gross motor tools, etc.

HOW WILL WE KNOW WE'RE ON TRACK?

We have begun the process of achieving our goal by purchasing several new books for home reading and in-class guided reading groups. We will continue to purchase additional new books that are representative of various cultures, ethnicities, family make-up, and follow current literacy practices, so students have multiple opportunities to develop their reading skills at home and within a small group reading format at school.

To measure improved literacy skills, we will use anecdotal notes from in-class literacy group work, our school-based reading assessments (DRA and Benchmark), student performance indicated on Learning Updates, as well as a comparison of student writing samples from the beginning of the school year to the end of the school year.

2023-2024

School Learning Plan

SCHOOL STORY

Sir Richard McBride Elementary is a kindergarten to grade 7 school located in a diverse community on the east side of Vancouver. Our school community recognizes and acknowledges that we work, play, and learn on the unceded traditional territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh) Nations. The historical significance of our school is reflected in its exterior, which has remained unchanged since its construction in 1911. Within the student population, we embrace a wide range of personalities, ethnicities, socioeconomic backgrounds and diverse learning needs. Many students are first- or second-generation Canadians, and approximately 16% receive support for English language development. We are a fully accessible school, including a wonderful children's playground. We take pride in celebrating and valuing the rich cultural backgrounds and experiences of students, creating an inclusive and welcoming atmosphere that fosters a strong sense of belonging for all.

At the heart of the school is a highly dedicated staff who are committed to providing quality education and support to students. They create a nurturing and inclusive learning environment where students can thrive academically and emotionally. We also have the privilege of having caring and involved parents who actively contribute to the school community. The strong relationships between home and school are nurtured and maintained, ensuring a collaborative and supportive educational experience. Additionally, collaboration extends to our K-3 Annex, located just three blocks away, as we work together to facilitate a smooth transition from grade 3 to grade 4. The before and after-school care program, Little Mountain, is an integral part of the McBride community, serving both the main school and McBride Annex.

At McBride School, a strong emphasis is placed on core competencies, ensuring that students receive a solid foundation in core subjects and develop essential skills for success. We celebrate student achievements and provide various academic programs and initiatives that offer opportunities for growth and improvement. We recognize the importance of physical well-being and the arts in promoting a holistic education. Therefore, we actively encourage student participation in district sports activities and provide platforms for students to explore their artistic talents through music education, choirs, and concerts.

As a school committed to promoting equity and reconciliation, we actively celebrate and support district initiatives and programs that foster diversity, inclusivity, and understanding among students. Our aim is to cultivate a sense of social justice and reconciliation within the school community. We value and appreciate the importance of creating an environment where every individual feels valued, respected, and included.

Overall, Sir Richard McBride Elementary is a vibrant and inclusive school that embraces diversity, fosters a love for learning, and promotes a sense of belonging among students. We are dedicated to providing a well-rounded education that prepares students for success academically, emotionally, and socially.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

McBride Elementary has 336 students in 14 divisions. Our student population represents the richness and diversity of our community and includes English Language Learners, students with Special Education designations and Indigenous Learners. English is the predominate language spoken by students with many students speaking an additional language in their home. This rich tapestry of learners contributes to an inclusive and accepting learning environment.

The students at McBride Elementary are motivated and enthusiastic learners who welcome opportunities to actively participate in their learning and contribute to the school community. Our students benefit from a caring and supportive parent community. We have an active PAC who work closely with administration and staff to support educational initiatives and build community through school and family events. Many McBride students are involved in activities outside of school hours with 71% participating in community extracurricular activities such as clubs, dance and sports. In school, students are actively involved in a host of school activities that cater to various interests and talents. Students participate in sports, leadership opportunities, choir, a Taylor Swift club, knitting, games and chess club. McBride students feel a sense of belonging to the school community and lead and perform at regular school assemblies and school concerts. Older students are motivated individuals who embrace opportunities to contribute to the school. They demonstrate responsibility by serving as Library Helpers, Big Buddies, Morning Announcers and School Safety Patrol. McBride students actively participate in school endeavors and initiatives such as the *Flexible Plastic Recycling Challenge*. During a one-month period, students and families enthusiastically redirected flexible plastic from the landfill by responsibly recycling this waste.

McBride students are strong academic performers. In Mathematics just over 60% of McBride students achieve proficiency or extending on the Ministry proficiency scales. In Language Arts, 45% achieve the same. Student surveys indicate a positive attitude and mindset towards literacy with 78% of students reporting that their reading and writing skills are getting better. Staff have identified literacy achievement as a school goal for the 2024 – 2025 school year. Our school focus on resilience and growth mindset encourages students to set and achieve personal goals fostering growth in their capabilities over time.

AS A SCHOOL COMMUNITY, WE ARE WORKING TO:

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

To enhance student achievement in literacy, our school community will focus on:

- Developing common assessment tools to ensure consistency and accuracy in measuring student progress.
- Meeting as teaching teams to discuss and implement best practices in literacy instruction based on current research.

Improve equity

To ensure equity across learners and close gaps in student achievement, we will focus on:

- Gathering and utilizing data effectively.
- Providing tailored individual and small group instruction based on assessment data.
- Developing a sensory room to support students with sensory and self-regulation needs to aid learning.

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

Our journey of reconciliation involves:

- Beginning each day with the Territory Acknowledgement during student morning announcements.
- using culturally responsive teaching practices to ensure all students see their identities reflected in the curriculum.
- Identify a school-wide initiative aligned with the goals of the Truth and Reconciliation Commission.

HOW WILL WE KNOW WE'RE ON TRACK?

School staff will:

- monitor student progress through report card data and summative evaluations collected at the school level.
- review EDI / MDI results from participation in Human Early Learning Partnership.
- review Student Learning Survey results.
- administer and review school-based reading assessments
- compare student writing samples over the course of the year

2023-2024 School Learning Plan

SCHOOL STORY

In the heart of our vibrant southwest community lies Dr. R.E. McKechnie Elementary School, a beacon of inclusive education and diverse learning opportunities. It is 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). With 287 students from kindergarten to Grade 7, our halls buzz with the excitement of exploration and discovery.

At McKechnie, every student is valued and embraced for their unique qualities, whether they are English [Language Learners](#), have diverse needs, or hail from diverse cultural backgrounds. Our commitment to fostering a nurturing learning environment ensures that every child feels supported and empowered to thrive.

One of the cornerstones of our school is the wide array of extracurricular activities offered to our students. From before school to after school, there is something for everyone to dive into. Whether it is delving into the wonders of gardening, unleashing creativity through coding and drawing, or honing athletic skills in sports like track, soccer, or volleyball, there is no shortage of avenues for personal growth and exploration.

The diverse range of clubs and after-school programs not only enrich students' lives but also contribute to the warm and inclusive fabric of our school community. Through these activities, students forge friendships, discover passions, and develop essential life skills that extend beyond the classroom.

Our dedicated team of educators is committed to providing students with a holistic education that nurtures their physical and mental well-being. Through collaborative efforts, teachers design engaging lessons, facilitate cross-grade learning experiences, and support each student's academic journey.

In this dynamic and supportive environment, students are encouraged to take risks, ask questions, and pursue their interests with enthusiasm. Whether it is through academic achievement, creative expression, or athletic prowess, every accomplishment is celebrated, and every setback is met with compassion and encouragement.

Dr. R.E. McKechnie Elementary School is not just a place of learning; it is a close knit community where every student feels seen, heard, and valued. Together, we are shaping future leaders equipped with the skills, confidence, and empathy to positively impact the world.

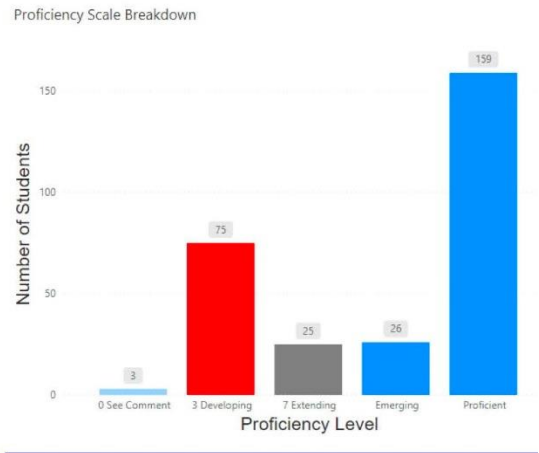
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

McKechnie is a diverse and vibrant community of learners with almost 80% of our students speaking a language other than English at home. Mandarin Chinese is the most predominant first language of our English Language Learners (ELL). In our school, 10% of our students are diverse learners with a Ministry designation.

Anecdotal conversations with students, staff, and the parent community have revealed that our students are well-supported both at school and at home.

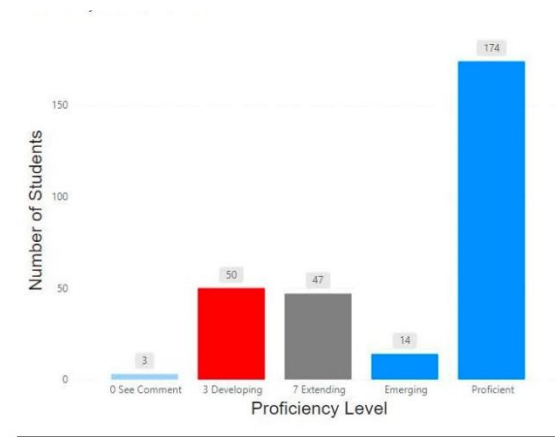
What we see is that McKechnie students are:

- Strong academically: According to CSL data, 63% of our students are proficient, 9% are extending, 18 % are developing, and 10 % are emerging in English Language Arts.



McKechnie Elementary), English Language Arts, **Term 3, Year 2023**

In Mathematics, 78% of our students are proficient, 15% are extending, 5% are developing, 2% are emerging.



McKechnie Elementary, Mathematics, **Term 3, Year 2023**

- Motivated and determined to achieve
- Flexible and articulate
- Enthusiastic and eager learners
- Responsible, cooperative, and engaged
- Good at self-advocating
- Effective in collaborative work and group settings
- Confident with a keen sense of self
- Respectful, well-mannered, polite, good behaviour

McKechnie students find challenges with:

- Perseverance and struggle to maintain motivation in the face of difficulties.
- A growth mindset; may view setbacks as indicators of their limitations rather than opportunities for growth.
- Independence and relying heavily on guidance and support from others.
 - Resilience, and will struggle to bounce back from setbacks and failures.
 - Awareness and understanding of others' differences and their role as a global citizen.

McKechnie students represent many cultures, backgrounds, and academic needs. To cater to this diversity, teachers employ Universal Design for Learning (UDL) and culturally responsive teaching strategies to support all students. With a sizable portion (40%) learning English, students benefit from both pull-out and push-in English Language Learning (ELL) support and resources. Additionally, students have access to counselling, mentoring, academic support, and specialized assistance for gifted students, all provided by the school team.

Our learners actively engage in the journey of reconciliation. The recently expanded library collection offers a growing selection of Indigenous literature and authors, enriching students' exposure to diverse perspectives. Faculty dedication to enhancing classroom resources, integrating varied viewpoints, and hosting guest speakers ensures a thorough exploration of Indigenous history and culture. This commitment underscores our overarching goal of fostering an inclusive and equitable learning environment essential to every student's growth and understanding.

In our most recent Student Learning Survey completed in March 2024, we received some positive data confirming that students at McKechnie are happy and feel welcome at school. 52% of our Grade 4 students and 64% of our Grade 7 students noted that four or more adults cared about them at school. For the question "Do you feel happy at school?," 72% of our Grade 4 students and 87% of our Grade 7 students chose "most of the time" or "all of the time" as their answers. Finally, when it comes to liking school, 76% of our students wrote "most of the time" or "all of the time," while 74% of our Grade 7 students did so.

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

Enhancing Student Achievement at McKechnie

Our goal is to enhance student achievement across literacy, numeracy, physical and mental well-being, and a sense of belonging. Specifically, we aim to improve reading comprehension by bolstering vocabulary and phonemic awareness. Strengthening these skills not only supports academic growth but also enhances communication abilities beyond the classroom. We prioritize equitable opportunities for all students, bridging gaps between English and non-English speakers through targeted language instruction and inclusive group sessions. Our commitment extends to adapting programs throughout the year to meet the needs of English Language Learners effectively.

The staff remains committed to addressing the significant challenge of Executive Functioning skills among students. Recognizing the critical role these skills play in academic success and personal development, our comprehensive plan is dedicated to nurturing cognitive abilities, self-regulation, and organizational skills. Through targeted instruction, consistent practice opportunities, and ongoing support, we aim to empower students to excel not only in their academic pursuits but also in their personal lives. This initiative is designed to establish a robust foundation of executive functioning skills that will serve students throughout their educational journey and into adulthood, ensuring they are well-equipped for lifelong learning and achievement.

Improve equity

Promoting Equity

At McKechnie, we are dedicated to ensuring every student thrives academically and personally, regardless of their background, abilities, or circumstances. Equity guides our approach to teaching, encompassing tailored methods, materials, and assessments to meet diverse learner needs. We actively identify and dismantle barriers related to race, culture, gender, religion, socioeconomic status, and individual experiences. By addressing these challenges directly, we foster an inclusive environment where all students can fully engage. Equitable access to enriching experiences like field trips is fundamental to our commitment.

We allocate resources strategically and fairly, encompassing technology, learning materials, extracurricular activities, and support services. Our educators engage in culturally responsive teaching practices and undergo continuous Professional Development to deepen their understanding of diversity, equity, and inclusion. Celebrating diversity and integrating students' cultural backgrounds into the curriculum is pivotal in honouring their identities and creating a supportive learning environment. Our aim is to ensure every learner has an equal opportunity to succeed academically and thrive personally.

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

Advancing Reconciliation with First Nations, Métis, and Inuit

Our school remains steadfast in supporting and advancing understanding of Indigenous worldviews and knowledge. Engaging students and staff in activities that promote empathy and awareness of Indigenous histories and cultures will be the cornerstone of our approach. Emphasizing place-based learning will be central to our curriculum, enriching students' understanding of local heritage, cultures, and the environment. We recognize the need to expand community connections with ~~the~~ Musqueam ~~people~~, encouraging students to develop citizenship and stewardship. In our most recent 2024 Student Learning Survey, over 75 % of our grade 4's and 70% of our grade 7's stated that only "sometimes" are they learning about local [Indigenous](#) peoples.

As a staff, we are committed to ongoing professional development, including Indigenous focus days, offsite workshops, book clubs, and collaborative discussions on place-based learning opportunities. Moving forward, we recognize the need for comprehensive reconciliation activities both inside and outside the classroom. Recent student surveys have highlighted areas for growth, indicating a gap in Indigenous-focused learning experiences across grade levels. To address this, we plan to implement school-wide reconciliation events and prioritize the Calls to Action outlined by the National Truth and Reconciliation Commission. These initiatives aim to deepen understanding and integration of Indigenous perspectives within our school community.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by focusing on the following areas:

- **Data and Assessments:**
- Analyzing data from the Student Learning Survey, MDI (Middle Years Development Instrument), EDI (Early Development Instrument), classroom assessments, and CSL reporting.
- Celebrating student learning events to recognize achievements and milestones.
- Engaging in conferences and encouraging student self-reflection to gather comprehensive feedback on their learning experiences.
- **Professional Development and Reflection:**
- Facilitating ongoing professional conversations among teaching staff throughout the year.
- Conducting thorough self-reflections at the end of the year to evaluate teaching strategies and outcomes.
- Initiating intentional and critical conversations if data feedback reveals minimal, absent, or unexpected changes, aiming to identify necessary adjustments for improvement.
- **Equity Objective:**
- Focusing on ensuring all students feel empowered to access the curriculum by enhancing vocabulary instruction and increasing the availability of technology.
- **Indigenous Awareness Objective:**
- Observing an increase in student awareness and knowledge of Indigenous cultures, languages, and histories through specific educational initiatives and activities.

By consistently reviewing and responding to feedback from multiple sources—including students, parents, and various assessments—we will be able to gauge our progress effectively. This approach ensures that we remain responsive to student needs, uphold equity in education, and promote a deeper understanding of Indigenous perspectives within our educational community.

2023-2024

School Learning Plan

SCHOOL STORY

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) & səliwətał (Tsleil-Waututh Nation)

Moberly Elementary School is in the culturally diverse Vancouver Sunset community. We are a learning community with over 450 learners coming from families who partner with the school in their children's learning. There are at least 27 other languages being spoken within the school community, with Punjabi and Tagalog being the main languages. A sizable portion of Moberly learners have diverse language backgrounds and are in the process of acquiring proficiency in English. We strive to celebrate and acknowledge the cultural and social diversity of the community continuously throughout the school year with students leading the way in sharing their traditions with the whole school community. The seismic upgrade of Moberly Elementary was completed in 2009. Our site also includes the Newcomer Welcome Center (NWC). Moberly School also has a provincial Strong Start Centre.

Moberly Elementary has a strong connection to our Community Link Team and, with their support, we offer numerous after school programs focusing on the Arts and Sports. In 2021/2022 Moberly became part of the VSB's collaboration with the Broadband program called Future Play – a sustainable and scalable educational program aimed at fostering digital and STEAM (Science, Technology, Engineering, Arts and Design, and Mathematics) Literacy. This program has helped us create our Innovation Lab and additional well-equipped learning spaces for learners and has provided ongoing professional development for teachers to support them as they use these spaces. We will continue as a FUTURE PLAY school continuing to serve at-risk vulnerable communities who have less access to the resources needed to foster quality STEAM (Science, Technology, Engineering, Arts and Design, and Mathematics) learning opportunities. Girls, Indigenous Youth, and highly underrepresented groups in technology fields are a strong focus of the Future Play program.

Moberly supports and facilitates different programs through community connections provided by South Vancouver Neighborhood House, South Vancouver Family Place, Pacific Immigrant Resource Society, Big Brothers of Greater Vancouver, One to One reading, Reading and Math Buddies, Moberly Arts and Cultural Centre, and the Sunset Community Center. We are the home base for Squadron 888 – Avengers Air Cadets with an active membership of over 200 young people.

We have a strong focus on supporting learners with diverse learning needs and will continue to work collaboratively with our onsite programs and district staff to provide significant, targeted support for vulnerable learners. The Moberly educator team is supported by several student support workers who work closely with

educators to support learners with special learning needs. We have a vibrant library learning commons area that is supported by a teacher-librarian. Our School Culture is built on caring, kindness, courteousness, and respect.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Overall, The Moberly Elementary School Community can be characterized as Actively Engaged Learners. And Moberly continues to engage our learners through innovative teaching and learning practices. We continue to build on ENGAGEMENT – Engaged MINDS, engaged BODIES, and engaged COMMUNITY.

Engaged Minds – Teachers have created learning experiences that engage all learners through a multitude of avenues (outdoor education, Indigenous ways of learning and knowing, STEAM, early literacy reading and writing programs, play-based learning, more hands on/minds on activities, student collaboration and sharing, establishment of rules, routines, and roles. creating safe, positive learning experiences for all, promoting choice, challenge, and curiosity.)

Engaged Bodies – John Ratey, author of *Spark* (Hatchett, 2008), states that “exercise is the single most powerful tool you have to optimize your brain function.” At Moberly students participate in local walking field trips in the nearby community. (Power walks, playground activities, park visits, gardening activities, nature walks, and more.) All Divisions participate in regular Daily Physical Activity. Our Physical Education Program with the support of the Parent Community has provided enriched and diverse opportunities in Dance, Tennis, and Rugby. Our students love to move, this movement has helped to keep them focused and may help change their brains by strengthening neuropathways leading to improved storage and retrieval of information. This past Fall all students participated in Sports Day Fridays where students learned how to play tennis, soccer, and flag football with the help of volunteer coaches from the community.

Engaged Community – As we progress with our current goal of amplifying the voices of the school community through agency and co-agency we have seen a boost in community engagement. Attendance at PAC (Parent Advisory Committee) Meeting has gone from 4-5 attendees from the executive committee to over 25 attendees per meeting with representation from parents at all grade levels. Community partners are actively engaged with the Moberly School Community as evidenced by our affiliations with Big Brothers of Canada, Artists in Residence, UBC Geering Up Program, Science World, Moberly Community Centre. The Khalsa Diwan Society, and a partnership with Science World.

Amplification of Student Voice – Through the inclusion of students in the daily announcements and via a connection with the administrators while engaging with staff and students in Learning Walks, Moberly students are taking a more active role in the school decision making processes. Students want to engage in extracurricular activities (Arts Umbrella, Sport Ball, Roots of Empathy, and Learning Buddies). All these activities are made possible due to our Youth and Family Worker and The Community Schools Team.

Embracing Digital Citizenship and Responsibility – The School Community at Moberly has partnered with other schools in the South Vancouver Area to work on educating parents and students about establishing safe caring and respectful digital communities and establishing respectful relationships and consent in our communities. The British Columbia Erase it Bullying Reports program has empowered our students to come forward and not be bystanders to acts of bullying and violence.

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

Amplifying the voices of the School Community – Listening to the voices of our students and the community, encouraging them to make creative choices in their learning and guiding them to describe and identify their own learning needs will empower students to be successful.

Implementation of the VSB Responsive Literacy Framework – The VSB Responsive Literacy Framework promotes a comprehensive, inclusive, and just approach to literacy education. It incorporates various pedagogies that focus on cognitive, social, and cultural aspects of literacy instruction and fosters a well-rounded and thoughtful approach to teaching and learning.

Develop a School Wide Focus on Math – As a whole school we will focus on big questions such as: What is math? Who does math? Where, when, and how do we do math? Why is math important? Engaging in daily mathematics lessons plus other opportunities for mathematics and numeracy experiences throughout the day and the entire year.

Creating a Sense of Belonging – We will continue to build a strong and lively participative culture within and outside the school. Having heard the voices of the school community, there will be an increase in the number of extracurricular activities at school. Some examples include; reading club and friendship groups in the library at lunch. Art and Drawing Club in the Multipurpose Room at lunch.

Improve equity

The Moberly Code of Conduct - is rooted in Kindness, Courteousness, and Respect. This mantra is embedded in the culture of the school thereby ensuring that all our students, families, and staff feel welcomed and treated respectfully.

Support all learners to develop a sense of connection, belonging and positive personal and cultural identity - Students who need a quiet space to do work can go to the library or the Resource Hub and read quietly or use a study carrell to quietly work. Teachers are available throughout the day to provide support and connect with all students as needed, providing both academic and social emotional support. Puzzles, Lego, Art resources will be available to our learners who excel in fine arts and need that to support their learning and get them 'ready to learn.'

Helping to ensure equity for learning in all avenues- through the arts and through sports. We know that learning and belonging looks different/feels different for all learners.

Next year- we are encouraging more involvement for staff and students in sports teams- volleyball, basketball, badminton, track, field, and soccer.

The library and other school spaces will be open at lunch with the help of student leaders and volunteers to create a safe space for all students – to read in the library and to play board games and work towards social goals and social emotional needs. Open lunch hour in the library to read/board

games. Parents are invited to come help coach afterschool teams and any parents who have a personal interest, for example, in building or architecture to come build a Lego club/STEM club for students.

Focus on building Numeracy and Literacy Skills for ALL Learners -

There is a plan for all Intermediates to begin the year with assessment in math, writing and reading, to determine where our learners are and to guide our teaching for the year. Students developing their proficiency in different areas will be targeted for support by Classroom Teachers in collaboration with Resource Teachers. We will have a Resource Hub next year in room 204, a newly designed space where students can learn and receive in-class support from teachers. Students at the emerging ELL level can get targeted daily support to develop English language skills.

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

The Moberly School Community is continuing their journey of reconciliation as all teaching and support staff are participating in pro-d opportunities and workshops focused on implementing First Peoples Principles of Learning in the classroom. In demonstrating and valuing the culture of being outside and giving back to the earth - this year and more next year, all Moberly students will be participating in nature walks and working with their teachers in the Indigenous garden planting and learning about their relationship to the land. We encourage community walks down to the Moberly Arts Centre and around the community to see what is growing, and to talk about our relationship with the land. Indigenous Principles of Teaching and Learning are becoming embedded in the school culture at Moberly.

The Moberly School Library has curated books and materials that celebrate Indigenous cultures and authors. It is a safe space for both Indigenous and non-Indigenous cultures and place where all students can see themselves in the stories and spaces. School wide presentations have been and will continue to be a valuable and engaging opportunity for the entire Moberly Community to learn and understand more about indigenous cultures, histories, and languages. These performances also give our Indigenous students an opportunity to see themselves in various roles and to feel that their identity is valued and accepted. We are working towards building Cultural Competence so that our community can develop the ability to effectively interact, work and develop meaningful relationships with people of various cultural backgrounds.

HOW WILL WE KNOW WE'RE ON TRACK?

Focus Groups -

Students will participate in regular forum meetings led by a student leadership group (the student forum team). These students will gather in the library where they will formulate discussion questions or help guide the school decision-making process. For example, in the past students have discussed the physical education program and what activities they would like to see added to the curriculum.

Parents will participate in forum discussions during regular monthly PAC meetings.

Foundation Skills Assessment – Numeracy and Literacy

In November of 2024, grade 4 and 7 Moberly students will participate in an annual province wide assessment of B.C. students' academic skills that provides parents, teachers, schools, school districts and the ministry with essential information on how well students are progressing towards the foundation skills of literacy and numeracy.

Data Collection Survey -

For the start of 2024/25 School Year, we plan to survey Staff, Students, and Parent Community with 3 consistent questions: 1. What are we doing well? 2. Where do we need to improve? 3. How can we work together to get there? We hope to gather some street level data to help making our school journey towards voice and achievement more visible, regular, and transparent.

Student Learning Survey -

In helping us plan, we ask students and parents in grades 4 and 7 to tell us about their educational experience. More specifically to Moberly and our school plan we will use the survey to determine if students feel a sense of belonging in Moberly. Are they socially connected, and do they feel engaged at school? Do they feel there are clubs they can join and are interested in?

PAC meetings and collaboration –

We regularly listen and respond to the parent community's wants and needs. PAC meetings are held in the school library monthly with childcare provided for families. The principal's monthly newsletter is a joint effort between the Parent Executive Committee and the principal that highlights the monthly learning outcomes and provides a preview of upcoming school events.

2024-2025 School Learning Plan

SCHOOL STORY

Mount Pleasant Elementary School is a vibrant educational institution nestled in the heart of Vancouver on the unceded and the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh) Nation. The school is an integral part of the thriving Mount Pleasant neighborhood, serving as a hub for learning, diversity, and community engagement.

With an enrollment of 260 students and a dedicated team of 40 staff members, Mount Pleasant Elementary is committed to providing a welcoming space for children and parents of all backgrounds. The school proudly values diversity, recognizing the richness that different perspectives and cultures bring to our learning environment.

Over the years, we have passionately focused on social justice, fostering a sense of awareness and advocacy among students. As we continue to champion inclusivity, our current emphasis has shifted towards delivering relevant and accessible literacy and numeracy instruction to all learners. We believe in providing a well-rounded education that equips students with the skills and knowledge needed for success in an ever-evolving world.

At Mount Pleasant Elementary, inclusivity is not just a philosophy, but a practice. We are dedicated to meeting the diverse needs of all students.

We are proud to provide specialized services for students with Indigenous ancestry. We are also committed to reconciliation and enhancing the knowledge and teaching the value of Indigenous cultures and histories to all learners. Recognizing the importance of honoring and preserving Indigenous cultures and ways of learning, our school is committed to creating an inclusive and supportive environment for all.

As we look towards the future, Mount Pleasant Elementary remains steadfast in its commitment to fostering a love for learning, embracing diversity, and preparing students for a bright and inclusive future. We invite you to join our community, where every child is valued, and every background is celebrated.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Mount Pleasant students are well-versed in advocacy for others and advocacy for self. In the report cards teachers regularly give feedback on how students own their learning and advocate to be included with their individual learning profiles. Formally the students give staff feedback on how their needs ought to be met at goal-setting conferences as well in the self-assessment activities for report cards.

Mount Pleasant students see their strength in the inter-personal and social-emotional domains and many set goals for themselves in academic areas.

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

Year 1: Scanning and Focusing

Current Performance in Language Arts: Currently many of our students are performing where there is much room for improvement. Here is the breakdown of our report card data:

Emerging: 21 students (8%)

Developing: 101 students (38.7%)

Proficient: 94 students (36%)

Extending: 38 students (14.6%)

Current Performance in Numeracy: The data indicates that over half of the students are proficient, which is a positive sign. However, there's a significant portion in the developing stage, and a smaller group that's emerging.

Emerging: 16 students (6.3%)

Developing: 63 students (24.9%)

Proficient: 130 students (51.4%)

Extending: 44 students (17.4%)

Objective: Utilize a variety of measurement tools to identify specific literacy and numeracy needs among students. This will allow staff to take a deeper dive into the needs indicated by the report card data.

Actions: Implement the **3 Step Write** and **Vernon Measurement Assessment Tools** for literacy and numeracy evaluation.

- Employ self-assessment strategies to encourage student reflection and ownership of learning.
- Define learning standards for numeracy in both **curricular competency** and **content**.
- Decide in primary and intermediate team meetings what common measures to be used for numeracy assessment

Year 2: Learning and Taking Action

- **Objective:** Strengthen connections with students and caregivers, and enhance professional development for staff to improve student outcomes in literacy and numeracy.
- **Actions:**
 - Foster meaningful engagement with students and caregivers to support their educational journey.
 - Increase professional development opportunities focused on effective literacy and numeracy instruction.

- Prioritize funding through the finance committee to support these initiatives.

Year 3: Checking and Reflecting

- **Objective:** Evaluate the impact of the implemented strategies and refine instructional approaches to further improve literacy and numeracy.
- **Actions:**
 - Assess the effectiveness of actions taken in the previous years using established metrics.
 - Identify areas requiring additional support or intervention.
 - Fine-tune instructional methods to ensure all students are receiving the support they need to succeed.
 - Employ self-assessment strategies to encourage student reflection and ownership of learning.
 - Define learning standards for numeracy in both **curricular competency** and **content**.

Improve equity

Equity Improvement Plan for Mount Pleasant Elementary

We aim to create an inclusive educational environment that celebrates diversity, promotes equal opportunities, and supports every member of the school community.

Current situation economic equity: Mount Pleasant Elementary School is taking steps to support students and their families. Here's a summary of the assistance provided:

- **Lunch Assistance:** Approximately 35 students are on the VSB lunch program (about 13.9% of the student population)
- **Weekly Grocery Gift Cards:** 10 families – (not same families as are recipients of weekly grocery hampers) limited not by need but by the amount of donations the school receives
- **Grocery Delivery:** 10 families – (not same families as grocery gift cards) limited not by need but by the amount of families that can be serviced by our charitable partners in grocery delivery

These initiatives are crucial in ensuring that all students have access to the nutrition they need, which is essential for their academic success and overall well-being.

Current situation academic equity: Mount Pleasant Elementary with a total population of **251 students**, has 34 students (or 13.55%) ministry designated as having specific learning or behavioural needs. All students are fully integrated into regular classes with the help of 8 School and Student Support Workers (SSW-A), three resource teachers, and a 0.4 FTE counsellor.

Strategic Goals

1. **Community Engagement:** Strengthen partnerships with the **Parent Advisory Council (PAC)** and local community organizations to recognize and celebrate the diverse accomplishments of our neighborhood groups.
2. **Educational Excellence:** Implement and refine teaching strategies based on the **Universal Design for Learning (UDL)** framework to cater to diverse learning needs and styles.

3. **Barrier Reduction:** Identify and mitigate barriers that affect students from lower economic backgrounds, new Canadians, and those with diverse abilities to ensure equitable access to education.

Action Plan

1. **Celebrating Diversity:**

- Organize monthly events in collaboration with the PAC and community leaders to showcase cultural traditions, languages, and achievements.
- Create a 'Diversity Wall' where students can share their heritage and personal stories, fostering a sense of pride and belonging.

2. **Universal Design for Learning:**

- Provide professional development for teachers on UDL principles to design flexible curriculums that accommodate individual learning differences.
- Work with district learning services to incorporate assistive technologies and resources to support varied learners, including those with disabilities. Offer lunch and learn opportunities for all staff to learn about and help integrate these technologies.

3. **Supporting Economic Equity:**

- Establish a 'Needs-Based Resource Fund' with the assistance of PAC and private donors to assist students requiring financial support for educational materials, field trips, and extracurricular activities.

4. **Welcoming New Canadians:**

- Develop a mentorship program pairing new Canadian students with peers to help them navigate the school system and integrate into the community.
- Monthly 900-930 coffee meet-ups in the activity/lunch-room for new Canadians and new Mount Pleasant Families to meet with YFW and with PAC representatives

5. **Accessibility and Inclusion:**

- Revisit the 2022 accessibility audit of the school facilities and implement necessary modifications to ensure physical accessibility for all both for physical and gender diversity
- Lunch and learn opportunities for staff to learn more about inclusive practices and sensitivity towards students and parents with diverse abilities, diverse cultural and political backgrounds, and gender diversity

By embracing these strategic goals and actions, Mount Pleasant will move closer towards the goal equity and inclusion, where every student has the opportunity to succeed and feel valued.

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

Our Commitment to Reconciliation

Our school is dedicated to a journey of Reconciliation with the Indigenous community, recognizing the importance of mutual respect, understanding, and partnership. We are committed to ongoing actions that honour First Nations, Metis and Inuit heritage and contributions.

Ongoing and Future Activities

- **Land Acknowledgements:** Continue the practice of acknowledging the traditional territories. Both student and adult led, at all school events and public gatherings as a sign of respect and recognition. Acknowledgements will be increasingly personalized and used as a time to dive into history, appreciation, and commitment to Reconciliation.
- **Cultural Integration:**
 - **Artist in Residence:** Collaborate with artist Alex Ramirez to integrate Squamish weaving techniques into student art projects, enriching their cultural appreciation.
 - **Guest Speakers:** Host speakers like, in the past, Elder Brian Macdonald from the Dene Nation in 2023 and, in this coming year, Stacey Gallagher in 2025 to share Indigenous perspectives and wisdom.
- **Cultural Practices:**
 - Conduct smudging ceremonies with IEEW Dena Galay across all divisions, fostering an atmosphere of spiritual awareness and cleansing.
- **Educational Resources:**
 - Display the **First Peoples Principles of Learning** in every classroom to embed Indigenous ways of knowing into our educational ethos.
 - Perform another library audit (last one was in 2019) in partnership with the Indigenous Education Department to ensure materials reflect and support the goals of Reconciliation.

Community and Family Engagement

- **Parent Advisory Committee (PAC):** Strengthen ties with the PAC through monthly welcoming breakfasts, connecting families with valuable resources and support.
- **Family Support Team:** Our team, including a counsellor, Youth and Family Worker, and Indigenous Education Enhancement Worker, will continue assisting families with accessing educational and food security resources, such as Jordan's Principle and CityReach programs.

Celebrating Indigenous Contributions

- **School Events:** Ensure Indigenous community members are honored at events like the Mount Pleasant Remembrance Day Assembly and Sports Day, highlighting the achievements of Indigenous veterans and athletes (e.g. Olympians).

Continuous Partnership

- Seek out and embrace opportunities to collaborate with the Indigenous community in Mount Pleasant, aiming to amplify Indigenous influences and voices within our school and beyond.

Through these concerted efforts, we aspire to build a school culture that not only acknowledges but actively participates in the path towards Reconciliation, fostering a deeper understanding, and respect for Indigenous worldviews and knowledge.

HOW WILL WE KNOW WE'RE ON TRACK?

Monitoring and Evaluation

- For academic advancement we will be sharing data from School Wide Writes, Vernon Assessment within primary and intermediate teacher groups
- For physical and emotional health we will use data gathered from the Student Learning Survey, MDI and EDI
- Establish an **Equity Committee** comprising school staff, students, and PAC representation to oversee the implementation of the plan. This committee will meet twice during the school year for a lunch debrief.
- Conduct bi-annual surveys to gather feedback from the school community on the effectiveness of the equity initiatives and school initiatives on our journey to Reconciliation
- Review with staff and PAC and adjust the plan annually based on feedback and changing needs of the school community.

2023-2024

School Learning Plan

SCHOOL STORY

Lord Nelson Elementary is located on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation). With deep respect and gratitude as a school community, we are unlearning and relearning on their shared territories. Lord Nelson Elementary School is a K-7 school with a population of approximately 480 students located in a diverse community in the northeastern section of Vancouver near Nanaimo Street and East 1st Avenue, known as Hastings Sunrise. Our students speak many languages including English, Mandarin, Cantonese, Arabic, Igbo, Dari, Farsi, Hebrew, Japanese, Nepali, Spanish, Tagalog, Vietnamese and other languages at home. Of our population, 8% are English Language Learners. We have a small population of Indigenous students. Our school community of 20 divisions is broken up into 5 learning pods (Bear, Orca, Salmon, Wolf, Alder).

Our school is a new seismically built school completed in September 2019. It has three levels, the lower two are the school with 5 communities of students with 4 classes in each community. The third level of the building houses Frog Hollow - “The Village” at Nelson Childcare Program. “The Village” is an innovative partnership with the City of Vancouver and the Vancouver School Board. This partnership was designed to co-locate childcare with schools to help to build communities that are more walkable and family friendly. The Village offers programming for children from 3 months to five years of age and includes a school age program providing before and after school care to families. It is a great asset for the families and students here.

Generally, the strength of our school continues to be home-school relationships and our ability to meet the needs of diverse learners and provide opportunities and programs that enrich student learning. Valuing diversity, equity, and inclusion is central to everything happening in the Lord Nelson Elementary community. The teaching and support staff at Lord Nelson are actively engaged in learning with the students. They are progressive in their thinking and teaching practice and they participate in ongoing professional development to further strengthen their knowledge base around literacy, social emotional learning, indigenous education, anti-racism education, social justice issues, and topics connected diversity, equity and inclusion. The students have well developed background knowledge and are well versed in issues around social justice. The parent community is actively involved in the education of their children and has high expectations for academic achievement.

The school thrives on a collaborative model where communities work together to develop programs and support students, this is done through inquiry learning and exploration. We offer many extracurricular opportunities at Nelson including opportunities in afterschool sports programs and ADST. We also offer many school service and leadership opportunities such as School Patrol, Primary Lunch Monitors, Student Council, Student Announcers, and Assembly Leaders. Nelson students are thriving in the areas of athletics, music, fine arts, and are provided with many project-based learning opportunities.

WHAT DO WE KNOW ABOUT OUR COMMUNITY OF LEARNERS?

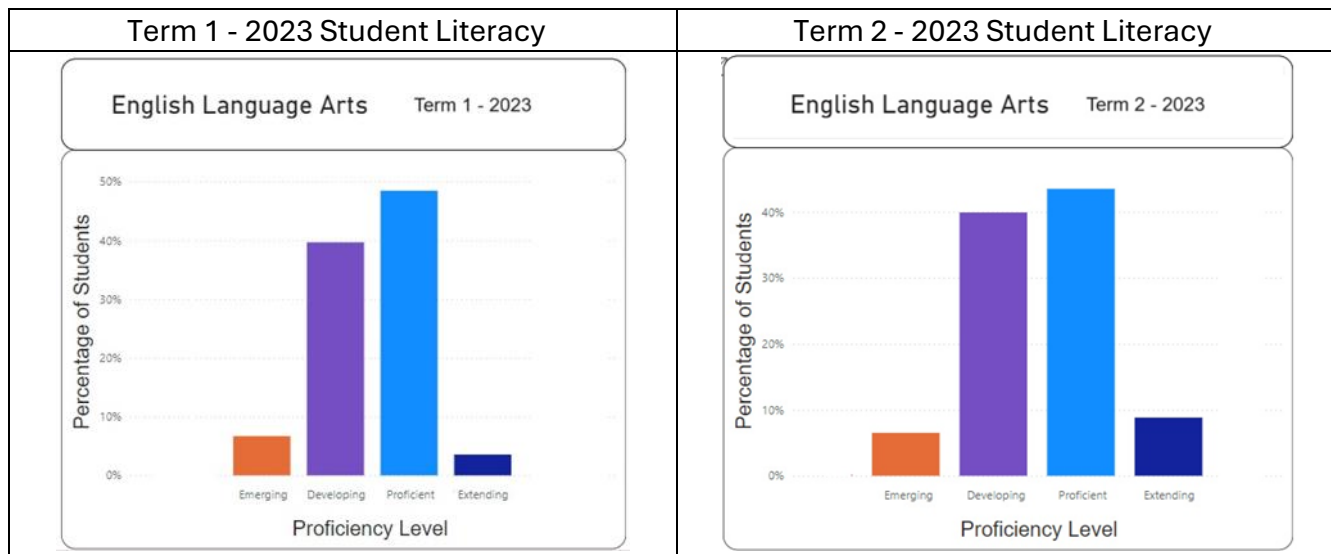
Our community of learners is very engaged and thriving with the many diverse learning opportunities we are providing as a school. These opportunities are tied to the VSB Education Plan 2026 and built on core competencies: intellectual, personal and social emotional. As a school community, our staff and our community partners are continuing to work collaboratively in deepening our partnerships that focus on core competencies through working together with a variety of working groups within the VSB and our school community such our Parent Advisory Committee, PAC Parent Garden Group, Anti-Oppression Working Group, and many other outside organizations such as Ethos Labs, TennisXL (Pickleball) as well as other people we work with directly to provide small group or school-wide learning opportunities that are grounded in diversity, equity and inclusion, social justice, and indigenous ways of learning.

Literacy

Student literacy continues to be an important area of student learning at Lord Nelson. The following 2023 literacy data is taken from Term 1 and Term 2 Language Arts

Written Learning Update data.

2023 Term 1	2023 Term 2
Emerging: 6.7%	Emerging: 6.6%
Developing: 39.6%	Developing: 40.1%
Proficient: 48%	Proficient: 43.1%
Extending: 3.5%	Extending: 9%
Other: 1.3%	Other: 1.2%



The majority of our student population's literacy proficiency falls into the categories of Proficient and Developing. In Term 1, 87.6% of students were within the Proficient/Developing proficiency. In Term 2, this group represented 83.2%. What stood out between Term 1 and 2 was the 5.5% of students who improved their literacy proficiency from Proficient to Extending. The specific percentage breakdowns are indicated in the above table for each proficiency group. Nelson students come to school with a wealth of background knowledge and activate it in many aspects of their learning. They are able to make personal connections to their learning, understand many current events and social justice issues in an age-appropriate way. The staff are working hard to continue to develop the reading skills to help support deeper levels of reading comprehension and critical thinking.

EQUITY

We have built a culture of collaboration at Nelson Elementary. School-home communication is effective, and the school and PAC have a shared vision to support student learning, promote Diversity, Equity, and Inclusion, and provide community-based opportunities for students. Student engagement and learning remains the focus of the collaboration between PAC and school through initiatives that include gardening, cooking, anti-racism education, Black History Month, promotion of SOGI, and numerous Indigenous Education learning opportunities. Equity of access to all learning opportunities for students and families are in place, and the school is working to remove barriers to participation.

RECONCILIATION

The Nelson school community shares a collective responsibility to unlearn and relearn through a journey of reconciliation. First Peoples Principles of Learning are imbedded in teaching and learning opportunities for our students. School staff are learning alongside our students and are actively engaged in ongoing professional development, land-based learning opportunities, and a district led Indigenous Focus Day to further our growth in this area. Authentic learning opportunities are provided to students, and we have reached out to Indigenous leaders, elders, and community members to share their experiences and knowledge.

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

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

In alignment with the Education Plan 2026, Nelson staff placed specific emphasis on improving student learning, engagement and achievement in literacy. This includes critical reflection on our own practice, engaging and implementing aspects of district pro-d, using effective assessment tools that will help guide student instruction and improve understanding in reading, writing, and oral language skills. Collaboration opportunities and dialogue across the grades is vital in understanding the foundation of literacy skills that students have as they move through each grade, and the progression. (K Heggerty, 1-3 UFLI) We are working collaboratively with the district literacy team to refine our assessment tools, have conversations about best practices in teaching reading and writing, building consistency around assessment K-7 and building a common understanding of what aspects reading and writing receive focus in each grade. Ongoing collaboration and conversation across the grades is taking place to meet the individual literacy needs of students and we are engaging the district principal in this conversation as well as advocating for additional FTE, and refining our own resource schedule and time tabling.

SEL Transition

Improve equity

Equity of access and equity of opportunity serve as a foundation of support at Nelson Elementary. Through ongoing conversation with staff, clear communication, and relationship building with the three pillars of the community (students, staff, families), trust has been built to ensure equity is front and center in school decision making and that proper and equitable processes are followed. While maintaining the utmost respect for students and families the school identifies gaps, language barriers, cultural complexities, and other barriers to participation as factors we must address in order to provide equity of access to all educational opportunities for Nelson families.

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

Indigenous education is imbedded in day-to-day instruction and our staff are engaged to learn with the students. We have established partnerships with Frog Hollow and their National Indigenous Day celebration, and we have brought in a number of Indigenous educators and leaders to share their knowledge and teachings with our school community. This commitment and further expansion will continue in 2024-25. Experiential learning opportunities through drumming, weaving projects, singing, and outdoor field studies serve to further develop our understanding of Indigenous perspectives. The school PAC and parent community as a whole share the same feelings and are active in their participation and support of furthering Indigenous Education at Lord Nelson and continuing on an authentic and student-centered journey of Reconciliation. We have also been fortunate to bring in a number of outside organizations to engage in performance, storytelling, and hands on activities with students and staff. More specifically, we have had weaving take place with many primary divisions and a whole school assembly showcasing Indigenous Hoop Dancer Dallas Arcand Jr. Both of these activities included a demonstration/showcase component, but also an educational piece explaining the deeper meaning behind the activity. Our school continues to dialogue with a district Indigenous Enhancement Teacher about upcoming opportunities for student learning.

HOW WILL WE KNOW WE'RE ON TRACK?

Opportunities for whole school, small group, and topic focused collaboration are ongoing and will continue in 2024-25. Teachers are very reflective in their planning and implementation of literacy instruction across all grades. They are eager to continue working and learning from one another, and part of these conversations is looking at various forms of reading and writing data, to help guide instruction. Report card information provides a great wholistic picture of where students are across the grades. We have established a baseline of literacy data that can be compared year to year. Next year we will review this as a staff to determine where we need to focus our work.

We will continue to use literacy data from the written learning updates along with our ongoing teacher facilitated student reading and writing assessments to track student growth in literacy. Student learning survey data will also provide useful information connected to learning engagement, student well-being and indigenous ways of learning.

2023-2024

School Learning Plan

SCHOOL STORY

Florence Nightingale Elementary School is situated on Guelph Street on the corner of 12th Avenue, one block East of Kingsway. With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish Nation) and səliłwətaʔ (Tsleil-Waututh Nation).

Nightingale is an amazing school community with 289 students organized into thirteen enrolling classes. We promote a safe, caring, and respectful climate within a neighborhood rich in multicultural diversity. Families report twenty-one different languages spoken at home and students come from sixteen different countries of origin. Seventy-nine percent of families report that English is their first language.

Nightingale is actively involved in the Collaborative Early Literacy Intervention, which targets support for early learners in Kindergarten and Grade One by providing one-to-one support through Reading Recovery, small group instruction and strong classroom practice. We are also involved in the Leveled Literacy Intervention

Relationships with Community Partners - We work closely with our many and various community partners such as: Artists who support our Artist-in-Residence Studio Program, City of Vancouver Active Transportation, and Mount Pleasant Neighbourhood House. Students have access to after school care programs based on the availability, such as Mount Pleasant Before & After School Care, KIVAN Boys and Girls Club, This World's Ours, and Kid Safe, which runs during the winter, spring, and summer breaks. We host a Strong Start Centre and run a Welcome to Kindergarten event in the spring.

Last year we re-started after-school sports activities acknowledging that this is a particularly important part of the school day for children with respect to physical activity, belonging and sense of community and team spirit.

Nightingale also has an incredibly supportive and involved Parent Advisory Council (PAC). They organize school wide events such as Hawks Night, Coffee Mornings, and fundraise to contribute to programs like the school garden, the wonderful Artist in Residence Studio (AIRS) Program and the music program.

Our school garden is a place where everyone is welcome and encouraged to spend time. With the support of teachers and support staff, it is one of the favourite areas on the school grounds for many students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Over the past number of years, the Nightingale community has worked towards helping students develop self-regulation skills and foster mental well-being. This is still an area that we will continue to work towards regularly; however, we have moved one of the school goals to a new direction. While many of the positives above make

Nightingale a wonderful school, we know there is still work to be done to help children become the best that they can be in many areas. Based on daily observations and other data, in the spring and fall of 2023, staff identified that one of the major areas of need in the school is to help students improve in their writing skills. Addressing the challenge of improving writing skills among students becomes crucial, especially when a sizable portion, with 75% of primary students and 50% of intermediate students, find themselves at the emerging or developing stage of learning.

With respect to equity, by reaching out to families and addressing basic needs such as food insecurity, we create a foundation for effective learning. We know that not all students come from the same backgrounds or with the same life experiences, and we strive to level the entry point for all students. Prioritizing social and emotional well-being, we equip students with tools to navigate the school environment safely, acknowledging that this foundation is essential before academic success can be fully achieved. Our commitment extends to the arts, where equal access to activities like the art studio and music prep, without the need for private lessons, fosters community building and creates a safe space for social and emotional and academic learning.

Students actively engage in the reconciliation process by researching and sharing information about specific observances and events, fostering a sense of autonomy and cultural awareness. The gatherings organized for these events are not just symbolic; they are powerful, creating a more meaningful and inclusive environment within our school community. We continue to strive towards incorporating more about Indigenous ways of learning to further our students' understanding and growth with a mindset to actively work towards reconciliation.

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 writing proficiency, a multifaceted approach is necessary. Implementing targeted writing workshops, tailored to each developmental stage, can provide students with focused guidance and practice. Integrating technology, such as interactive writing tools and educational apps, can make the learning process more engaging and accessible. Additionally, fostering a culture of peer collaboration and constructive feedback within the classroom can create a supportive environment for students to share their work and refine their skills. By combining these strategies, teachers can enable students to progress from emerging and developing writers to proficient communicators. Some of the ongoing activities and strategies that teachers have been and continue to use are literacy games and centres, story workshop, writer's workshop, mini ongoing lessons, whole-class editing of student writing, 4-square and other graphic organizers to support writing. They use stream-lined rubrics to help students understand what the criteria are for specific writing assignments and teach specific conventions of print as needed for those individual students who have yet to start using them in the conventional manner. In the 2023-2024 school year some intermediate teachers started to use some new resources from the work of Adrienne Gear, Ruth Culham, and Jennifer Serravallo.

Improve equity

Our school is committed to addressing equity by maintaining a keen awareness of observances and recognizing the diverse demographics of our student body. Our teaching culture is trauma-informed, understanding the crucial distinction between equality and equity. Recognizing that each child may have unique abilities and challenges, our staff collaborates effectively to provide support for students with diverse needs and social-emotional requirements. We acknowledge the global inequities that impact learning and leverage all available supports and resources to ensure that every student receives the assistance they need. By reaching out to families and addressing basic needs such as food insecurity, we create a foundation for effective learning. Prioritizing social and emotional well-being, we equip students with tools to navigate the school environment safely, acknowledging that this foundation is essential before academic success can be fully achieved. Our

commitment extends to the arts, where equal access to activities like the art studio and music prep, without the need for private lessons, fosters community building and creates a safe space for social and emotional and academic learning.

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

Our school is dedicated to fostering Indigenous reconciliation through a thoughtful and comprehensive approach. Recognizing the importance of a gradual transformation, we are slowly incorporating Indigenous perspectives into everyday learning, ensuring a sustainable and meaningful integration. Our commitment extends beyond mere classroom discussions, as we embed Indigenous content throughout our curriculum including music, art, and place-based learning experiences. A vital aspect of our initiative lies in the personal growth of all staff, who pledge to continue the necessary work to enhance their understanding and cultural competency. The entire staff embraces an open-minded attitude, eagerly participating in proposed activities championed by fellow educators seeking opportunities for both staff and students. Regular drumming at gatherings serves as a visceral connection to Indigenous traditions, contributing to a rich cultural tapestry. Students actively engage in the reconciliation process by researching and sharing information about specific observances and events, fostering a sense of autonomy and cultural awareness. The gatherings organized for these events are not just symbolic; they are powerful, creating a more meaningful and inclusive environment within our school community.

HOW WILL WE KNOW WE'RE ON TRACK?

Our school will know we are on track with our writing goal by implementing regular assessments and monitoring progress throughout the year. These include standardized tests, classroom-based assessments, and portfolio evaluations that highlight student work over time. Additionally, teachers will continue to engage in professional development and best practices through collaborative planning sessions. Progress will also be gauged by analyzing student engagement and participation in literacy-related activities, ensuring that students are not only meeting academic benchmarks but also developing a love of writing.

To track our indigenous education and equity goals, we will incorporate culturally responsive teaching practices and curriculum that reflects the diverse backgrounds of our student body, particularly emphasizing Indigenous perspectives and knowledge. Equity will be monitored throughout the year and staff will identify and address disparities among different student groups using structures and supports available to the school. This will help staff better support all students and families, fostering an environment where every student can succeed.

2023-2024 School Learning Plan

SCHOOL STORY

Nootka Elementary School, positioned within the residential Renfrew-Collingwood district on the east side of Vancouver, gratefully acknowledges, 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) & səliwətaʔ (Tsleil-Waututh Nation). The school, bordered by Renfrew Community Centre, Still Creek, and the Renfrew Ravine, integrates a commitment to place-based learning, and surrounds the school with accessible recreational opportunities and green spaces for learning.

The student body at Nootka reflects the rich cultural diversity of our community, comprising families identifying with Indigenous and settler cultures, both from within Canada and globally. Enthusiastic students, from diverse cultural backgrounds, arrive at school eager to learn. Students reside in neighborhoods throughout the city, bringing a diverse array of experiences and needs to school every day. In the academic year 2023-2024, we are serving nearly 400 students across 18 divisions.

Nootka offers three distinct educational programs at Nootka: the Classic Program, a K-7 catchment program; the District Fine Arts Program, a K-7 program emphasizing Fine Arts; and the District Elementary Learning Support Program (ELSP), designed for students in grades 4-7. At Nootka, all students are fortunate to receive music education under the expert guidance of two specialized music teachers. The dedicated staff of approximately 60 individuals collaboratively work under the leadership of a principal and a vice principal to provide a supportive, inclusive, and equitable learning environment for every student. Staff regularly participate in various Professional Development opportunities, recently centred around Indigenous Education and anti-racism.

The Nootka Fine Arts Program (K-7) is a district choice program offered by the Vancouver School District. This program places an emphasis on the four Fine Arts domains: Visual Arts, Dance, Drama, and Music. The program focuses on fostering skill development through the arts, encouraging collaboration, problem-solving, and communication among students. Further enriching the curriculum, Nootka offers electives for students in grades 4-7, providing them with a comprehensive and immersive fine arts education experience. Last year, intermediate students and staff put out a musical theatre production of Annie Jr. that ran 8 sold out shows and a student written and directed comedic play.

Nootka students and staff have the assistance of a shared Youth and Family worker and an Area Counsellor. These individuals enhance the social and emotional well-being of students by orchestrating extracurricular activities, fostering social-emotional learning in classrooms and small group environments, and liaising with our Windermere Community Schools Team Coordinator. Nootka also houses a before and after school care program through Frog Hollow Neighbourhood House. They offer programming for students between 7:30 and 9:00 am, and 3:00 and 5:30 pm. This provides childcare support for working families and caregivers in the school community.

Nootka's unique architectural design, shaped like a horseshoe, encloses a central courtyard and playground. The school's single-level design ensures comprehensive accessibility, accommodating all mobility requirements. Our premises boast a Library Learning Commons, a dance/activity studio, a drama room, a FuturePLAY room, and a gym with a stage. The outdoor spaces include playing fields, raised garden beds, playground equipment, a rock garden exploration area, and musical instruments, fostering a diverse range of indoor and outdoor inquiry experiences that enhance learning and cultivate opportunities for success.

In alignment with the district's Indigenous Enhancement Agreement, we aim to infuse Indigenous content into all curriculum areas across all grades. High expectations are set for students, and teaching teams employ many different strategies to help foster a growth mindset to ensure student success. Teachers participate in an Equity & Access through Story Workshop inquiry project, and many teachers explore Universal Designs for Learning using centres and stations available in the dedicated Inquiry Space. Our comprehensive Student Code of Conduct outlines behaviour expectations and emphasizes the school philosophy of restorative action to repair harm resulting from behaviour contrary to the code.

Nootka highly values student advocacy, promoting participation in various leadership initiatives, including Library Monitors, Crossing Guards, Rainbow Club, Peer Helpers, Nootka BRAVE Committee, and Lunch Monitors. We also offer Textiles Club, Games Club, Scrapbooking Club and multiple team sports throughout the year. The school mission is to foster a community of engaged, enthusiastic learners, ready to work with others to contribute positively to the world.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Nootka Elementary is a vibrant learning hub, hosting a diverse group of learners. The school community is enriched by a significant representation of English Language Learners (ELL) and families new to the area, reflecting the cultural and linguistic diversity of Vancouver. This diversity is further amplified by the district's Fine Arts choice program, attracting learners from all corners of the city.

The students at Nootka are as diverse in their interests as they are in their backgrounds. Some are drawn towards the arts, expressing themselves through visual art, dance, music, or drama. Others showcase their skills in various athletic activities, while academically-oriented students excel in intellectual pursuits. Nootka is also a safe and welcoming space for students who identify as part of the LGBTQ+ community, and those who proudly represent their unique cultural identities.

Given this wide array of interests, the academic, social, and emotional needs of the students are equally diverse. This aligns with the first goal of the VSB Education Plan, which emphasizes personalized learning for every student. This past year we had 74% of students in grade 4 proficient or developing in Language arts and 26% of our grade 4 students were emerging according to CSL data. Our grade 4 data was similar in that 76% of students who took the assessment were "On Track" or "Extending and 24% were emerging. 100% of grade 7 students who wrote the FSA were "On Track". The CSL results for grade 7s indicated that 71% were proficient or extending and 97% were proficient, extending or developing. The school's educators are committed to providing a learning environment that meets these varied requirements, ranging from personalized academic support, to emotional counseling, to fostering social relationships.

To ensure that the needs of students are being met, and their voices are being heard, the school uses student learning surveys, MDI, anecdotal and observational data. These sources provide invaluable insights into the learning experience from the students' perspective, helping educators and administrators tailor their strategies

to improve educational outcomes. This approach also aligns with the first goal of the Ed Plan to improve school environments to ensure they are safe, caring, welcoming and inclusive places for students and families.

Financial diversity among the families is also recognized. Some students come from financially secure families, while others are from more economically challenged backgrounds. This diversity provides an opportunity for learning and understanding different societal perspectives, but also poses a challenge to ensure equitable access to resources and opportunities, echoing the second goal of the VSB Education Plan, which is to create a balanced, sustainable, and equitable learning environment. The staff at Nootka are committed to creating equity through professional development, promoting inclusion through instruction and instructional resources, and providing extension opportunities to highlight diverse voices and experiences in the community. Staff have engaged PAC in the discussion about promoting equity for all learners at Nootka.

At Nootka Elementary, symmetrical learning in social and emotional learning is evident through co-created classroom norms where teachers and students collaboratively establish classroom norms, fostering a positive and inclusive learning environment. Teachers also use emotion check-ins where daily check-ins promote self-awareness, empathy, and open communication among all participants. A final example of symmetrical learning is collaborative problem-solving where teachers facilitate class discussions and students actively contribute perspectives and propose solutions, nurturing problem-solving skills and interpersonal relationships.

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

At Nootka we have introduced a new code of conduct called Nootka Eagles are BRAVE to promote behaviours and traits meant to enhance students' sense of belonging and well-being. As a staff and school, last year we explored social and emotional learning through the Second Step program as a way to develop consistent language, understanding, and tools between grade groups. This was beneficial to all learners and this year we developed the BRAVE acronym to further support our students and the community. BRAVE stands for Be Kind, Respectful, Adaptable, Vibrant, and Empathetic. The word BRAVE was chosen by the students and they were the ones to develop what each letter was to stand for. We have now moved on to the next phase of the project and are hoping to complete an understanding of what behaviours supporting each letter look like in the school, community, and greater world.

Through the BRAVE project, sports teams, Over the Rainbow Club, community activities with PAC and other extracurricular activities/clubs Nootka strives to offer students safe spaces where they can pursue their interests, and have fun with safe and caring adults. We believe that by fostering inclusion and belonging, increased achievement in literacy and numeracy will follow accordingly.

Improve equity

We are proud of our work to improve equity at Nootka. The staff have taken part in professional development this past year called “Belonging Through Anti-Racist Practice”. Staff looked at different practical ways to work through this by specifically looking at self-reflection on bias, Intent vs. Impact, microaggressions, how to listen, and how to give and take feedback. As part of this work staff have worked hard to centre voices from people and communities that have tended to be ignored by schools in the past. This year we were proud to have a wonderful Reconciliation Day assembly featuring Dakota Bear, a musical and spoken word performance by Ndidie Cascade called “Originz”, a Lion Dance Performance by the Hon Hsing Athletic Club during Lunar New Year, a Pride Parade and many other activities and in-class experiences to broaden understanding, highlight diverse voices and create stronger community connections.

The staff at Nootka joined together to create a Food Security Committee which was formed to determine distribution to students and families in need of the food resources that the school has access to. The goal of the committee was to figure out how to distribute food in an equitable and dignified way. We came up with a system of distributing snacks and a limited number of hot lunches that worked for kids and families. The Nootka PAC runs a hotlunch program and last year there were talks around the lunches and equity. We realized that the same families would buy hot lunches every week while many did not. After lots of talks and exploring various different ways of making the process more accessible we settled on a sliding-scale lunch program for our Tuesday hot lunch. This allowed families to order the lunches independently of the school staff being involved and paying what they could afford. It was an overwhelming success and we were able to provide a special hot lunch in a more equitable way and we will continue with this model moving forward.

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

Nootka has been working hard towards reconciliation and increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions. We held our second annual Reconciliation Day Assembly that featured an Indigenous Elder, Randy Tait, from the Nisga’a First Nation and a performance by rapper and clothing company owner, Dakota Bear. In addition to this assembly, our staff participated in Professional development this year around Culturally Responsive Teaching, Land Based Education, and the first People’s Principals of Learning. In partnership with the PAC we are please to announce an upcoming mural project with a local urban Indigenous artist, KC Hall, who has designed a beautiful piece featuring West Coast Indigenous design elements mixed with modern graffiti elements. Another part of our reconciliation actions we are adding to our collection of Indigenous books in the library and in the classrooms and supporting local Indigenous-owned businesses when possible.

HOW WILL WE KNOW WE'RE ON TRACK?

To let us know that we are on track with our Social and Emotional Learning goals we will use:

- Referral to classroom teacher or office for problem-solving conversations
- Adult help either offered to or requested by students
- Conversations with PAC and school community
- MDI Data
- Student Learning Surveys

We will use these sources to determine next steps for our literacy goal::

- Communicating Student Learning Data
- Foundational Skills Assessment
- Student Learning Survey
- School-Based Team referrals
- School wide writing assessment (two times per year)

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the Musqueam, Squamish Nation and Tsleil-Waututh Nation. Norma Rose Point (NRP) School, named after a Musqueam elder and located on Musqueam land, neighbouring Pacific Spirit Park and the University of British Columbia, consists of 740+ Kindergarten to Grade 7 students and 68 staff. The school is comprised of nine learning communities (ranging from 80 to 140 learners), named after Indigenous flora in Pacific Spirit Park and Indigenous cultural history. Norma Rose Point School is known for its innovative learning environment, flexible learning spaces, a focus on inquiry learning and the desire to integrate Indigenous ways of knowing in authentic ways.

The learners come from a vast array of countries and continents and have many cultural experiences. There are now 42 languages other than English spoken by students and families, with Mandarin speaking learners as the largest group. Approximately 35% (279) of the students receive English Language Learning (ELL) support. The cultural and language histories are wide and varied and parents come from many walks of life. NRP's transiency rate is incredibly high and remains a challenge as NRP constantly works to establish norms, routines, and get to know up to 300 new learners and parents every year.

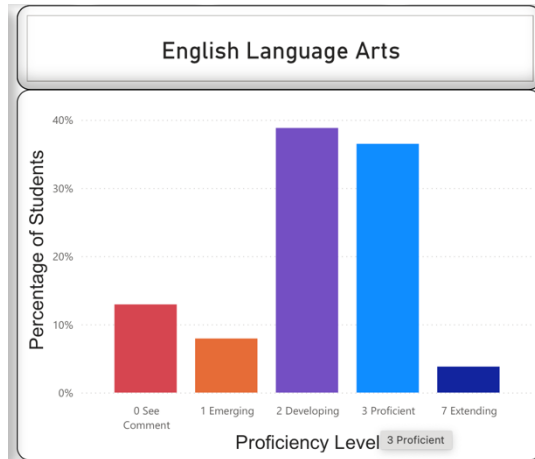
Within the university community, it is clear that families hold high academic expectations for students. In addition, many of these families choose to enroll students in out-of-school academic programs. In the past, NRP teachers have been involved in inquiry research on the topic of math instruction (i.e. Inquiry question: "How are innovative teaching and learning practices used to develop curricular competencies in Math, while changing the cultural understanding around math learning?") NRP will continue to discuss, examine and modify math programs and practices through the lens of best practice. Math will continue to be a school goal but will not be a primary goal moving forward.

Norma Rose Point has an involved and very supportive parent community that volunteers to support school and classroom activities such as school garden projects, welcome-to-school activities, whole school dance and recreation experiences and many other events to encourage parent and family involvement. A dedicated group of parents actively participate in monthly PAC meetings developing and implementing fundraising initiatives. The PAC has been pivotal in supporting educational changes in the curriculum and in communicating student learning, in supporting new and emerging technologies and in supporting playground and beautification plans.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy

As you can see from the data below, students at Norma Rose Point are generally proficient in literacy.



- Kindergarten: over 70% proficient in Literacy
- Primary Grades 1-3: over 80% proficient in Literacy
- Intermediate Grades 4-7: over 80% proficient in Literacy
- From Final Written Learning Update data: nearly 40% of Norma Rose Point students are proficient and extending in English Language Arts

Social Emotional Wellbeing and Belonging Data - from the Middle Years Development Instrument tool:

- Norma Rose Point students have high self-esteem: they believe they can learn, they feel they belong at school, and they plan to graduate from high school and go on to university
- With regards to bullying, over 60% of Norma Rose Point students said they have not been bullied (cyber, physical, social, verbal)
- With regards to optimism, happiness, self-esteem, absence of sadness, general health, Norma Rose Point students are thriving less than in comparison to District data on students.
- With regards to after-school activities, over 85% of Norma Rose Point students are involved
- 60% of Norma Rose Point students said they have an adult at school who believes they will succeed
- With regards to volunteering or working in a job, over 80% of Norma Rose Point students have not done this
- Most Norma Rose Point students go home right after school and are by themselves or with younger siblings

Data from the Middle Years Development Instrument shows that social emotional well-being is an area of growth for Norma Rose Point Students. In comparison to the District, Norma Rose Point students appear to have less optimism, happiness, self-esteem and absence of sadness. Social/emotional well-being will be a continued focus for next year.

What do you know about your community of learners with regards to equity and reconciliation?

Norma Rose Point School is located on Musqueam land and this is highlighted in assemblies, newsletters and other communications. That being said, families' and student knowledge and connection to Indigenous teaching and learning is varied. Students and staff have greatly benefited from project teacher support with regards to connecting learning, such as working in the rain garden, to the local First Nations. Students share their learning and their project experiences with families. Norma Rose Point invited families to come out and walk through

the rain garden project with their children. The school's Parent Advisory Committee planned an event where students and families helped clean up and prune plants and trees in the rain garden. Events such as these demonstrate that the path to reconciliation continues to grow and develop.

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

Norma Rose Point staff participate in class reviews. This is the process which looks into student interests, student passions, student successes and student challenges. This process gives the school a chance to wish and dream for ideas and ways to support those interests, passions and areas to support. One common thread throughout the grades from this year's data is the challenge of improving student Literacy skills from Emerging/Developing to Proficient. Another common thread is the need for specific instruction and practices around social/emotional learning. This will be a focus for the coming year. Specific instruction might include the use of common language and visuals throughout the grades. Teachers will begin the day with "soft starts" - a time to welcome students to the day and assist with regulating them. Teachers will continue to incorporate body breaks and outdoor learning throughout the school day. NRP will continue to provide alternate or quiet spaces for students as an option for self-regulation. School will do the best to connect students with a variety of staff to help build a sense of belonging for students.

Improve equity

As a school, staff are focusing on effective efforts to shift from a fixed to mixed to growth mindset for *all* learners. The school is using vertical and horizontal sharing in communities which helps learners learn from each other and is a great 'Universal Design for Learning' strategy. Norma Rose Point uses formative assessment to drive student learning. School is promoting teaching and learning practices which enhance student voice, student choice and student engagement. *The school is differentiating learning for the success of all students*, and giving students practices and strategies to help deal with stresses, both school related and outside school.

Norma Rose Point as a school community is giving each student a clearer sense (learning targets) of where they are at in their abilities and where they need to go and what they need to do to get there. From the most recent Middle Years Development Instrument, close to 80% of students surveyed agreed with the statement that they "could learn the skills taught in school this year". In contrast, only about 12% to 22% thought they could make a difference in the world or make the world a better place. 48% stated that they have difficulty persevering and following through when working on goals. This year, student conversations about personal goals and resilience and perseverance was facilitated in early student goal-setting conferences. These conferences were robust and went deep into students' learning strengths and challenges. When it came time to report out on student progress, the formal document merely echoed what had been discussed in conferences. Coming out of assessments both

prior to and within conferences, it was evident that more opportunities for experiential learning both inside school and outside in the community need to occur. These experiences can and will be shared in vertical and horizontal sharing. The goal is to provide opportunities for students to reflect on personal values/ beliefs with respect to others. A goal is to continue to focus on building engagement and interest in what students are learning and to provide more opportunities for students to have choices about their learning, to develop their interests and to provide them with opportunities to self-assess.

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

Norma Rose Point School continues to find ways to build knowledge and provide authentic experiential learning focused on Indigenous people and Indigenous culture and history. The goal continues to be to provide more opportunities for students to learn about and participate in First Peoples' activities. The school has benefited from targeted staffing this year, focusing on local Musqueam connections to the land on which Norma Rose Point School stands. Students have learned about local plants and water systems, especially as they exist in NRP's rain garden. They have been taught a local First Nation's language and the significance of words such as 'garbage'. Students do the land acknowledgement to begin the week and to start assemblies. Students are gaining an emerging understanding of the Musqueam peoples, as NRP is on Musqueam land, and continue to develop their understanding of First Nations, Metis and Inuit.

HOW WILL WE KNOW WE'RE ON TRACK?

Data from the Student Learning Survey, MDI, EDI, classroom assessments and reporting, celebrations of student learning events, conferences and student self-reflections will give evidence of being on track. Teaching staff will engage in professional conversations throughout the year and will pause to self-reflect at year end. Upon reflection, if feedback from data illuminates minimal, none or unanticipated changes, intentional and critical conversations will be opened up with a look for change. Feedback by way of student self-reflections and survey results will be reviewed and used to guide steps to change, as will feedback from parents in conferences, informal communications and survey results.

2024-2025 School Learning Plan

SCHOOL STORY

Norquay is named after John Norquay who was the fifth premier of Manitoba and of proud Metis ancestry and is located on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliwətał (Tseil-Waututh) Nation. Norquay is one of the largest elementary schools in Vancouver with 640 students. The population comes from diverse socio-economic backgrounds and has a multi-ethnic composition with over 28 language groups being spoken at home. The school building is wheelchair accessible and has three District Programs: Elementary Learning Support Program, Social Emotional Learning Centre and the Early Mandarin Bilingual Program. Norquay continues to be a collaborative early literacy intervention (CELI) school that focuses on literacy development and early intervention.

Norquay celebrated progress toward the Education Plan goals of student achievement, physical, and mental well-being, belonging, equity, and reconciliation in 2023/2024 by continuing to highlight community and intentionally supporting equity of access. Research shows that feeling a sense of connectedness to family, peers, school and community is one of the most important assets for a child's well-being, health and success in life (Masten, 2018, Thomson et al., 2018). Therefore, most events at Norquay are by donation, to remove barriers and allow participation by all. Norquay organizes events such as the annual book exchange, Scholastic Book Fair, and extra-curricular sports teams, including soccer, basketball, volleyball, track and field, cross country, and badminton. Students continued to strengthen citizenship by participating in many of the leadership activities offered which include playground leader, office monitor, library monitor, morning announcements and lunch-time buddies. This year the students created a new leadership club focusing on equity and diversity.

Norquay has a dedicated staff who provide an academically and socially rich environment for students by developing and highlighting the many talents and strengths of each student. As a staff we also work closely with the community to further connections. The Rotary Club, Growing Chefs, and the One to One Literacy Volunteer program are well established in the school. This year Norquay added relationships with Adam's Apples, the Firefighters Snack Fund and Lunch Lab. Norquay is also supported by the Windermere Community Schools Team, which provides programs after school as well as during school breaks. To further build community and connection the Norquay Parent Advisory Council (PAC) offers many exciting events including an annual waffle breakfast, pizza days, family movie nights, and the Norquay Spring Fair. This year the PAC organized a Welcome Back Barbeque by donation, which was attended by almost 75% of the school population.

Norquay Elementary continues to have deep connections with the strong group of Norquay alumni. This year's highlight was an evening open house to celebrate Norquay's 110th birthday. Over 400 former students and staff, representing every decade from the 1930's to present, joined together to reminisce and swap stories about the

proud history of this great school and community. Events like this build the connection from the past to the present looking ahead to the bright future.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Of the approximately 640 students enrolled at Norquay, about 65% are English Language Learners, with 28 different languages spoken at home and school. There is a multi-ethnic composition of students at Norquay, with the major cultural groups being Chinese, Filipino, and Vietnamese. Approximately 2% of the school population identifies as Indigenous and approximately 4% of our students are designated with special needs.

In addition, through anecdotal conversations with students and staff, it is evident that there is still a craving for connection: to self, to each other, to community and to learning. What we see is that Norquay students:

- are thoughtful
- are kind
- want to learn
- are willing to participate in co-creating learning environments when given the opportunity
- advocate for their learning when given the chance to share their voice
- enjoy working collaboratively
- flourish when in strong relationship
- thrive in outdoor learning environments
- come to school with different lived experiences
- respect and celebrate each other's differences

Norquay students are seeking:

- foundational skills
- readiness to learn: connection to self, connection to school, connection to land and connection to learning
- a place and space to share their voice

As we know, for younger students during elementary and middle school years, a nurturing and caring relationship is vital. Connections with warm and accepting teachers and staff enhance emotional well-being, increase motivation, engagement and success in school for children in early adolescence (Oberle, 2018). Using the student learning survey we focused on "the number of adults at school that care about you". In 2023, the number of students who said 'none' was 50%. In the recent unofficial results for 2024 we noticed that this number went down to 5%.

Over the last two years Norquay committed to Call to Action 63.iii. *Building student capacity for intercultural understanding, empathy, and mutual respect*. To action this, the morning land acknowledgements were transformed. Students from every/some??divisions worked alongside classmates, peers, and staff to create their own land acknowledgement which was then shared in a newsletter and as part of the morning announcements. The intention was to, in the words of Anishanbee scholar Dr. Hayden King, 'breathe life and meaning into the lands and treaties'. All 29 divisions at Norquay co-created a land acknowledgement, an example from a grade 5 class: "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). Our promise is to help make things right, to educate ourselves and others, to rebuild harmony with the land and all people living on it, and to make good decisions for the future".

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

Goal 1 - Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging and Goal 2 - Improve equity

As the intentional focus on connection is moving data in a positive direction, we will continue unpacking the inquiry question: if we continue to focus on building community, will we see increased engagement in learning? In the 2024 – 2025 school year we will continue to track data that reflects the connection to adults in the school. In addition, to highlight the engagement in learning, we will add a literacy data set to intentionally highlight the relationship between connection and learning.

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

This year we learned that the three host nations updated the land acknowledgement, so students and staff have been learning the new pronunciation as well as wording to support language reclamation and call to action 14.iv: *The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.* We commit to updating the land acknowledgements to incorporate this new learning and unlearning.

HOW WILL WE KNOW WE'RE ON TRACK?

School climate and interactions between students, staff, and parents are often realistic and authentic indicators of success. When there is a positive energy in the building, and a willingness and excitement to be involved, it is a signal that we are on the right track.

We will use qualitative data (Safir, 2021) such as anecdotes, stories, interviews from students, staff, parents and caregivers. In addition, as the inquiry question asks if we continue to focus on building community, will we see increased engagement in learning? We will also be looking at these quantitative data sets:

- the number of adults at the school that care about you from the student learning survey
- school wide reading assessment data
- sharing the updated land acknowledgements through newsletters, PAC meetings, community gatherings, assemblies and morning announcements

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwataʔ (Tsleil-Waututh Nation). David Oppenheimer Elementary School is nestled in a serene location, adjacent to beautiful Bobolink Park. We cater to students residing in the River District and the surrounding Fraserview areas. Currently, our school has an enrollment of 425 students, ranging from Kindergarten to Grade 7. Our student body is diverse, comprising learners with a wide array of needs, talents, cultural backgrounds, and language proficiencies, including many newcomers to our province and to Canada. Within this diversity, our students share a common dedication to academic achievement and community involvement in their school. Each day, they arrive at school ready to engage in meaningful learning experiences and pride themselves on doing well at school. The sense of pride within our community, among both students and parents, is evident in the work our students do each day.

With a dedicated team of over 50 staff members, David Oppenheimer Elementary School operates smoothly to maintain a safe and orderly learning environment. Our community is linguistically rich, representing over 30 different languages spoken at home. Given our unique circumstances, David Oppenheimer Elementary qualifies as an Enhanced Services School, allowing us to provide additional resources to support our students. This includes access to the VSB Food for Schools free lunch program and the presence of a Literacy Enhancement teacher and a Community Schools Team (CST) Youth and Family Worker. These resources are instrumental in providing support to students and families in various areas, including attendance, food security, and social-emotional well-being. Furthermore, our partnership with the Community Schools team extends to after-school programming, offering a range of activities such as art and sports clubs, free of charge. These programs enrich the educational experience for our students and promote inclusivity and engagement within our school community.

As a school, Oppenheimer is characterized by a history of excellent teaching, successful traditions, and strong parental involvement. The school location allows for extensive outdoor educational experiences. Oppenheimer teachers and support staff bring a vast array of experience, knowledge, and teaching specialties to share with the learning community. The staff are committed to innovative teaching and Oppenheimer is known for having a strong academic program that sets students up for success. Many teachers make the B.C. curriculum and Vancouver School District Education Plan work in everyday ways in their classrooms by using collaboration, team-teaching and cross-grade and cross-curricular integration as mainstays. We are also proud of our extensive music/band program and athletics teachers who offer after-school sports experiences for a variety of grade levels.

Through the generosity of the Parent Advisory Council (PAC) and their outstanding fundraising efforts, Oppenheimer students continue to enjoy enriched programs such as camp, visiting performers, authors and

teachers, field trips, and dance. We have parent participation in many of our school events and parents actively participate in monthly PAC meetings. The PAC have been pivotal in developing and supporting a variety of educational initiatives including shifts in curriculum, communicating student learning, supporting new and emerging technology and resources, supporting new families, and supporting playground and outdoor classroom beautification and improvement plans.

As our student population continues to grow, we have organized classes into 18 divisions, including several combined-grade classrooms. Through collaboration, dedication, and a commitment to excellence, David Oppenheimer Elementary School remains steadfast in its mission to provide a nurturing environment where all students can thrive academically and socially.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

- **Holistic Education:** We equally value academic achievement, social-emotional development, and physical health and wellness.
- **Diverse and Dynamic Student Body:** Our students are energetic, curious, kind, respectful, and hardworking. They come from diverse backgrounds and cultures, with around 20% having learned English as an additional language.
- **Foundational Skills:** Our students are in the early stages of their academic journey, focusing on foundational skills in subjects like math, language arts, science, social studies, and physical education. They engage in various learning activities, including classroom instruction, project-based learning, and hands-on experiments.
- **Inquiry-Based Learning:** We have a strong tradition of inquiry learning. Students engage in projects driven by their interests, promoting creativity and outside-the-box thinking. They present their learning in various formats and have a voice in their educational journey.
- **Extracurricular Activities:** Our students are known for their curiosity and enthusiasm for learning. We foster cognitive, emotional, and social development, prioritizing creativity, critical thinking, and problem-solving. Extracurricular activities like sports, arts, music, and clubs are highly valued and well attended.
- **Safe and Inclusive Environment:** Our school is welcoming and inclusive, guided by the Code of Conduct including our acronym "ORCAS" (Respectful, Caring, Safe). We encourage leadership and school spirit through various activities, with students taking on roles such as morning announcers, assembly hosts, and student council members.
- **Community Engagement:** Students participate in theme days, fundraising events, and charitable work, supporting causes like Children's Hospital, the Greater Vancouver Food Bank, and cancer research.

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

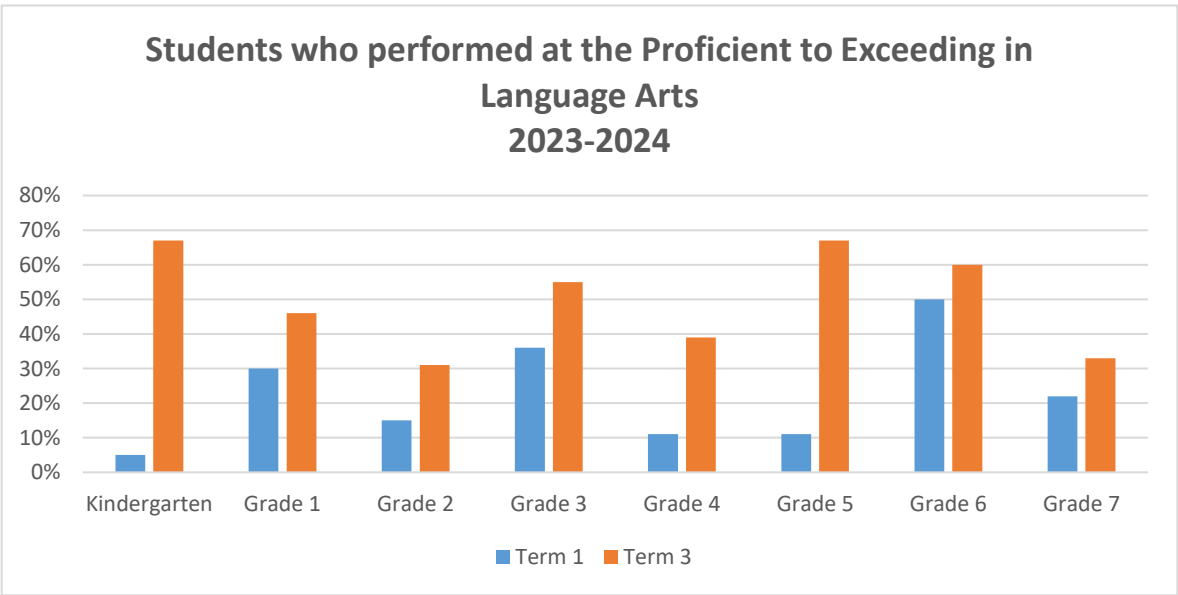
Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging:

Literacy

Literacy is our main school goal and Language Arts our focus from K-7 for the past two years. This year, we have developed our primary teaching via tools that focus on explicit and direct reading instruction. Our Kindergarten classes use daily Heggerty and add it to a comprehensive literacy program focused on oral language, concepts of print, and letter/sound relationships. In primary grades we use a combination of best practices including Science of Reading and guided reading groups with explicit instruction. Programs used include the Rise program, Jolly Phonics, and Sounds-Write. For writing, teachers in primary use Adrienne Gear’s Writing Power and other writing resources to supplement instruction. Overall, results have improved with our school’s intensive and direct focus on daily reading and writing. Good assessment practices have also guided teaching in primary and intermediate. Our Literacy Enhancement Teacher (LET) worked closely with classes to close the gap in reading results. We will continue to build our resources and add more to our toolkit for literacy instruction and intervention next year.

We are committed to closely monitoring and tracking our progress in Literacy. According to our CSL data, our overall performance in Grades 1-7 shows strong improvements in Language Arts results. Over the school year, our increases (from term 1 to term 3) in students who performed at the Proficient to Exceeding level in student reporting were as follows:

K – 5% to 67 %	Gr 4 – 11% to 39%
Gr 1 – 30% to 46%	Gr 5 – 11% to 67%
Gr 2 – 15% to 31%	Gr 6 – 50% to 60%
Gr 3 – 36% to 55%	Gr 7 – 22% to 33%

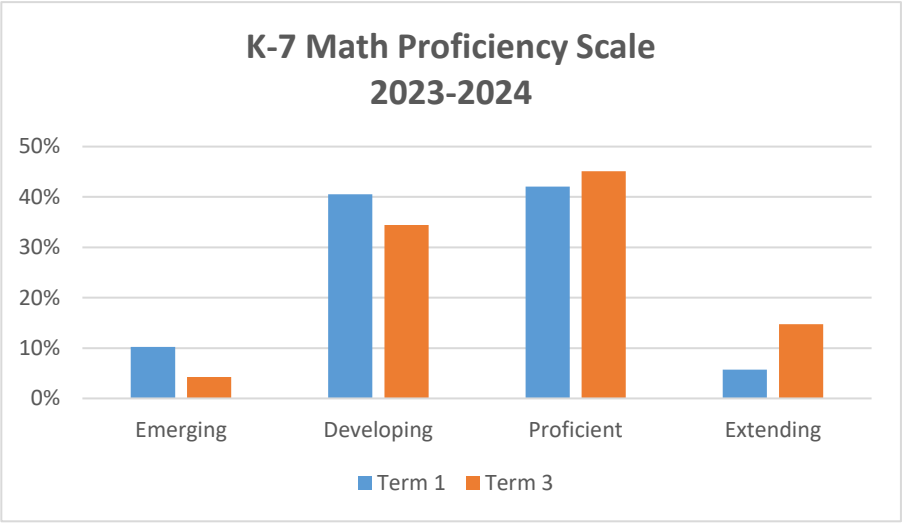


These scores show consistent gains across grade level and classes. In Grade 4 and 5, noteworthy increases in students who performed at the Proficient level is one of our biggest success stories. At these grades, the Rise Up program was used weekly, and the teachers participated in a collaborative inquiry to improve their practice. In intermediate, we have worked together to co-ordinate writing instruction and assessment.

Numeracy

To achieve improvements in numeracy, a variety of instructional strategies and resources were employed. Hands-on math activities were incorporated, such as Box Cars and One-Eyed Jacks Math Games, which engage students in interactive learning. The curriculum was supported by resources including Math Power, Mammoth Math, Jump Math, and Mathematical Mindset providing structured learning paths. Mental math strategies were emphasized alongside related games to strengthen students' arithmetic skills. Additionally, math manipulatives were used to help students understand abstract concepts through physical tools. Teachers also created materials tailored to the specific needs of their classes, ensuring relevance, effectiveness, and student-centered learning.

The data shows the progression of students' numeracy skills from Term 1 to Term 3, categorized into four levels: Emerging, Developing, Proficient, and Extending.



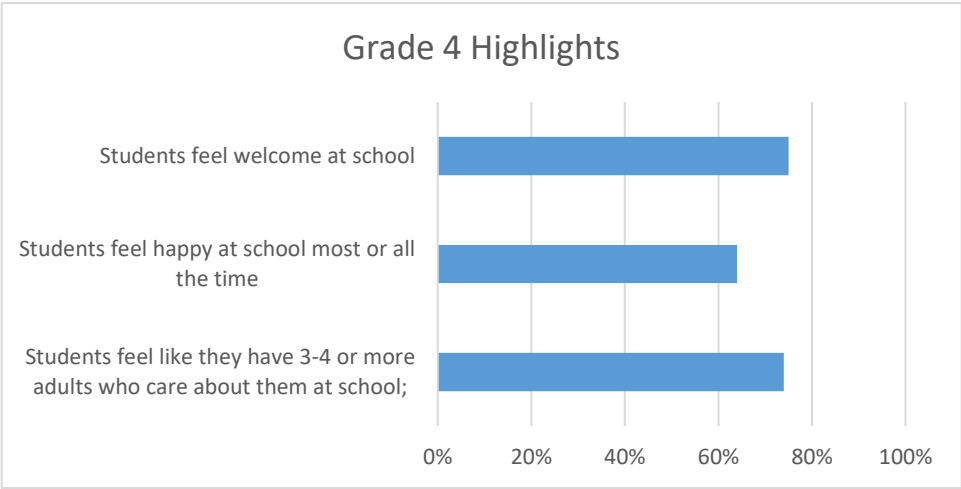
The scores indicate a positive trend with a decrease in the percentage of students in the 'Emerging' and 'Developing' categories, and an increase in the 'Proficient' and 'Extending' categories. The most notable improvement is in the 'Extending' category, where the percentage of students more than doubled, from 6% in Term 1 to 15% in Term 3. This suggests that the implemented strategies have been effective in advancing students' numeracy skills, particularly in helping more students reach higher levels of proficiency.

Physical and Mental Well-Being and Belonging

One of the most helpful tools we use to assess in the areas of student well-being and sense of belonging is the Ministry of Education’s Student Learning Survey. The survey is administered to Grade’s 4 and 7 each year and offers insight into how our students are feeling about their school experiences. Some highlights from results this school year include the following:

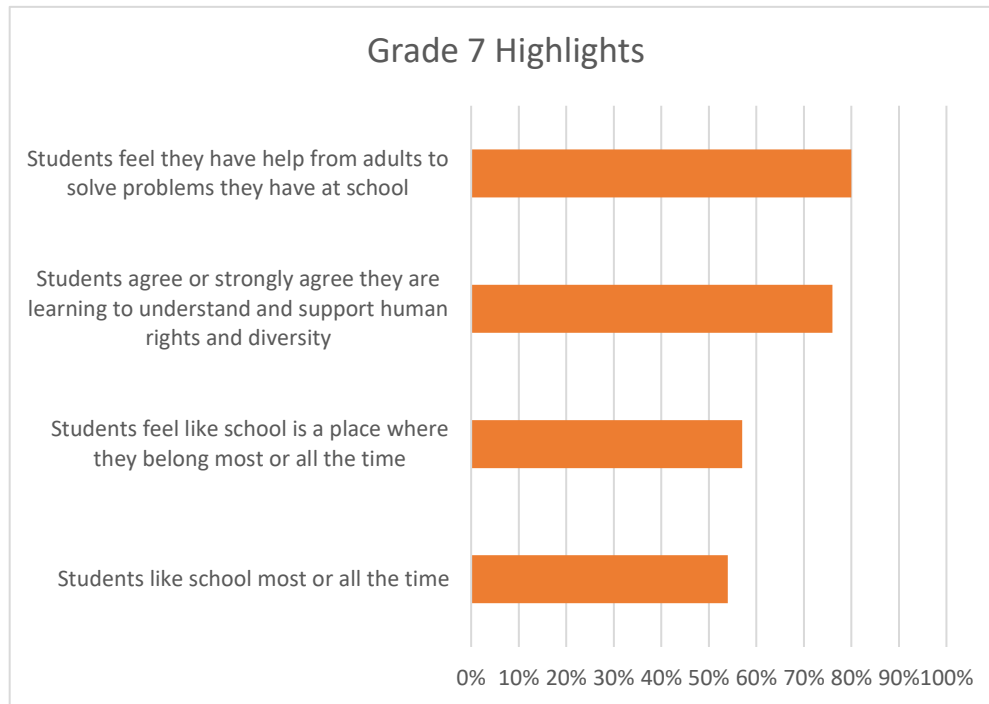
Grade 4:

- 74% of students feel like they have 3-4 or more adults who care about them at school
- 64% of students feel happy at school most or all the time
- 75% of students feel welcome at school



Grade 7:

- 80% feel they have help from adults to solve problems they have at school
- 76% agree or strongly agree they are learning to understand and support human rights and diversity
- 57% feel like school is a place where they belong most or all the time
- 54% of students like school most or all the time



Our students are very physically active and enjoy both indoor and outdoor activities. In their spare time, many are involved in sports and other physical pursuits regularly. Through sports, activities and regular physical play, Oppenheimer takes good care of the physical well-being of our learners. We have several events throughout the year where students engage in physical exercise and activity to improve their fitness and participation. Our recurring activities include indoor track, Intramurals, sports and teams including Volleyball, Basketball, Ultimate, Cross-Country and Track and Field, and Sport's Day. We also host Big-Brother's Game-On program as an extra-curricular activity for students who need a safe and inclusive environment to be active and burn energy.

Our mental health and well-being resources are supported by teachers, counsellor and Youth and Family Worker (YFW). Together, they team-teach or offer support for several SEL programs including Second Step, Everyday Anxiety Strategies for Educators (EASE), Zones of Regulation, Complex Trauma Resources, as well as teacher created resources for SEL learning.

In classrooms for students, we offered Digital Citizenship programs: Expect Respect and a Safe Education (ERASE) from Grades 5-7. Teachers also supported responsible use of technology and online behaviours in their classrooms through their own teacher created materials and resources. Beginning in January, our Oppenheimer technology policy for upper intermediate included a strict no-device during the school-day mandate that was created by teachers and supported by parents. Students checked in their cell phones and were encouraged to be fully present in class for learning experiences. We noticed a dramatic drop in problematic online behaviour and a corresponding increase in student engagement for the remainder of the year once devices were 'checked in' for the day.

Improve equity:

- **Support for Diverse Learning Needs:** We provide additional support and accommodation for students with diverse learning abilities through individualized and small group assistance from our support staff and resource teachers.
- **Specialized Resources:** With the help of fundraising from PAC, we updated and equipped our POD sensory space with new equipment, sensory resources and adapted learning tools to support our diverse learners who require specialized materials.
- **Community Schools Access:** We have expanded and developed our supports for students in need by accessing CST resources including after school programming (Game On, Science, Art), nutritional supports (hot lunch program, backpack buddies), Youth and family support for community access and programs for many families with imposed circumstances.
- **Affordability Resources:** Our school used student affordability funds to offset costs to families for field trips, school resources, nutrition and clothing for students in need.

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

As part of our ongoing commitment to reconciliation, we are dedicated to deepening our connections and engagement inside and outside the classroom. This year, we are working with local Indigenous leaders to expand our Indigenous Garden, adding informative signage and developing a walking map and guide to enhance the educational experience. Our commitment to environmental stewardship includes collaborating with the a community partner for shoreline clean-up, fostering a sense of responsibility and care for our environment among our students. Additionally, we continue to embrace place-based learning through outdoor school activities, recognizing the land as a valuable teaching resource. Our educational practices are guided by the First People's Principles of Learning (FPPL), emphasizing the importance of oral storytelling and other traditional knowledge-sharing methods. Through these efforts, we strive to honor and integrate Indigenous perspectives and teachings into our school's culture and curriculum.

Furthermore, we are proud to unveil our new school logo, an Orca design created by local Musqueam artist Amber Cornick. This logo not only represents our school but also connects us to the rich cultural heritage of the Musqueam people, "The People of the River Grass." The Orca is significant to the Musqueam, symbolizing their deep ties to the sea, hunting, and fishing traditions. Throughout this journey, we have incorporated Musqueam design elements and drawn inspiration from "Musqueam, A Living Culture" by Julie Gordon.

HOW WILL WE KNOW WE'RE ON TRACK?

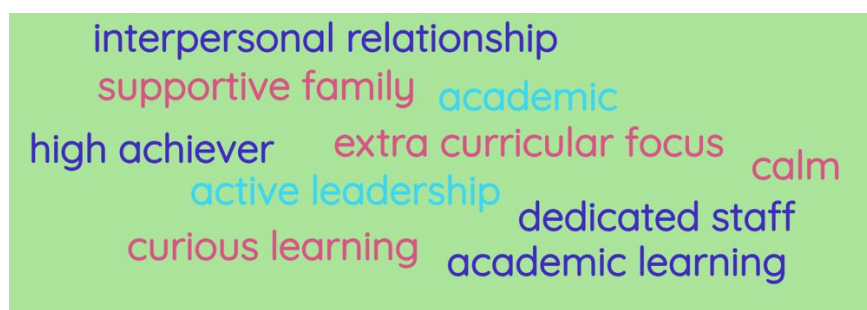
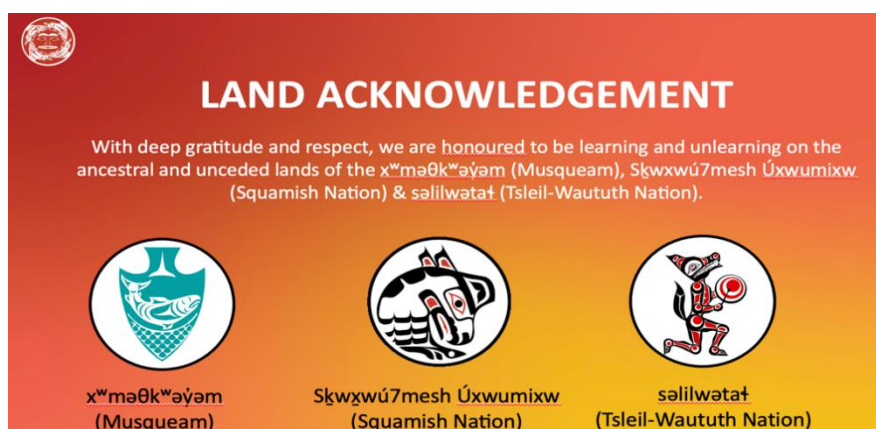
To ensure we are on track with our learning goals, we employ a variety of strategies and tools:

- Intermediate team aligning our sequence of themes and topics in Literacy and Numeracy
- Improved outcomes in Literacy and Numeracy based on CSL reports and assessment data
- Student Learning Surveys to gauge student well-being and belonging (adding specific questions to dig deeper)
- Connection surveys to gauge community and PAC engagement
- Monitoring and goal setting through parent/teacher conferences and Celebrations of Learning
- Continuing our journey to enhance our Indigenous learning through connecting to the land, decolonizing our practice, and embracing Indigenous perspectives and teachings
- Continuing to meet, provide feedback, plan and assess as primary, intermediate and whole-school teams of teachers to improve practice
- Sharing successes and inviting in teams of visiting teachers to observe our literacy programs at primary and intermediate levels
- Engaging in common Professional Development and Inquiry-based learning around literacy and math
- Increase collaboration between staff, including the YFW and Counsellor

At David Oppenheimer Elementary, we believe that collaboration among our dedicated team of teachers is the cornerstone of improving learning outcomes and achieving our school's educational goals. By working together, sharing insights, and supporting one another, we create a dynamic and effective learning environment for our students. Our collective efforts are guided by a shared vision of academic excellence, equitable access to learning, and inclusive education.

2023-2024 School Learning Plan

SCHOOL STORY



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

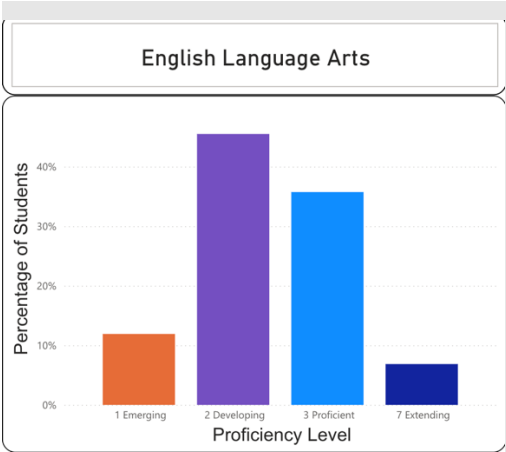
At Osler school we endeavour to bring awareness through hands-on experiences such as outings to Camosun Bog, and cedar harvesting and weaving all guided by indigenous people further building connection with local nations

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.

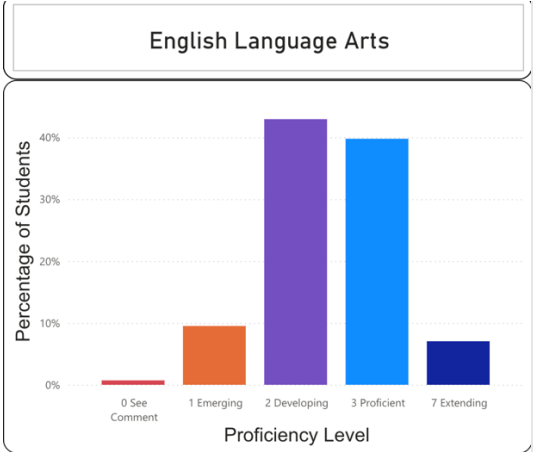
Continued connection to the land through Land Acknowledgements each day with opportunities for students to add their individual stories. Reframing our thinking to be open to accepting different realities is at the essence of our work.

HOW WILL WE KNOW WE'RE ON TRACK?

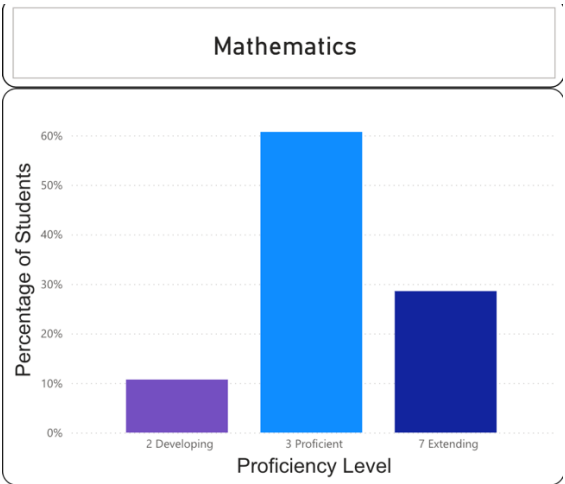
Staff use a variety of ways to ensure students are progressing to their ability. Osler keeps data using School Wide Writes, formal assessment processes and informal assessments to ensure students continue to grow. Data collected is used in reporting such as Learning Updates, formally known as Report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



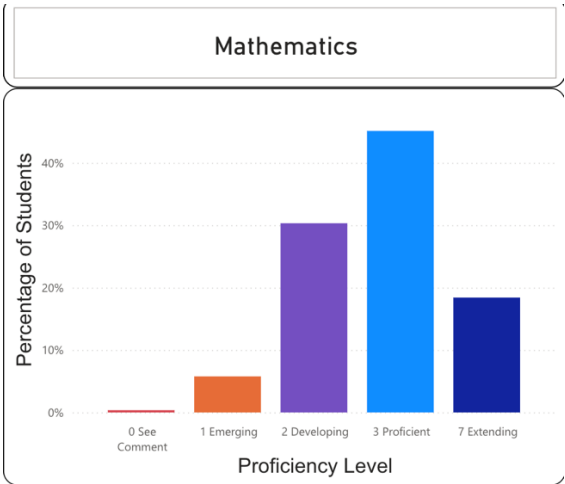
Term 1



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.



2024-2025 School Learning Plan

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

SCHOOL STORY

stəywəte:ń Point Grey Secondary is a comprehensive school with a strong tradition of excellence in academics, fine and performing arts, applied skills, athletics, and service. Serving approximately 990 students in Grades 8 to 12, the school catchment area includes parts of Kerrisdale, Shaughnessy, Southlands, Musqueam, and Dunbar. Established in 1929, stəywəte:ń Point Grey boasts a unique "Collegiate Gothic" architectural design and is surrounded by a track and field facility, tennis courts, Kerrisdale Ice Arena, and Kerrisdale Park. We have a staff team of 80 people including 60 teachers.

The school places a strong emphasis on academic performance, with staff setting high standards for student achievement and personal well-being. Family expectations are also high, with many parents encouraging their children to pursue further studies at post-secondary institutions across Canada and the United States.

Caregivers are actively involved and supportive through various groups, including the Parent Advisory Committee, the Mini School Parents Society, the stəywəte:ń Point Grey Music Supporters Society, the Chinese parent group, and the Parent Grad Committee.

We celebrate student success through our HOUNDS (Honour, Ownership, Unity, Niceness, Determination, Safety) code of conduct, recognizing achievements in academic subjects, work ethic, athletic excellence, student self-reflections on core competencies, service in the school and community, citizenship, writing contests, mathematical contests, and a variety of drama and music performances.

stəywəte:ń Point Grey Secondary offers four district educational programs:

- **The stəywəte:ń Point Grey Mini School Program** is designed to provide motivated students with an enriched and challenging course of studies in a small and cohesive setting. We aim to create a learning environment promoting critical and creative thinking skills and independence in learning. This program includes 140 students in Grades 8 to 12.

- **The Learning Support Program (LSP)** provides academic support for students with diagnosed learning disabilities. The goal of the program is to support academics and assist students in developing compensatory learning strategies. LSP students are timetabled into mainstream electives and academic subjects whenever possible and appropriate. Serving 15 students.
- **The Learning Assistance Life Skills Program (LALS)** is designed for students with mild to moderate intellectual disabilities. All aspects of the curriculum are modified. The students earn an Evergreen Certificate upon school leaving. Serving 15 students.
- **The Life Skills Program (LS)** is a small supportive class for students with autism, physical disabilities, deaf/blind, chronic health and who have a moderate to severe/profound intellectual disability. Serving 15 students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At stəywə:ń Point Grey Secondary, approximately 43% of our students speak English at home. Mandarin is the second most common home language, spoken by 29% of our students. When combined with Cantonese and other Chinese dialects, nearly 40% of our students speak a Chinese language at home. About 54% of our students were born in Canada, while close to 25% were born in China. The school has 134 English language learners and 170 international students, the majority of whom come from mainland China. We have 36 Indigenous students with 25 students from the Musqueam community.

Our school is characterized by forward-thinking, thoughtful, and caring students who are passionate about social justice and embrace diversity. They are actively involved in service and committed to giving back to the community.

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

Goal #1: Helping Students Build Self-Regulation Skills. (improve student physical and mental well-being, and belonging)

Students at stəywə:ń Point Grey Secondary are showing an increasing level of anxiety and difficulty with emotional regulation.

This increase may be a result of:

- Unhealthy levels of cell phone use (including mostly unregulated student use of social media).
- A possible long-term effect from the COVID-19 pandemic.
- Societal shifts.
- High levels of anxiety due to post-secondary pressures and demands.

The specific actions we will undertake to address this goal include:

- An introduction to the importance of self-regulation at our Grade 8 Camp in September.
- Work with each grade group on self-regulation skill-building through grade-wide assemblies, regular core competency reflections.
- Greater restrictions on the use of cell phones during instructional time.
- Incorporating Self-Regulation lessons in our skills blocks.
- Using our guiding framework of Dr. Martin Brokenleg's Circle of Courage to help enhance self-regulation skills.
 - Bringing in speakers or experts to talk to students about creating healthy habits and who are experts on self-regulation.
 - Tea and Talk workshops for grade 12 students which will include anxiety reducing techniques.

The most important work we can do to improve the success for our students is to help them build self-regulation skills. Self-Regulation skills are all about developing coping strategies that help students deal with their emotions in healthy ways and ultimately become more resilient. This will be an "all school" goal for every learner in our school.

We will be working on actively helping students with the five skill-building steps as developed by Psychologist Stuart Shanker, an internationally recognized researcher and author on childhood development:

- **Reframe**
- **Recognize**
- **Reduce (manage your stress)**
- **Reflect** – Take time to identify and acknowledge you
- **Respond** (build self-regulation skills)

We will also equip students with greater "in the moment" skills in order prevent them from reacting in an extreme way when they feel intense emotions:

- **Take a Deep Breath**
- **Push Pause**
- **Practice Self-Talk**
- **Write it Down**

Improve equity

Goal #2: To create a more *inclusive* and equitable school environment where all students, regardless of their background, abilities, or identities, feel valued, supported, and have equal access to educational opportunities. We are now in the second year of this initiative.

- Ensuring that students feel a sense of belonging in our school and have equal access to resources and opportunities is crucial for fostering their success.
- This school year, we will continue our **inclusion** focus to be with the students in our three-learning support programs.
- Parts of our goal will also be reviewing our skills block model and working towards establishing a Learning Support Hub for our diverse learners.
- We will continue to provide opportunities for students in these programs to join mainstream classes, clubs, and participate in school-wide events.
- Additionally, we will work on providing resources and opportunities for staff professional development at Universal Design for Learning. Something we need to do more of this year.
- To better support teachers with **inclusion** and the assessment of inclusion in classes, we will address these topics in staff meetings and during collaborative time. We will also seek feedback from teaching and support staff on the progress of students in mainstream classes, focusing on support strategies rather than removal if challenges arise.
- We will develop appropriate assessment practices for diverse learners in mainstream classes. Creating rubrics and using proficiency scale grading.
- Continue to create opportunities for connections between mainstream students and those in programs through activities like 3-on-3 basketball, the Best Buddies Club, and collaborative field studies.
- As part of our articulation process, we will include elective options for students in programs.
- Our skills block model is under review due to concerns about students not using the time effectively. We are defining the purpose of skills blocks and will trial some drop-in times versus enrolling in a skills block.
- In future years our plan is to focus on **inclusion** for our ELL learners and cultural diversity inclusion.

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

Our continued learning will be to strengthen our connection to the Musqueam community.

- In September of 2023, the staff team participated in a professional development day which focused on Musqueam teachings.
- We are learning about the significance of our school's name, stəywəte:ń. The name stəywəte:ń was given to us from the Musqueam community. The meaning of stəywəte:ń means “the strength of the west wind” that brings storms, cleansing and new beginnings.
- We are practicing the pronunciation of the name stəywəte:ń and will be sharing this with students in opening assemblies.
- We have attended community events such as canoe races and the Musqueam graduation.

- Ensure that our staywə:ń a room always remains accessible. Moreover, we are fostering direct engagement by inviting Musqueam staff to join our Indigenous Education Plan meetings to discuss student progress.
- Our aim for this school year (2024- 2025) is to begin conversations about creating a physical structure or artwork that represents our connection to the Musqueam people.
- Department Heads are practicing saying the Indigenous Land Acknowledgement and as a staff we are working on understanding why we say land acknowledgements. The Land Acknowledgement is also being shared over our school announcements by students.
 - We are using Dr. Martin Brokenleg's circle of courage as an anchor to help us with discussion on student achievement and self-regulation. Staff, students and caregivers have been introduced to this framework, and we are using it to guide our core competency reflection work.



HOW WILL WE KNOW WE'RE ON TRACK?

- Student Forums- A check-in three times a year with our student focus group. Will use Sli.do to collect data.
- Reviewing student learning survey data. Analysis of student assessment data, such as test scores, grades, and attendance records, will measure academic progress and engagement.
- Reviewing attendance data.
- Checking in with staff during Department Head meetings, staff meetings and surveying staff using Sli.do.
- Teacher Feedback: Gather feedback from teachers about the impact of the plan on their practice and on student learning will provide important information about what is working well and what needs improvement.
- We will share success in the weekly staff emails and school newsletters.
- Parent Feedback: Gather feedback from parents about their perceptions of the school's culture and the learning experiences of their children will provide important information about the impact of the plan on the school community.
- Review resources and find appropriate resources that will work.
- Seek additional district/education partner support: If the school is facing challenges that cannot be addressed through internal changes, it may be necessary to seek outside help, such as consulting with experts in the field or reaching out to other schools that have successfully implemented similar plans.
- Maintain communication: Regular communication with all stakeholders about the progress of the plan and its impact on student learning will be important in building support and maintaining momentum, even if there are setbacks.

2023-2024

School Learning Plan

SCHOOL STORY

The Prince of Wales community takes pride in setting high expectations for student success, with most graduates advancing to college or university. Our staff provides a comprehensive program for approximately 930 students in grades 8-12. Celebrating both big and small victories, we honour achievements through athletic awards, service awards, core competency awards, and academic accolades. Alongside strong scholarship opportunities, students excel in fine arts, leadership, service, and athletics.

Over the last number of years, PW community has reflected a middle to high socio-economic community, however, we are currently seeing growth in the neighborhood towards greater inclusivity, with developments in new apartment buildings, rental projects along the Arbutus Greenway, townhouse projects, and a new Skytrain line stop which will soon transform the landscape and make our community even more dynamic and diverse.

The Prince of Wales community embraces diversity, as 55% of students speaking a language other than English at home, and 25% enrolled as English Language Learners (ELL). Our commitment to diversity is evident in events such as Lunar New Year celebrations, multicultural fairs, 2SLGTBQ+ lip sync/fashion shows, PRIDE week activities, Red Dress initiative of the textile class, and band performances reflecting global musical diversity.

We offer several district programs, including the PW Mini School, TREK Outdoor Education Program, Learning Support Program (LSP), and GOLD program for twice exceptional students. Our school emphasizes extracurriculars, with an active Students' Council, numerous clubs, vibrant leadership class, math and science contests, and sports teams competing at the provincial level. We prioritize learning experiences that support diversity, student choice, Indigenous perspectives, place-based learning, and that create a sense of belonging for the entire PW community. The PW Library fosters the exchange of ideas across the PW Community and beyond through book talks, author visits and curricular support. Field study experiences, local and outdoor education field trips, and community-building activities are integral to our approach to developing lifelong learners in addition to complementing classroom learning.

Some examples of activities that enrich our school community include:

- Grade 8 Camp
- Back to School Blast/ Clubs Day – hosted by Student Council
- Science Olympics and Science Fair
- Holiday Variety Show- hosted by Leadership
- Fine arts concerts and plays, arts nights, and poetry recitation contests.
- District music festivals and live theatre performances
- UBC Ennovate entrepreneurship program
- Model UN
- Gingerbread Contest at the Hyatt Hotel

Our students connect with the wider community through initiatives like the Leadership program's partnerships with seniors' homes and pen pal letter writing with Trafalgar and Shaughnessy schools, as well as connection and mentorship with Chief Maquinna Elementary. Peer mentorship for student health and well-being is fostered through the "Here for Peers" program. Renewal of the PW School Garden this year reflects our ongoing commitment to place-based learning and environmental stewardship and participation in traditional gardening initiatives. The garden has led to community involvement projects, such as creating planter boxes for Trafalgar Elementary and encouraging students to explore trades, which are also important aspects of our curriculum.

Our Parent Advisory Group (PAC) stands as a vibrant and inclusive community within Prince of Wales. Comprising parents from diverse cultural backgrounds, the PAC serves as a true reflection of the diversity in our student population. This inclusive approach ensures that a wide range of perspectives and experiences are considered in decision-making processes, fostering a sense of belonging for all families involved.

This year, as a staff, we are focusing on five main areas of growth: belonging and community, inclusion, intentionality with Flexible Instructional Time (FIT), reinvigoration of the Core Competencies, and Indigenous Enhancement. Central to this endeavor is our commitment to amplifying student voices in the decision-making processes. By incorporating more student input, we aim to create an environment where every individual feels heard, valued, and actively involved in shaping the direction of our school. This initiative involves not only acknowledging the perspectives of our students but also actively integrating their ideas, opinions, and feedback into key decisions that impact the school community. Through inclusive student forums, surveys, and collaborative discussions, we seek to empower students to play a pivotal role in shaping the policies, programs, and activities that directly influence their educational journey.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

PW accommodates a range of learners, each with strengths and challenges. They seek guidance, individual recognition, and support in navigating academic, athletic, artistic, and personal aspects of school life. Despite facing stressors, they aspire to post-secondary success and personal growth. This sentiment is echoed by students, caregivers, and staff in our community.

There is a high rate of volunteerism and school spirit amongst the students, staff, and parents. This is exemplified in our school code of conduct: REACH (respect, effort, attitude, contribution, and honesty). Many learners experience a sense of belonging, support, and connection to peers and teachers, with ample opportunities for curiosity, growth, and involvement in clubs, electives, and athletics; however, despite their achievements and engagement, many students report feelings of stress, anxiety and depression.

Our learners at PW demonstrate a strong drive for post-secondary education, with over 90% pursuing it after graduation, and 80% heading directly to university. Our strong STEAM presence is notable, with many students graduating with the intention of pursuing STEAM fields at the university level. The ELL program has grown to include approximately 150 international students and 100 local students. By fostering a supportive environment that recognizes individual strengths and provides targeted support, we aim to ensure the holistic well-being of our students as they navigate their educational journey.

Through staff discussions this year, we have recognized changes in our community:

- We acknowledge the increasing number of students facing mental health concerns and the need for enhanced support.
- Our diverse learners make up over 10% of our student population as identified with a ministry designation; however, there are many students without a ministry designation also requiring support.
- There is a need for more universal support for all students, including ELL students.
- Our student body is a mixture of those from within the catchment area and those coming from all over the city, influenced by new developments.

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

This year, as a staff we are looking at five main areas of growth: belonging and community, inclusion, intentionality with Flexible Instructional Time (FIT), reinvigoration of the Core Competencies and Indigenous Enhancement. Central to this endeavor is our commitment to amplifying student voices in the decision-making processes alongside staff.

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

To improve student achievement in literacy and numeracy, physical and mental well-being, and a sense of belonging, we are implementing several initiatives. We teach students how to manage stress and distinguish between normal stress and mental health issues, while also building resilience and grit through challenges. Our Grade 8 and 9 students have seminars with our Safe and Caring Worker to discuss topics such as navigating your social world, positive friendship strategies and support. We host school wide sessions on online safety and responsibility to help support our students and their digital safety. Between workshops in Physical Health Education and school wide workshops/presentations, we support our students with education in sexual health, consent and healthy relationships, sexploitation and cyber bullying, mental health, anxiety and depression, substance use/abuse and prevention.

Our CLE 10 curriculum incorporates wellness lessons, and we provide meaningful avenues for students to deal with stress, including involving the school psychologist to assess stress levels and provide professional support. We emphasize the importance of well-being through excellence and educate students on using Artificial Intelligence (AI) properly to produce authentic and accurate work. Additionally, we are thoughtful around assessment, offering various options and opportunities for students to demonstrate their learning, which helps to relieve stress and encourage overall well-being.

During the school year, we allocated 10 FIT sessions as homerooms. In these homerooms students worked on self-reflection and goal setting, reporting on the Core Competencies in addition to a variety of student activities. These activities provided opportunities for student voice and for students to build connection as a community.

This year we hosted a multi-day student forum with students from grade 8 -12, focused on improving student belonging and connection to PW and each other. Facilitated by school administration, students discussed and collaborated on several topics that they felt needed improvement. They worked together making action plans moving forward to target several areas in the school where they felt belonging and connection could be improved: school spirit, support for athletics home games, clubs and FIT time, physical spaces in the school, announcements and advertising events, intramural sports and washrooms.

Improve Equity

To enhance equity within our facility, we are working to provide additional all-gender washroom and change room spaces in addition to looking at ways to make our facility more accessible. We are currently engaging in conversations with staff and students to identify their needs and preferences.

In our school, we are making a conscious effort to amplify diverse voices and ensure representation across all departments. This involves actively working to improve equity within our school resources.

Our students are committed to building equity within our community through various club initiatives and participation in the diversity, equity, and inclusion (DEI) student conference. Additionally, our Leadership classes create awareness through school-wide initiatives such as Autism Awareness, Black History Month, and Asian Heritage Month.

To further our commitment to equity, we are taking several important steps. We aim to provide more laptops for students' use as needed. We have also established a Peer Tutoring Club, which is well advertised and scheduled at accessible times, to accommodate students who may not be able to afford a private tutor. Moreover, we are considering the impact of class size and composition on equity within departments and classrooms, ensuring that every student has an equal opportunity to succeed.

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

Continuing on our journey of reconciliation with First Nations, Métis, and Inuit communities involves integrating Indigenous perspectives across various aspects of our school community. We are offering courses taught through an Indigenous lens, enriching our curriculum with traditional knowledge and cultural insights. Our Leadership class initiated a gallery walk around the school this September, showcasing Indigenous leaders and sharing their impactful stories with students and staff. During our morning announcements, we have highlighted Indigenous music, celebrating cultural richness and diversity. At all formal events, we acknowledge the traditional territories with a land acknowledgement, honoring the Indigenous peoples who have stewarded the land for generations.

Furthermore, we are infusing Indigenous stories, resources, First Peoples principles of learning and land-based learning opportunities throughout our educational practices in a meaningful way. We are actively trying to connect with Musqueam to learn more about the [Hul'gumi'num \(hə́ŋgəmiṇəm\)](#) language, incorporating its teachings and presence in various aspects of school life, fostering deeper cultural understanding and appreciation.

Many of the PW field studies support students in participating in activities at Indigenous sites, where they learn about cultural practices and engage firsthand with Indigenous elders, knowledge, and traditions. This year, students had the opportunity to experience UBC Musqueam House Posts through a self-guided tour, Camosun Bog, the Squamish Lil'wat Cultural Centre in Whistler, the Audain Art Museum in Whistler, Indigenous plant garden, the ɕəsnaʔəm, "The City before the City", "True Tribal" exhibit at the Museum of Vancouver and the Andy Everson presentation, "Star Wars and the Strong Parallels to Colonialism". This experiential learning is essential in deepening our students' understanding and respect for Indigenous cultures and histories.

In recognition of students' commitment to truth and reconciliation, we are introducing an award for graduation based on demonstrated competency in truth and reconciliation practices, encouraging active engagement and leadership in advancing these important principles. These initiatives reflect our ongoing dedication to fostering respectful relationships and understanding with Indigenous communities, promoting a more inclusive and equitable educational environment.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure we are on track with the entire school plan, we implement various monitoring strategies. These include conducting regular surveys and hosting student forums to gather comprehensive feedback on our initiatives and progress across all areas of the school. We actively seek input from stakeholders, including students, parents, and staff, to ensure their perspectives are considered in decision-making processes. Additionally, we rely on teacher recommendations and collaborative discussions to inform strategic decisions that align with the broader goals of the school plan. These efforts are crucial in evaluating our effectiveness in fostering a supportive learning environment that promotes academic achievement, well-being, and community engagement throughout our school community.

Professional development opportunities for staff are also integral to our approach. We aim to work as a staff to provide training that equips teachers with the knowledge and skills to be receptive and proactive in implementing changes that support equity, belonging, and Indigenous perspectives. These professional development sessions are designed to foster an inclusive mindset and practical strategies for promoting these values in the classroom.

These efforts are crucial in evaluating our effectiveness in fostering a supportive learning environment that promotes academic achievement, well-being, and community engagement throughout our school community.

2023-2024

School Learning Plan

SCHOOL STORY

Queen Alexandra School sits on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətaʔ (Tsleil-Waututh Nation) and is located at the busy intersection of Broadway and Clark in East Vancouver. After grade 7, the majority of students feed into Vancouver Technical Secondary School. Our school receives supports from the Enhanced Services and Community Schools Teams. Our vision is to develop critical thinking, problem-solving, collaboration and communication skills in students through inquiry and STEAM. QA is known for its welcoming learning environment, flexible learning spaces, and the desire to authentically integrate Indigenous ways of knowing into the school. We foster students' creativity, self-expression and respect for diversity, and we make every effort to nurture students to develop into successful global citizens. The students, families and staff of Queen Alexandra Elementary School work together in an emotionally nurturing environment so all students can succeed academically and socially.

Queen Alexandra has approximately 145 students from Kindergarten to grade 7, and a vibrant Strong Start program. There are 35 members on school staff, including classroom teachers, resource and prep teachers, a Literacy Enhancement Teacher, a teacher-librarian, school and student support workers, an Indigenous Education Worker, a neighbourhood assistant, office administrator, custodial and cafeteria workers and a principal. There is a strong sense of family among staff; many staff members have deep connections with multiple generations of families.

Family involvement is highly valued at Queen Alexandra Elementary, and we are fortunate to have a very engaged and active Parent Advisory Council (PAC). The PAC is an integral link between the school and the community, providing families with a platform to actively contribute to the school's activities. This collaboration fosters a sense of partnership and ensures that parents' voices are heard and valued. We run coffee mornings for families every Friday in the lunchroom, which helps further strengthen school and community bonds. We also host an Indigenous Day in June where families are invited to partake in teaching and learning sessions.

Queen Alexandra makes significant efforts to provide diverse curricular and extra-curricular opportunities for students. Sports and sportsmanship play a significant role at the school - we encourage students to participate in team and individual sports, such as soccer, volleyball, basketball, badminton and Ultimate Frisbee. For many years we have been part of the AIRS (Artist-in-Residence) program. This year our inquiry is focused on Indigenous Principles of Learning, self-identity, and the creation of a personalized studio space.

Queen Alexandra has developed diverse community partnerships, which offer opportunities for our students during and after school in arts, literacy, STEAM and sports. We work with community partners to offer winter, spring and summer programs, alongside before and after school care programming. Our school is grateful to community partners and proud of each student's learning journey.

We celebrate the community and learning with events and activities which include school-wide themes with activities like Multicultural Day, Literacy Day and Orange Shirt Day, drumming and singing the Coast Salish Anthem at events and assemblies, daily “shout outs”, weekly newsletters, school website communications, PAC meetings, Friday Morning Family Coffee, and Winter and Spring Celebrations. Each month we focus on one of the Seven Sacred Teachings, with students being honoured when they demonstrate that month’s Teaching. We also highlight these in our QA Daily News and monthly assemblies. Students’ work is displayed in the hallways and samples of their work are included in Learning Folders to share with families during student conferences. Queen Alexandra aligns our practice with the overarching goals as set out by the Vancouver School Board Education Plan.

QA students see themselves and their communities in the curriculum. Numerous resources, from the library to the playground, display this inclusivity. For example, books celebrating the Potlatch and other Indigenous cultures and traditions are abundant in our library. The QA Daily News promotes community by having students actively create and participate in bulletins, while also acknowledging each other daily. Furthermore, the outside garden is being redeveloped this year to help students learn about a sense of place. With the help of a VSB sustainability grant, we are hoping to plant Indigenous medicines, grasses and plants to rejuvenate this space.

Queen Alexandra ensures a school environment which is safe, caring, welcoming, and inclusive for students and families. Each year we evaluate and renew plans for the improvement for both Indigenous and non-Indigenous learners and increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The diverse student body at Queen Alexandra includes over 18% of students with recognized diverse learning needs, 18% identified as English Language Learners (ELL), and more than 42% of students identifying as Indigenous.

Through staff meetings and discussions, along with family and student surveys, overall school strengths and needs of our learners were identified. This year, our grade 4 and 7 students participated in the Student Learning Survey. We intend to use this information as baseline data moving forward.

Overall Strengths

Resilience and Support:

- Students show resilience across all grade levels. Families and staff are supportive, offering care and encouragement to students facing challenges.
- The community is inclusive, welcoming, and supportive, which fosters a sense of belonging for all learners.
- Strong oral communication skills are prevalent among our learners, with many being adept storytellers.

Diversity and Inclusion:

- The community values diversity and celebrates various backgrounds, contributing to a rich learning environment.
- Relationships are emphasized, fostering connections among students, families, and staff.
- Knowledge sharing is highly valued within the community, which promotes collaborative learning.

Focus on Social-Emotional Learning (SEL):

- Much of our learning takes place through a social-emotional learning lens at Queen Alexandra. Importance is placed on building relationships, self-regulation, and understanding the impact of one's actions on others.
- Staff and families work with students to develop self-confidence, build social circles and advocate for themselves. This fosters student growth and overall well-being.

Overall Needs**Individual Student Needs:**

- Students have diverse needs, including learning needs, developing self-confidence, transitioning between activities, self-advocacy, and maintaining focus.
- Students show a wide range of academic skills, in areas such as writing, reading, oral communication, computation and problem solving.
- Shyness and difficulty integrating with peers can pose challenges for some learners.

Communication and Understanding:

- Students at Queen Alexandra communicate in various ways. School staff must be open and responsive to various forms of communication.
- Understanding individual backgrounds and experiences is crucial, as some students may have experienced trauma or feel misunderstood.

Structural and Resource Needs:

- Students require structure, stability, and a sense of familiarity in their learning environment.
- Some students require additional support beyond the school setting. The Enhanced Services Team work to support families, and build and maintain community partnerships.

Our learning community demonstrates a strong commitment to supporting students' holistic development while addressing their diverse needs and fostering a culture of inclusivity and resilience. We continue to prioritize social-emotional learning, academic support, and community collaboration to enhance the overall well-being and success of students.

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 current focus is on developing students' foundational literacy skills to ensure they become confident and proficient readers. This year, many staff members joined a collaborative inquiry group to delve into the University of Florida Literacy Institute (UFLI) foundations program. Alongside this, we're utilizing a variety of other programs and resources as part of Queen Alexandra's literacy program. Collaboration among classroom teachers, resource teachers, and the literacy enhancement teacher provides targeted support focusing on phonological and phonemic awareness, sight words, and fluency. Classrooms dedicate daily time to literacy, supported by resources like posters, mini-whiteboards, and word study box sets to enrich learning.

Recognizing the need for a collaborative and structured teaching approach to foundational literacy skills, staff aim for consistency and natural progression in students' learning. A range of assessments, including the Heggerty Pre-K Phonemic Awareness assessment, Kindergarten Protocol, Heggerty Baseline assessment, Fountas and Pinnell Benchmark Assessment System, and grade-wide writes, are used to assess students.

61% of kindergarten students were meeting expectations in the K Protocol administered in January, with 39% identified as requiring intervention. Using the Heggerty Baseline assessment, 44% of kindergarten students were identified as Emerging, 25% were Developing and 31% were Proficient. For grade 1 students, 28% were identified as Emerging, 11% as Developing and 61% as Proficient. For grade 2 students, 21% were identified as Emerging, 29% as Developing and 50% as Proficient. This data indicates that less students are in the Emerging range in later primary grades, which suggests that interventions targeted at these students are working.

Using Communicating Student Learning (CSL) data in literacy for students in grades 4-7 this year, there is a general trend of students moving from the Emerging range into the Developing, Proficient or Extending ranges. For example, for term 1, 17% of students were identified as Emerging, 33% as Developing, with 50% as Proficient in grade 4. For term 3, 9% were Emerging, 45% were Developing, with 46% Proficient. In grade 6, 28% of students were identified as Emerging, 39% as Developing, with 33% Proficient for term 1. In term 3, 32% were Emerging, 32% were Developing, with 37% of students Proficient. For grade 7, 21% of students were identified as Emerging, 47% as Developing, with 32% Proficient in term 1. For term 3, 32% were Emerging, 52% were Developing, with 16% at Proficient. While we've observed a general trend of students moving out of the Emerging range from term 1 to term 3, our grade 7 students did not follow the trend. Our focus is now on reducing the percentage of students in the Emerging range and moving them into the Developing, Proficient, or Extending ranges for all grade levels.

To enhance our baseline data, we will implement the VSB P3P: Phonological Awareness, Phonemic Awareness, and Phonics Protocol for all students in grades K-3 and DIBELS Maze assessments for students in grades 4-7 starting in September 2024. We plan to use standardized assessments carefully in the future, considering cultural awareness and ensuring assessments account for student strengths, such as oral storytelling, tactile, and fine arts skills.

This year, we introduced literacy assessment folders for all students in grades K-3, which will provide regularly updated year-on-year information about students' progress. This will help identify areas of success and areas for growth. We'll continue to provide targeted support focused on foundational literacy skills, reinforced by weekly guided reading sessions where students apply their phonemic and phonological understanding with purposeful and meaningful reading materials.

Staff are dedicated to furthering their understanding of developing students' foundational literacy skills through continued collaboration, exploring additional resources, attending professional development workshops, and regularly meeting to share successes and reflect on learning.

Improve equity

We prioritize improving equity by fostering a sense of belonging within our school community. Central to this effort is the cultivation and sustenance of meaningful relationships between students, staff, families, and the broader community. Despite being a small school, there is a strong sense of family at Queen Alexandra. Students are familiar with the majority of adults in the building, and respect, inclusivity and kindness are modelled for all.

We purposefully bring a wide range of performances and workshops to our school, ranging from Lacrosse to Afrobeats to Hip Hop dancing, as well as music and theatre performances, in order to showcase the many ways individuals can express themselves. Additionally, our monthly student-led assemblies serve as platforms to remember the Seven Sacred Teachings. During each assembly, students who have demonstrated the month's highlighted Teaching are recognized and celebrated. Social justice principles are integrated into our daily teaching practices, with emphasis on Indigenous Ways of Knowing, Black History, Women's History, and cultural holidays.

At Queen Alexandra, student voice is celebrated, and students are encouraged to demonstrate their learning through various mediums, including oral storytelling, technology, visual representations, and writing. Our teaching approaches take into account the diverse needs of our students, guided by the Universal Design for Learning framework.

Furthermore, our breakfast and lunch programs not only provide nourishment, but also underscore the significance of community, where stories and smiles are shared over food. The Adam's Apples program further promotes collective well-being and care, allowing students to pick an apple not only for themselves but also for a friend.

As a staff, we are dedicated to enhancing equity by engaging in training and workshops focused on areas such as SOGI, racial equity, and anti-oppression. We actively share resources among staff to foster continuous learning and understanding, reaffirming our commitment to equity and inclusivity at Queen Alexandra.

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

Queen Alexandra Elementary recognizes the importance of Indigenous education in supporting the success of Indigenous students and all learners. We embrace the Seven Sacred Teachings as a framework for monthly school-wide focus on areas of learning. Each month, students are introduced to a new Teaching and are provided with opportunities to both learn about and practice them in their daily lives. We collect "honourings" in the office and students are celebrated at monthly assemblies and invited to share their story with the whole school.

The school aims to regularly incorporate cultural traditions and practices into our learning. We are part of the Artist in Residence program, and the focus this year is the First People's Principle of Learning that learning

requires exploration of one's identity. Our QA drummers lead assemblies and other important events where we sing. Land Acknowledgements are often accompanied by students' understanding of what a Land Acknowledgement means to them.

Events such as Orange Shirt Day, Red Dress Day, and Indigenous Day hold significant importance at Queen Alexandra. Families and members of the community are invited to join us in marking these occasions, culminating in drumming at the "Four Corners" at Broadway and Clark. Furthermore, family and community members are encouraged to share their knowledge about Indigenous cultures, traditions, and histories, enriching our understanding throughout the year.

Our staff actively seek ways to decolonize their teaching practices and the school environment. This year, staff participated in professional development activities on Indigenous Focus Day, focusing on Land-Based Learning (Dr. Jan Hare, University of British Columbia). Additionally, the entire staff annually engages in educator experiential workshops at Chekamus Centre, furthering our commitment to fostering an inclusive and culturally responsive learning environment.

HOW WILL WE KNOW WE'RE ON TRACK?

To track our progress, we will utilize a range of assessments at different grade levels. For students in Kindergarten through Grade 3, the VSB P3P (Phonological Awareness, Phonemic Awareness, and Phonics Protocol) will gauge foundational literacy skills. The DIBELS Maze assessment will be used at regular intervals throughout the academic year for grade 4 -7 students. These assessments will provide insights into students' literacy development and guide our instructional practices. In addition to these standardized assessments, teachers will use further formal and informal assessment tools to monitor student progress. This multi-faceted approach will allow us to identify specific areas for improvement and adjust teaching strategies accordingly. Data from the Student Learning Survey and parent surveys will ensure that the voices of our students and community are heard. The School Learning Plan will continue to be a standing item at monthly staff meetings. Staff feedback, progress and opinions will also be shared at smaller group meetings, such as the School Learning Plan committee, and Primary and Intermediate team meetings. Recognizing the importance of celebrating successes, we will share with families through check-ins, conferences, and Communicating Student Learning (CSL) updates and Summary of Learning. Achievements will also be acknowledged in classrooms and through school-wide celebrations of learning.

2023-2024

School Learning Plan

SCHOOL STORY

Queen Elizabeth School is situated on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh) Nations, next to Pacific Spirit Park near the University of British Columbia Endowment Lands. The school is located within walking distance of many green spaces, outdoor education experiences such as the Camosun Bog and community resources. The school's catchment is the West Point Grey and Dunbar areas. Built in 1940, the school's design depicts beautiful architecture and is unique for an elementary school because it is home to a gymnasium dedicated to physical education programs and an auditorium dedicated to fine arts programs and productions.

The school consists of three buildings on one level situated around an interior courtyard with an abundance of green space. Adjacent to the school is a large field and an adjoining track that is used by our school and Lord Byng, our neighbouring high school. Our abundant green spaces and the forest serve as a bridge for students to their natural surroundings, imparting vital lessons on valuing, respecting and conserving the environment. This commitment also fosters Indigenous Education, enabling students to engage actively while nurturing a deeper appreciation for nature. Within our school grounds and beyond, the garden, orchard and Camosun Bog contribute significantly to students' comprehension of Indigenous flora, ecological awareness, and sustainable practices. These spaces not only facilitate learning but also cultivate a profound connection between students and the natural world.

Queen Elizabeth represents a rich multicultural and diverse community. Through our active involvement in the VSB International Student Program, we welcome students from a multitude of nations. We have families from diverse ethnicities who report speaking several languages other than English at home. We strive to facilitate an inclusive environment and celebrate and honour diversity within our community: Indigenous Peoples Day; Lunar New Year, Asian Heritage Month, Black History Month, Pride Month.

Queen Elizabeth supports the varied learning needs of approximately 320 students. Queen Elizabeth School offers a variety of programs and services to support and enrich student learning. A dedicated staff work together to provide strong academic and arts programs and physical and health education for all students. Our school-based team meets regularly with classroom teachers to discuss the learning needs of our students. Social Emotional Learning is important at Queen Elizabeth. Staff work together to provide a supportive environment where students can develop essential skills such as self-awareness, empathy, and effective communication. Social Emotional Learning principles are woven into daily classroom activities, promoting a positive and inclusive atmosphere making learning both academically enriching and emotionally relevant. Programs, such as Second Step and Open Parachute are taught throughout the school to help children understand and manage their

emotions, build positive relationships and make responsible decisions. Our school teaching teams work closely with our school counsellor to integrate a variety of learning opportunities aimed at building on the skills and strategies students can use to become responsible and caring members of our school community.

Students have access to and regularly use a variety of technology tools to support their learning. Multiple laptops and Ipad carts, and computers ensure students have access to digital tools for learning and sharing their learning. Online programs such as Raz Kids and Learning A-Z are used to support and enhance student learning and students are taught coding using apps and programs such as micro:bits and scratch.

Queen Elizabeth offers a variety of extra-curricular activities for students throughout the year. These activities vary from year to year. Students may have opportunities to explore a variety of activities tailored to different interests, adding a unique dimension to their school experience. Some offerings may include clubs: Student Leadership, Ecology, Drama, Games, Library Monitors and sports activities: Cross-Country, Volleyball, Basketball, Badminton, Track and Field.

We actively foster partnerships within our neighbouring community, emphasizing collaborative efforts. Students engage in initiatives like the West Point Grey Village Mural Project, showcasing their involvement and commitment. Additionally, through our Community Art Club, students craft posters celebrating Canada's diverse holidays. These vibrant creations find a home in the Point Grey Post Office window, displaying our students' talent and celebrating cultural diversity each month.

Our parent community is an integral part of our school community, actively contributing to support various school programs. Parent volunteers offer their time supporting classroom activities, helping with field studies and extra-curricular activities. They have also been active in a variety of community building events like the Fall Harvest, Pumpkin Patch, Family Picnic, Holiday Bazaar and Hot Lunch fundraising initiatives. Through their engagement, they significantly enhance the fabric of our school community.

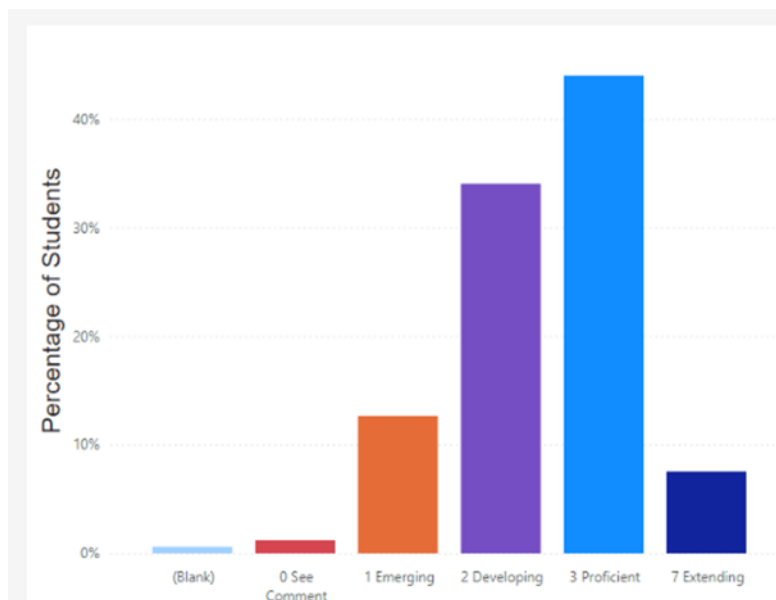
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Queen Elizabeth is a multicultural community with diverse backgrounds:

- High ELL (English Language Learner), multilingual population
- Students display curiosity, wonderment and excitement for learning, hard-working, dedicated
- Multi-talented students (eg: play a variety of musical instruments, artistic, extremely accomplished)
- Students are well supported outside of school to foster their passions (eg: music, fine arts, marshal arts, dance)
- Emphasis on the arts (music, dance, visual arts, drama) has helped bring our learners from diverse backgrounds together as it helps make learning more accessible
- Collaborative and social learners; engagement improves with hands-on-learning methods and real-life applications
- Students excited to share their culture with the greater community (eg: traditions, history, celebrations), various languages spoken and cultures represented
- Enjoy and look forward to coming to school, building friendships/connecting with peers and staff
- Strong math computational skills
- Strong need for connection with our community of learners
- Variety of extra-curricular activities offered by staff, during school hours, and the number of students thriving in these activities and the want for more has grown demonstrates students strong need for connection and belonging within our community of learners
- The library has been transformed into a learning commons area a space where all are welcome, students are eager to spend time in the space reading, helping as a monitor, participating in a club, or building a connection with the teacher librarian
- Students enjoy the physical space of Queen Elizabeth and our outdoor education program which is connecting students to the land
- With counsellor support, weekly classroom lessons and individualized support has fostered social emotional learning
- Growing community of emergent ELL learners
- Many students new to Canadian school system
- Some students struggle with Canadian classroom expectations/approach to learning
- Many students have one parent in the home and one parent living abroad
- Varying levels of learning experiences
- High focus on academic skills
- High number of students attend after school classes leaving little time to participate in after school extra-curricular activities/event. Need for school-life balance and opportunities to interact socially with peers to develop positive relationships
- Increase need for Social Emotional Learning with noted increase in student anxiety, and self-regulation difficulties
- Increased difficulties with social emotional regulation and social emotional learning
- Transient population with a high number of students arriving and exiting throughout the year making it difficult to build connections and a sense of belonging and community
- Lack of outdoor experiences and knowledge of local lands

Literacy

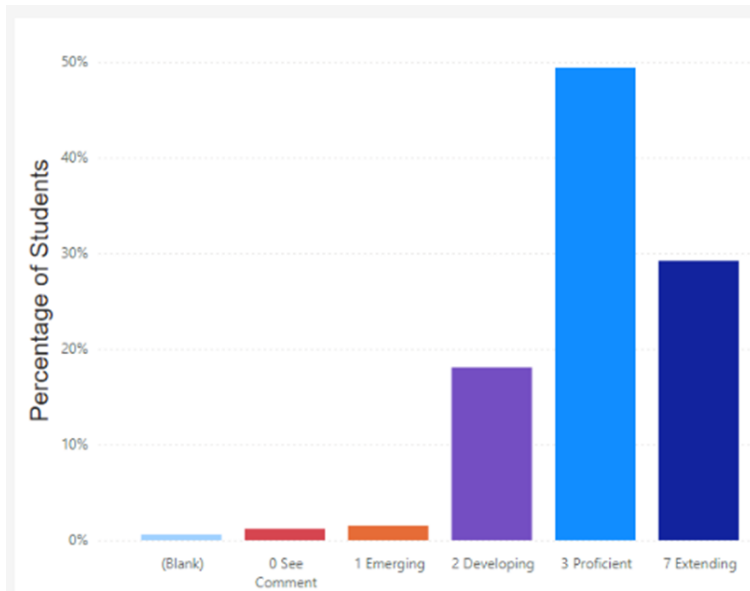
Language Arts Data Term 2 K-7



Proficiency

Proficiency	%	# Students
Proficiency Scale		
0 see comment	less than 10 %	
1 Emerging	12.65 %	42
2 Developing	34.04 %	113
3 Proficient	43.98 %	146
4 Extending	7.53 %	25

Numeracy Data Term 2 K-7



Proficiency

Scale Numbered	%	# Students
0 see comment	less than 10 %	
1 Emerging	less than 10%	
2 Developing	18.07 %	60
3 Proficient	49.40%	164
4 Extending	29.22 %	97

Social Emotional Learning Data

Student Self-Assessment Inventory - Term 3 March 2024

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Grade	Emergent	Developing	Proficient
Kindergarten			16
1			18
2		10	16
3		11	10
4		25	24
5		16	20
6		20	41
7		23	73

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

Literacy:

- Novel studies, creative writing, story writing, journal writing
- Literacy folders and home reading program in primary classes
- Raz Kids for primary students and ELL students
- Guided reading – teacher/student led, group conversations/discussions about chapters read and student learning that has taken place, chapter discussions with a focus on different perspectives and opinions, literacy circles
- Adapting and modifying class materials and assignments to differentiate instruction to meet the varying needs of learners in the classroom environment
- Oral language activities to further develop and enhance receptive and expressive language skills
- Teaching of phonics and phonemic awareness through a variety of activities (eg: games, oral language activities, etc)
- Reading Recovery
- Teachers engaged in literacy focused professional development and collaboration
- Primary and intermediate team meetings with discussion focused on literacy
- Daily opportunities to engage with a variety of texts and opportunities to practice listening skills to make meaning

Numeracy

- Guided lessons with purposeful practice, leveled math instruction
- Connect math to real world – why? Math walks – where do you find math and how is it relevant?
- Be a mathematician, play with numbers, read storybooks (eg: integrate literature into math through the use of story picture books - read Sir Cumference and the Dragon of Pie or Math Curse introduce the unit and students come up with 7 equations)
- Small group instruction, provide opportunities/experience with a variety of techniques and manipulatives
- Project-based learning, math games, math centres, math problem solving activities
- Setting goals in intermediate, providing student choice, stem projects

SEL – Mental Well- Being, Belonging, Physical

- Social Emotional Learning Programs – Little Spot, Zones of Regulations, Open Parachute, Consent Program, Safe Bodies Strong Kids Programs, Second Step, Saleema Noon
- Class meetings, sharing circles
- Area counselor support small group, individual, class-wide
- District SEL Team and Anti-racism/Diversity Team Support working with staff and students
- Teachers participate in Lunch n Learns – SEL focus
- Buddy classes with primary classes paired with intermediate classes
- Regular primary assemblies – review of Code of Conduct, Star Student, celebration of special events
- Celebrate and Incorporate Diversity - Black History Month, Indigenous Peoples Day, Orange Shirt Day, Pride Month, Lunar New Year
- Wide variety of extra-curricular activities – chess, drama, eco, reading, writer’s clubs, sports, intramurals, student leadership opportunities
- Outdoor Education –gardening, sustainability kit, walks in the Bog, potatoes in tubs program
- Daily Physical Activity, brain breaks, morning runs, action/movement breaks, class games
- Assemblies – celebrate successes, review of Code of Conduct, showcase student learning
- School-wide/cross-grade events – Bollywood dance program, Rugby, Australian Football, Jump Rope for Heart, Squash BC, QE Track and Field Day, Sing Into Summer Musical Celebration

- Building of lunch time activities/intramural opportunities to support diversity of our student population as many of our learners are unable to participate in after school activities
- Transforming our library into a Learning Commons – a space where all are welcome, where the love of reading is fostered, building/updating our book collection, celebrating and honouring diversity by highlighting special events through book displays and designated book sections

Improve equity

- Universal Design for Learning practices in classrooms
- Resource teacher support provided for students – ELL, Reading Recovery, Learning Support
- School-based team meetings to discuss strategies to best support students
- Provide technology opportunities for students who don't have access to technology at home
- Provide variety of a diversity of learning opportunities – Lunar New Year, Indigenous Peoples Day, Black History Month, Asian Heritage Month, Pride Month
- Teach variety of strategies – KWL – Know, Wonder, Learn; COPS – Capitals, Overall, Punctuation, Spelling

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

As we continue on our path towards reconciliation with our learners, it is important that we start with who they are and where they have come from as learners to allow for understanding and connection, relationship and community building in an equitable way where all learners are heard and honoured.

- Teaching land acknowledgement
- Incorporate First Peoples Principle Learning into daily routine
- Continue to add Indigenous books to class library and Library Learning Commons
- Participation in professional development to continue on our journey of reconciliation
- Teach from authentic resources and consider all viewpoints/perspectives
- Connect our experiences with those from other cultures
- Keep materials update and current
- Sharing First Peoples books/stories in class lessons/units, bringing elders in
- Nature Walks identifying Indigenous plants and their uses
- Field Studies – First Peoples Festival Registration, In-Class Indigenous Elders Visits

HOW WILL WE KNOW WE'RE ON TRACK?

- Learning Update Data
- Student Self-Reflections through lens of Core Competencies
- Social Emotional Learning (SEL) Data – March 2024 Student Self-Assessment done. Will re-do in Fall 2024 to get baseline data.
- We will compare student self-assessment with teacher assessment to determine alignment and where we need to focus efforts
- Teacher Observations
- Decrease in office referrals
- Continue to provide a variety of enriching opportunities for students to address varying interests eg: fine arts, sports, leadership, intramurals, etc These will help to create a greater sense of belonging and to address the changing and diverse needs of our community

2023-2024 School Learning Plan

SCHOOL STORY

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) & səliłwətaʔ (Tsleil-Waututh Nation). Queen Mary Elementary School is situated in the residential community of West Point Grey. The school is located within walking distance of many green spaces, beaches and community resources. The school's catchment also includes the Jericho Lands formally owned by the Department of National Defense and recently acquired by the Musqueam, Squamish, and Tsleil-Waututh nations. In 2016, there was a seismic upgrade completed which has enhanced learning opportunities for students through increased access to collaborative learning spaces and upgraded infrastructure.

Queen Mary supports the varied learning needs of approximately 315 students, including a significant number of international and local students who speak English as a second language. Around 10% of the student population have identified special needs and are fully integrated into classes. Our school building design and teaching programs place value on community through collaborative activities across the school community, between grades and within classes. Staff use a variety of authentic and formative assessment tools and strategies to help students identify their strengths and encourage them towards the next steps in their learning journey.

Mental well-being is important for Queen Mary. Our school teaching teams work together with our school counsellor to integrate a variety of learning opportunities aimed at building on the skills and strategies students can use to become responsible and caring members of our school community. We highlight the importance of physical fitness through school wide fitness events and extra-curricular sports throughout the school year. And our access to ample local green spaces supports regular student connection to our natural environment, indigenous education opportunities as well as a chance to be physically active outdoors. Our school grounds include a wide variety of spaces for both learning and playing including a school garden where students build their understanding of indigenous plants, local ecological, food systems and sustainability.

Students at Queen Mary have access to and regularly use a variety of technology tools to support their learning. Multiple portable laptops and iPad carts ensure that all students have access to digital tools for learning and sharing their knowledge. Ozobots, Micro:bit, Spheros and Edison technologies provide opportunities for students to develop their understanding of computer programming and robotics.

Music is also an important part of the Queen Mary experience for students. Students have opportunities throughout the year to learn and participate in small groups and whole school sing-a-longs to live music with school staff. Students also have access to a more formal music education program with our music specialist teacher. Musical learning opportunities now include choral music for primary students and beginning instruments such as recorder and Ukelele for intermediate students.

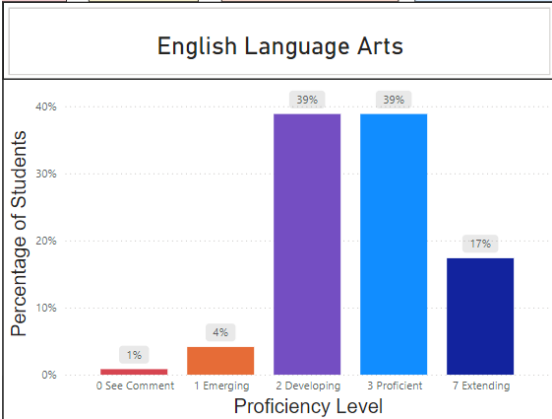
Our parent community plays an active role supporting school programs. Parents volunteers offer their time to classroom activities, field trips and extra-curricular programs. They have also been active in various school community functions and fund-raising initiatives to enrich the classroom and school facilities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

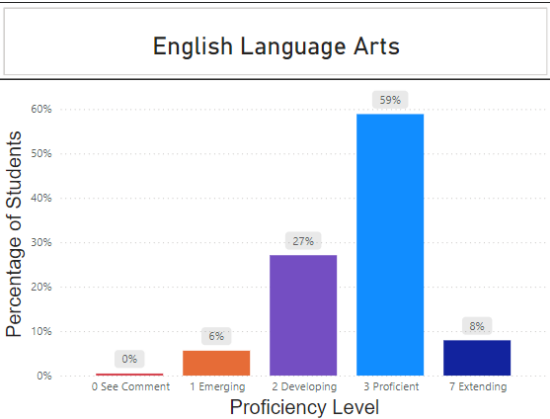
Throughout the 2023/24 school year, Queen Mary staff reviewed and considered a variety of sources for information about the students in our community including: assessment data (report card, Foundation Skills Assessments), provincial survey data (Middle-years Development Instrument (MDI), Early-Years Development Index (EDI), Student Learning Survey(SLS) demographic data (enrollment, attendance,) and anecdotal observations (by students, staff and parents).

Strengths of the learners: Based on provincial survey data, students at Queen Mary have access to the assets needed for school success and are less vulnerable when compared to district averages. Students have identified connections to caring adults at school above district averages. Academically, most students are performing at or above their expected level for their literacy and numeracy (Term 2 2023/24 literacy data below).

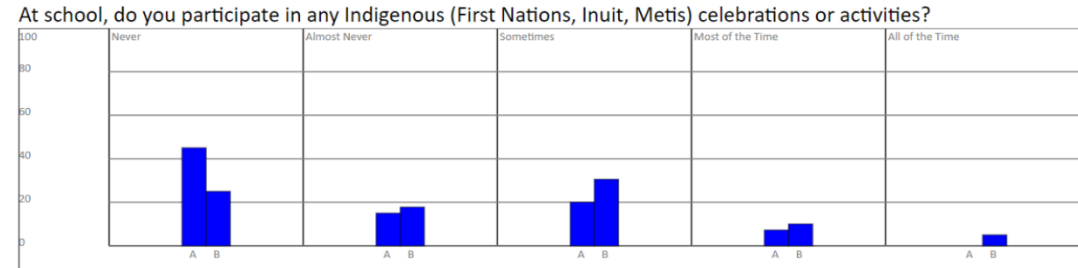
Gr K-3 (56% are fully proficient or extending)



Gr 4-7 (67% are fully proficient or extending)



Needs of the learners: Students surveyed have identified varying feelings of belonging at school – improving in some grades and declining in others. Staff observations have also identified an on-going need to support student ‘s personal and social core competencies. Specifically, student’s self-awareness and their ability to take responsibility is an area identified for development. While students are performing well academically, staff have also noted an on-going need to maintain their support and focus on foundational skills in both numeracy and language arts. Based on some of our survey data, Queen Mary students identify limited participation or awareness of First Nations activities or celebrations in school (SLS 2023, Gr 7, A=QM, B=District).



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

Literacy – While Queen Mary students are performing above district averages for literacy, staff continue to reflect on where to target instruction to address emerging needs. Writing has been identified as a focus for the coming year. Specifically, we will be looking closer at student's writing stamina, organization and quality as areas of possible instructional focus.

Numeracy – Queen Mary students perform above District averages in numeracy for Gr 4 and just below for Gr 7. Staff have observed that intermediate students' number fact fluency and knowledge is developing for some students and thus may be impacting their ability to complete simple and more complex operations. We are looking to identify students who are emerging or developing in numeracy in both primary and intermediate grades so that we can better target gaps in their skills or knowledge through programs and practice. Staff have already started exploring universal, whole learning community events that focus on building math fact fluency, motivation and community through multi-class math games events.

Physical and mental well-being – Physical and Health Education continues to be a priority at Queen Mary. In addition to two scheduled gym times and regular walking trips in the community, fully outside play recess and lunch breaks, classes have also returned to a whole school Friday Fitness program led by the school's dance club. With community grants and support we have had two Active Transportation weeks to promote healthy habits and lifestyle outside of school. We also approach student well-being from a universal and preventative stance. Teachers work with our school counsellor to provide whole class or grade lessons that support student personal and social development and mental health. As needed more targeted support is available and employed for individual students.

Belonging – With an increase in turnover in enrollment over and many new students in the last few years, creating a sense of community has become a priority at Queen Mary. This year, staff have spent time exploring ideas of belonging and how best to support students in improving their individual sense of belonging. As such, we have committed to prioritizing student belonging in our collective decision making around school planning and organization. We are specifically working to ensure new students can make positive connections and that all students see themselves as a member of our community. Increased whole school events (e.g. performances, physical health activities, learning events) and assemblies are creating shared experiences. Learning communities and classes also are focused on creating new opportunities for collaboration and connection (e.g. meetings, shared learning and field trips). Staff have also recently completed work to refresh and implement school-wide expectations and examples of behaviour through the acronym ROAR – Respect Others Act Responsibly.

Improve equity

Increased access to learning support for all students - changes to the scheduling of student lunch breaks this year, increased student access to teaching staff and more effective use of the available learning support within the school day has helped improve equity. More students can access time with adults to support their learning needs and we intend to continue this schedule for the coming year.

Access to technology - QM school inventory of up-to-date mobile devices for student use has enabled us to move away from a reliance on personal devices and potential inequity of learning opportunities. Using school devices ensures that every student can access the tools they need and that they are accessing devices that can be supported, monitored and managed by school district staff. Our PAC community has been able to support us to increase the number of tools available for learning for this purpose in the coming year.

Access to programming - We have increased student access to unique skill development programs both during the school day and before/after school. Specialist teachers from the community supported classroom learning opportunities for many or all our classes in Drama, Wrestling, Pickleball, French, and Cycling. With the support of our volunteer staff members and PAC, we have increased the number of extra-curricular and after school programs available to our students on our site. Free extra-curricular programs offered by our volunteers now include basketball, volleyball, Track & Field, Cross Country, Dance and Ultimate. Community Schools Team and private after school programs for our students provided on site afterschool programs including athletics, STEM and Fine Arts. Program bursaries and fee reductions have been made available and can be accessed for all programs to reduce financial barriers.

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

Our collective work towards reconciliation will continue to work on developing our understanding, knowledge and awareness of First Nations, Metis and Inuit peoples, the lands on which our school is located and the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation). Land acknowledgements at Queen Mary use the language and pronunciations chosen by our host nations and have increased in our school community through inclusion in school messaging; to begin learning and events. Staff and students have embraced learning and applying the accurate pronunciation of the nation names and we will continue the work required to ensure students increase their awareness and use of local indigenous place names and words. This year, whole school fine arts presentations represent BC First Nations and reflect members of our school community's identity including stories from the Kwantlen and Haida peoples as well as Metis dance (both traditional and contemporary). Three classes were gifted the opportunity to participate in the First Nations Peoples Festival at UBC – Gr 6s had hands on opportunities to learn about and complete a cedar weaving project and Gr 4 learned about the Seven Sacred Teachings from contemporary indigenous graffiti artists. Primary classes continued their guided local walking field trips, and all classes built their understanding of the importance of local streams and fish habitat. Our school library continues to build on the existing collection of materials created by indigenous authors. We will continue the work we have been doing to bring in contemporary and traditional indigenous knowledge, learning materials and knowledge keepers to our school in the coming year.

HOW WILL WE KNOW WE'RE ON TRACK?

Student progress in writing and number facts and fluency will be tracked using school level (observation, report card) and district/provincial (FSA, SLS) level data. Our expectation is that we will observe growth through one or more of these data sources in our targeted areas and/or in student reports of self-efficacy.

Regarding students' physical and mental well-being, we anticipate that needs will change over time; therefore, our efforts to provide preventative universal programs will continue in flex and change in response to needs identified within our community. We will be looking at ways to ensure our counselling and support resources are shared equitably as needs continue to shift and change. Our efforts to build belonging in our community will also continue throughout the coming year. We expect that our students' physical and mental well-being and their sense of belonging will remain above district averages as evidenced through provincial (MDI, SLS) and school level (observation, survey, report card) data.

Our work to improve equity will continue. More school-based technology tools that we are on track to provide will decrease the need for personal devices. We will maintain the variety of extra-curricular opportunities available to students through school based and private program providers. On-going use of volunteers, fee reductions and bursaries will ensure students have reduced financial barriers to participation. We will know we are on-track with this goal through observation, enrollment and participation data.

Our journey of reconciliation for the coming year will include an increased inclusion of materials and learning opportunities that promote students' connection to land, local languages and Indigenous people including our host nations. We will observe evidence of learning opportunities and outcomes for students such as project displays and presentations related to their work. Through this focus on, we hope to see growth in student reports related to their participation, awareness and learning about Indigenous Peoples when compared to previous year provincial level data.

2024–2025 School Learning Plan

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the Musqueam, the Squamish Nation, and the Tsleil-Waututh Nation.

SCHOOL STORY

Queen Victoria Elementary Annex is located at 1850 E. 3rd Avenue in Vancouver, BC, Canada. Students, families, and families refer to it as “QVA.”

For the 2024–2025 school year, we are a school of six classes from Kindergarten through Gr. 5, with 112 students currently enrolled (as of June 2024). Student learning and experience at QVA is led by six classroom teachers, one part-time resource, one part-time Physical and Health Education teacher, four Student Support Workers, two supervision aids, a stellar custodial engineer, an Office Administrative Assistant and a Vice Principal with a combined admin/teaching load. QVA is the annex to Laura Secord Elementary, a large French/English dual-track school, which is a fifteen-minute walk away. Each year, in-catchment Gr. 5 students transition to Gr. 6 at Laura Secord. Other elementary schools in the area include Grandview, Britannia, Queen Alexandra, and Nelson. The nearby high school is Vancouver Technical Secondary School, known as “Van Tech.”

QVA is in East Vancouver, a short walk from Commercial Drive. “The Drive” is a culturally rich and colourful neighborhood, replete with restaurants, coffee shops, and independent businesses. The school is close to many community venues such as McSpadden Park, Trout Lake, Garden and Victoria Parks, the Britannia Public Library, and the Commercial/Broadway SkyTrain station.

Assets and Opportunities: Our Students!

QVA students are creative, energized, and curious about the world. They are social and enjoy spending time in each other’s company. During outdoor play at recess and lunch, students are frequently engaged playing self-organized games of soccer and basketball, as well as creative games on the playground and tarmac areas. QVA students love to play!

A strength of QVA students is their social- and open-mindedness. Their social growth is supported by the interest of the family community, teacher engagement in professional and personal learning opportunities, the local neighborhood and QVA ROCKS! — the motto which is embedded in the school ethos. This stands for QVA: Respectful, Open-minded, Community-minded, Kind, and Supportive. Students readily engage in conversation

about diversity, they embrace gender diversity, and are concerned about anti-racism, Truth and Reconciliation, and the climate.

Connecting to the VSB (Vancouver School Board) Education Plan: Creating Rich Learning Opportunities

QVA offers students a variety of arts, athletic, academic, and social programs to enrich their learning and experience. This past 2023–2024 school year, student experiences and learning have included:

- Cross-country (Fall) and Track and Field (Spring)
- Annual Terry Fox run
- Tennis XL in-school tennis program
- Curling, led by the Canadian National Curling Association
- Vancouver Trojans Football, with both in-school and during the lunch hour programs offered
- Dance programming, including Janelle Aledina (Shushwap, teaching traditional fancy shawl and jingle dancing) and Nii Okwei Engman (teaching AfroBeats and hiphop dance)
- Theatre performances, including traditional Indigenous story telling with *3 Crows Productions*
- The co-creation and performance of an original student musical theatrical production titled, *Extraordinary Magic*, with original text, songs, poetry, and dance created by students, staff, and families. This project was the culmination of six months of integrated curriculum, planning, writing, thematic analysis, composition and choreography, rehearsal, prop- and costume-building and recording sessions.
- Drag Storytelling & Opera with Calgary drag artist and tenor, *Aida Cupcake*
- A big, boisterous, and joyous school and community sing-along each term
- A year-end talent showcase, featuring talents of students and families, ranging from dance, singing, magic shows, soccer skills, piano and cello, and poetry readings.
- A rich variety of field experiences, including Rugby 7s, the Vancouver Art Gallery, salmon release, Spuds in Tubs, nature walks, the PNE (Pacific National Exhibition), and more.

In addition, experiences in recent years have also included:

- Lacrosse, led by Nationally ranked lacrosse players
- Track and Field led by UBC (University of British Columbia) Thunderbirds coaches
- Participation in the VSB/Vancouver Symphony Orchestra Music Labs program
- UBC *Geering Up!*, (STEM programming)
- School-wide field trips including Stanley Park nature-based experiences, Science World, and the Orpheum to hear the VSO perform
- Guest presentations, including Steve Harmer (Motivational Magic), John Dunn (Arctic Explorer), Rick Hanson Society (Inclusivity), and Zero Heroes (waste reduction)
- Opportunities for student leadership, including Dance Club, library monitors, and lunch club monitors.
- Student performances, community sing-alongs, and the annual (and much anticipated!) Student Talent Show.

The QVA Parent Advisory Council (PAC) is highly engaged and supportive of student experience. They sponsor and support several initiatives to support student learning and build community. In the past years, these have included (but not limited too!):

- The DPAC Extracurricular Lunch Hour Choir

- School-wide Body Science classes for students to promote healthy relationships (e.g., Shift Education, Seleema Noon)
- Information tables to promote anti-racism, Indigenous knowledge and knowing, and SOGI (Sexual Orientation and Gender Identity) understandings within the community
- Support for the purchase of classroom materials and school equipment
- Scholastic Book Fair
- Social gatherings, including a welcome evening in September and a year-end family picnic
- Movie night, the Spring Fling, and Family Pizza Night
- Pop-Up Popcorn events afterschool
- Bike to School Week parade and celebration
- Supportive partnerships with PACs (Parent Advisory Councils) at neighboring schools to share resources and opportunities

We are Working Together to Raise Engaged, Caring Students

Every visitor who spends a day at QVA observes that QVA is a special place; teachers and employees on-call observe at the end of their day that the students are “great,” and that they would happily return. While we have a solid foundation of indoor and outdoor learning spaces—including eight garden boxes and a terrific new playground—the strongest asset of the school are the students, families, PAC, and staff. At QVA, the people truly do make the school.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As described in the School Story, above, the QVA community of learners are dynamic, engaged, and keen to learn. A qualitative survey of staff (May 2024) illuminated the following key descriptors of QVA students: social, creative, artistic and sporty; community-minded, accepting and inclusive; expressive, talkative, and social; socially aware and strong advocates for causes they believe in. QVA students love to talk about and share their lived experiences and feel a sense of belonging. Data from the Spring 2023 Student Learning Survey indicates that 80% of participants felt happy at school “most” to “all of the time” (compared to the district average of 75%) and 87% felt “welcomed at school.” (compared to the district average of 79%). While this is based on a relatively small number of participants, and also illuminates the important perspective that a percentage of the student population feels happy and welcome *only some of the time*, it highlights a general ethos of positive experience, while also reminding us that the work of promoting the belonging and happiness of all students is daily, on-going, continuous, and vital.

In the company, the many strengths of QVA students are student needs and areas for learning. QVA students need to feel challenged, in-charge of their learning and choices, and cared for. The Spring 2023 Student Learning Survey indicates that only 20% of participants felt that have a choice “most of the time” in their learning (which is greater than the district average of 14%), and 33% feel the work on things of personal interest “most of the time” (which is similar to the district average of 37%). We can work to promote student engagement and interest through continued experiences like school-wide projects and classroom passion projects.

As in any school setting, the needs of students and the community vary and shift each year and over time. Further, as we have move onward from the social and educational impact of COVID-19, there are areas for growth socially and academically that have been identified through informal and reflective conversations with staff, families, and the PAC. These include (next page):

- Solving problems peacefully, and increased independence to solve problems peacefully, especially during unstructured playtimes (e.g., recess and lunch)
 - Self-regulation and resilience
 - Continued focus on initiatives to support literacy growth, especially phonemic awareness (early grades) and reading comprehension/meaning-making (older grades)

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

The *student achievement* focus for the 2023/2024 school year was the promotion of students' literacy growth, with focus on phonemic awareness development and reading comprehension. This goal emerged from discussions with teachers about their awareness of the impact of COVID-19 on students' language and literacy growth, and the need to focus on core skills to promote reading and writing development.

Note: Student Learning (CSL) data from December 2023 (most recent available data) indicate that in English Language Arts, 60% of students were assessed at *Proficient* or *Extending* on the report card proficiency scale, and 40% at the *Developing* or *Emerging* level. This is like results from across the district. Continued monitoring of CSL data will help illuminate progress towards this goal.

Next Steps: Upon consultation, staff have decided to continue the goal of literacy with a focus on phonemic awareness and decoding skills (younger grades) and comprehension and meaning-making (older grades) into 2024–2025. This will allow staff time to continue to focus their practice and students time to develop focussed skills and new learning.

In addition, based on staff conversations, we will begin exploring the goals of mathematics and resiliency for the 2024–2025 school year, with the thinking that these will potentially serve as greater focus for the 2025–2026 year.

School-wide programs in place to support these goals included the following:

- Implementation of two core practices to support the development of phonemic awareness and structured literacy at the Kindergarten to Gr. 2 level: the Heggerty Phonemic Awareness Program, and the Spelfabet structured phonics program
- Participation in the 1/2/1 Reading Volunteer program
- Teacher professional learning through participation in the 8- week District Literacy Residency.
- Teacher participation in the two district-wide literacy focus days (Fall 2023 and Spring 2024)
- Novel studies and passion projects to promote critical thinking
 - Learning about and applying the I.C.E. Framework of questions to promote comprehension and meaning making in response to texts that were read. I.C.E. stands for **I**deas (facts about the text), **C**onnections (connections between the text and other understandings), and **E**xtensions (deeper analysis and reasoning about the text). (Fostaty Young & Troop, 2021, *Teaching, Learning, and Assessment Across the Disciplines: ICE Stories*).
- Whole staff participation in the Carol Fullerton Mathematics workshop in September 2024, in collaboration with Grandview and Queen Alexander staff.
- Whole staff participation in the Hannah Beach Social/Emotional learning workshop in January 2025, in company with Laura Secord staff.

Improve equity

QVA students are nested within layers of support that promote the improvement of equity. At the school level, students demonstrate a diverse range of lived experiences, including cultural diversity, learning styles, gender diversity, neurodiversity, and diverse perspectives and backgrounds. The QVA PAC hosts an Anti-Racism, Equity & Inclusion Committee (AREIC), led by a passionate group of parents and caregivers who strive to support students, families, and staff along their journey of equity. At the family and community level, the Commercial Drive neighborhood surrounding QVA is culturally vibrant and inclusive of diverse families and views. At the district level, the Vancouver School Board is leading the way with the priority of creating equitable learning environments where every child can experience belonging, success, and authentic learning.

Suitably, QVA staff are continuously looking for ways to support all students be successful and learn about each other, within a diverse community of learners. Initiatives in 2023–2024 included a lunch-and-learn professional learning series on Anti-racism for staff, in company with student workshops on Anti-racism led by district anti-racism teachers. Students took leadership throughout Black History Month, writing and reading a three-week series of announcements about Black Canadians and Vancouverites who have made a difference to their communities. Prior to this year, students also took leadership in writing and reading announcements about Asian Heritage month, and important days acknowledging Indigenous experiences. In addition, students and staff proudly sport pink shirts on Pink Shirt Day, not merely as an expression of support for anti-bullying but, more specifically, anti-homophobic bullying, which is the heart of Pink Shirt Day.

Further, our commitment to equity is reflected in the ways QVA staff works together to provide different pathways to support student learning. This includes a variety of strategies, including active use of the Ready Bodies Learning Minds (RBLM) room, quiet and alternate spaces for students to work, and whole-class lessons to raise awareness and understanding amongst the students of social/emotional learning, autism, ADHD, and perspective taking.

Next Steps: Next steps include (a) continued work to raise awareness of anti-racism and supporting students and staff develop the courage and skills to be anti-racist upstanders, (b) continuing to share resources that support student learning, and (c) the continued boosting of diversity in our library collection with the purchase of books so that students and families, alike, might see themselves reflected.

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

The QVA school community—students, staff, the PAC, and families—are on a pathway of Truth and Reconciliation. Students are keen to give the land acknowledgement at all gatherings and are learning to do so in a way that is both personal and respectful. As a community we gather to honour Orange Shirt Day and Indigenous Veterans Day, and we welcome and learn from Indigenous artists and performers. Performances have included performances offered by the multi-generational Sasquatch Dancers (Sts'ailes Nation), Peter White (traditional hoop dancer), Janelle Aledina (fancy dress and jingle dancer), and cedar mat weaving with Jessica Silvey.

A highlight of the 2023–2024 school year was the honour of a visit from Phyllis Webstad, founder of The Orange Shirt Society, author, and residential school survivor, who shared her story. This was a deeply moving and impactful visit.

As a commitment to our journey of reconciliation, learning, and unlearning, QVA staff engaged in and completed an eight-month course titled, “Four Seasons of Indigenous Learning (First Season: Foundations).” This was a course of ten modules plus ten video lectures focussing on foundations of knowledge, including terminology, colonialism, racism, treaties, Residential Schools, relationships, and reconciliation. Participation in this course, with regular gatherings, afforded staff the opportunity for safe and courageous conversations through which we have each grown on our personal and collective journey.

Next steps: For the 2024–2025, staff are keen to continue with the second season of the Four Seasons Indigenous Learning course (Second Season: Learning from the Land). We will continue to boost our library collection of Indigenous literature, books, stories, and information. We will continue to find creative and authentic ways to integrate Indigenous knowledge, knowing and perspectives into daily student learning and experiences. Further, staff will continue to provide students with opportunities for place-based and nature-based learning, including nature walks, cultivation of the school garden boxes, and field experiences.

HOW WILL WE KNOW WE'RE ON TRACK?

The following strategies will help us know we are on track during the 2024–2025 school year:

- School-wide writes (Fall 2024 and Spring 2025).
 - Reading and literacy assessment appropriate to the grade, administered at key points of the year: CORE (Communication Regulation) phonics survey, DRA/F&P reading assessments, DIBLES assessments, VSB P3 assessment tools.
- Class reviews
- 2024 CSL proficiency scale data
- 2024 Student Learning Survey data
- Regular staff reflections during Staff Meetings focused on student learning

Most importantly, we will know we are on track by the ethos of a calm tone carried by students and staff in the classrooms, hallways, gym, office, and on the playground. Students will be able to solve small problems more peacefully and independently and will know when to seek adult support for larger, more complex problems. We will see an improvement in Student Learning Survey results, especially with questions related to student choice, autonomy, and agency. We are working together to create spaces and opportunities for learning to promote student flourishing and success.

2023-2024 School Learning Plan

SCHOOL STORY

École Jules Quesnel Elementary School is situated on the ancestral lands of the xʷməθkʷəy̓əm (Musqueam Nation), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation). As one of three single track French Immersion elementary schools in the Vancouver School District, we serve students from both local and surrounding Vancouver neighbourhoods. Jules Quesnel shares a site with Byng Secondary School with most of our students transitioning to Kitsilano Secondary for French Immersion. We embrace our local roots and connections and are committed to fostering the growth and success of every student.

Reflecting the diverse makeup of greater Vancouver, the Jules Quesnel student body includes English Language Learners, Indigenous students, and those with Ministry Designations. We prioritize creating an inclusive learning environment that respects and values each student's individual strengths and perspectives, recognizing that diversity is a key aspect of our dynamic school community.

Our dedicated staff and supportive community actively encourage student participation in various extracurricular activities, including school sports and outside-of-school programs. The Parent Advisory Council (PAC) at JQ is an active and engaged group, enhancing the overall educational experience by organizing initiatives, events, and fundraisers benefiting all community members. Through collaboration with community partners, we ensure a holistic approach to education, where students excel academically and thrive socially and personally.

Focusing on valuing diversity, teachers at École Jules Quesnel integrate First Peoples Principles of Learning, emphasizing decolonization and indigenization. Proximity to local parks like Pacific Spirit Park, Camosun Park, Chaldecott Park, and Jericho Beach facilitates outdoor learning, aligning with Indigenous land-based education principles. Prioritizing student voice, active learning, and inclusive assessment strategies, we foster a dynamic and inclusive environment. Collaborative initiatives, such as teachers from different grades working together and a focus on student leadership, contribute to community building. Our commitment to hands-on, experiential learning ensures students are well-prepared for a diverse and evolving world.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

What do we know about student achievement in literacy?

Communicating Student Learning (CSL)

JQ's 2023-2024 Communicating Student Learning (CSL) proficiency level breakdown shows 58% of all students in grades 4-7 were Proficient or Extending in English Language Arts on the first written learning update. This increased to 64% on the second written learning update.

The corresponding numbers for the District are 48% on the first written learning update and 53% on the second.

JQ's 2023-2024 CSL proficiency level breakdown shows 33% of all students in grades K-7 were Proficient or Extending in French Immersion Language Arts on the first written learning update. This increased to 50% on the second written learning update.

The corresponding numbers for the District are 50% on the first written learning update and 58% on the second.

Foundation Skills Assessment (FSA)

JQ's 2023-2024 Foundation Skills Assessment (FSA) results for literacy show 100% of participating grade 7 students and 87% of participating grade 4 students are either On Track or Extending.

Student Learning Survey (SLS)

JQ 2023-2024 grade 4 and 7 students reported the following:

- 71% of participating JQ grade 4 students reported positive responses to "I feel I am getting better at reading."
- 77% of participating JQ grade 4 students reported positive responses to "I feel I am getting better at writing."
- 61% of participating JQ grade 7 students reported positive responses to "I continue to get better at reading."
- 74% of participating JQ grade 7 students reported positive responses to "I continue to get better at writing."

What do we know about the JQ community of learners regarding equity?

JQ has fewer than 10 Indigenous students, fewer than 10 English Language Learners and more than 10 students with diverse needs/Ministry designations.

The student MDI (Middle Years Development Instrument) survey conducted with a sample group in the 2022-2023 school year, broke down the linguistic landscape of the school community. The survey revealed that 97% of students identified English as their primary home language, while 11% of students reported French as a home language, 3% reported Korean, 11% identified Mandarin, and 14% of students identified "other" languages also spoken at home.

The MDI survey highlights several factors that reflect the JQ school community's privilege. It shows that 100% of JQ students participate in out-of-school activities and 71% report positive nutrition and sleep habits, and 54% of

our students are dropped off at school by car. This information highlights all of the resources and supports that are available to JQ students.

What do we know about our journey of reconciliation with First Nations, Metis, and Inuit?

JQ has fewer than 10 Indigenous students.

Student Learning Survey (SLS)

JQ 2023-2024 grade 4 students reported the following:

- Do you participate in any Indigenous (First Nations, Inuit, Metis) activities?
 - 37% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?
 - 99% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you learning about local First Nations?
 - 77% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you learning about local First Nations’ language(s)?
 - 19% of JQ grade 4 students reported “Sometimes”, “Most of the Time” or “All of the Time”.

JQ 2023-2024 grade 7 students reported the following:

- At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?
 - 53% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?
 - 34% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?
 - 94% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you being taught about local First Nations?
 - 80% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.
- At school, are you being taught the local First Nations’ language(s)?
 - 20% of JQ grade 7 students reported “Sometimes”, “Most of the Time” or “All of the Time”.

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

Improve student achievement in literacy

To foster a school-wide culture of literacy, we have implemented several engaging and interactive initiatives. One of the standout programs is our dedicated story workshop and loose parts classroom. This innovative approach invites students to engage in hands-on literacy activities, where they can explore and create stories using a variety of natural materials. The loose parts classroom provides an environment rich in sensory and imaginative opportunities, encouraging students to develop their narrative skills and express their creativity. Additionally, we maintain class bulletins focused on literacy, such as the Black History Month gallery walk initiative, which showcased biographies, short stories, drawings, and more. Students were invited to walk through and engage with these various literacy-centered activities, making literacy accessible and enjoyable.

We prioritize the continuous professional development of our staff to ensure they are equipped with the latest and most effective literacy teaching strategies. Our initiatives include attending district-wide literacy sessions for collaboration and learning from literacy experts, implementing P3 Box training to familiarize staff with high-quality literacy resources such as websites, books, and teacher guides, and holding dedicated literacy discussions and workshops during staff meetings to foster ongoing dialogue about literacy strategies and challenges. These efforts ensure our teachers are well-prepared to deliver diverse and engaging literacy activities, enhancing overall literacy instruction and student achievement.

Improve equity

Through a culturally responsive approach, students are empowered to actively shape their educational experience via student-led initiatives such as our Diversity Club, Yarn Club, Engineering Club, Drama Club, Arts Club, and the Theme Team, providing a platform for students to express their perspectives and experiences related to equity within our school community. These clubs serve as avenues for student-led discussions, collaborative problem-solving, and creative expression, ensuring that student voice remains central to our equity efforts.

To support our diverse learners, JQ staff utilize various evidence-based approaches, such as response to intervention, universal design for learning, and structured instruction, to inform and allocate resources effectively within our community. Our team of resource teachers work to support students with diverse needs, offering personalized interventions and assistance where necessary. Through a combination of push-in and pull-out support strategies, JQ ensures that all students and classrooms receive the equitable assistance they require to thrive academically and socially.

JQ students are encouraged to promote equity by supporting the broader community through various charitable initiatives. A portion of proceeds from our book fair are donated to schools in need, and our Parent Advisory Council (PAC) generously provides winter hampers to a sister school. Additionally, unclaimed items from our lost and found are donated to a local community support agency, ensuring that they benefit those in need.

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

The JQ school community acknowledges:

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

JQ teaching staff seek to interweave Indigenous ways of learning and unlearning into all aspects of their pedagogy by:

- Inviting members of the local Indigenous community to share their knowledge.
- Taking advantage of the school's location on the ancestral and unceded lands and regularly engaging students in outdoor education initiatives and place-based learning.
- Integrating the First Peoples Principles of Learning into teaching practice and focusing on decolonization and indigenization of learning spaces.

HOW WILL WE KNOW WE'RE ON TRACK?

Improve student achievement in literacy

JQ students are meeting or exceeding performance expectations for literacy. JQ staff are committed to continuing to support students in maintaining their high achievement, particularly in oral language literacy. We will continue to refer to CSL, FSA and SLS data to evaluate progress.

Improve equity

We are committed to assessing the active participation and impact of student-led initiatives, which empower students to shape their educational experiences and provide platforms for expressing perspectives on equity. We will continue to actively monitor both community and school needs to ensure our donations are impactful and meaningful. Additionally, we will ensure equitable resource allocation through evidence-based approaches like response to intervention, universal design for learning, and structured instruction.

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

JQ students responded positively to most of the reconciliation items on the SLS. Only 20% of JQ grade 7 students responded positively to, "At school, are you being taught the local First Nations' language(s)?" JQ teaching staff have identified improving oral language learning as a professional development goal for the 2024-2025 school year. JQ staff will endeavor to include the learning of local Indigenous language as part of the work toward achieving this goal. We'll continue to refer to SLS data to track progress.

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Quilchena Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation). The name Quilchena comes from the Salish word meaning "*flat place near water*." Quilchena is a dual track school with approximately 315 students divided equally between the French Immersion and English tracks. Our school is located in the Kerrisdale neighbourhood in the south-western section of Vancouver. Quilchena school grounds are adjacent to Point Grey Secondary. The close proximity to the secondary school supports shared activities between elementary and secondary staff and students. To the north of us four blocks away is Quilchena Park and adjacent to the school is Kerrisdale Park and Ice Arena, where many of our classes go to appreciate nature, get active and to take part in land-based learning activities. Quilchena enrolls 14 divisions. In the English track, approximately 30% of students are English Language Learners. In French Immersion many students are learning a third or sometimes a fourth language. Of note are the different catchment areas for English and French. The catchment for English is from Larch to Granville and 33rd to 41st Avenue. We refer to this area as our 'neighbourhood'. The catchment in French Immersion encompasses the district. Although most French Immersion students live in the area, some reside in different communities across the city.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

A variety of cultural backgrounds are represented in both tracks. Inclusivity is important to the Quilchena community. It is a priority that students feel a sense of belonging and responsibility to the school and community. Older students assist younger students with fair play and inclusion and partake in leadership opportunities. As Wolves, we strive to demonstrate **Wisdom, Ownership, Leadership, Versatility, Empathy and Safety** each and every day. Our Code of Conduct is the guiding principle behind how all students, staff, caregivers and visitors will act. It provides us with guidance and language to promote positive behaviour and to address conduct that is unacceptable. The Parent Advisory Council organizes community events that provide fun opportunities for Quilchena families to connect like the Eco Fair and PAC BBQ. We are fortunate to have on-site, out-of-school care. The Shaughnessy Point Grey (SPG) out-of-school care accommodates approximately 60 students before and after school and during school vacations. It is an integral and valued part of the school.

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 literacy goal, is to use assessment data to help guide our instruction. Primary teachers will focus on reading and intermediate teachers will focus on writing. Primary teachers will collect baseline data on reading levels at the beginning of the year. Classroom and resource teachers will then look at the assessment data collected and use it to find ways to focus instruction. Lessons will be formulated and skills will be directly taught throughout the term. Each term reading and writing levels will be assessed to see what progress has been made. For primary students, reading is the literacy focus. We have a Reading Recovery program and also the French equivalent IPLE which both provide targeted one to one support for struggling readers in the primary grades. Teachers found this early intervention has made a difference in the reading progress of our primary students. Teachers have read alouds that ensure exposure to both fiction and non-fiction books. They also ensure students are reading properly leveled books and use phonics programs to help students learn individual letter sounds and groups of letters. We are fortunate to partner with students from Point Grey, our neighbouring high school, who run an after-school reading club for our primary students in both English and French streams on Wednesdays in the library.

For intermediate students the literacy focus is more on writing. Teachers use various spelling programs, journal writing, poetry writing, working with authors, writer's workshop, daily informal writing like brain pocket writing, Q & A's, directed writing where they learn a skill and apply it (i.e. using dialogue), practice writing fiction, non-fiction and 1st person narratives. Some of the French classes incorporate Lalilo and the Je lis Je lis littérature online program. Intermediate teachers will conduct a school wide write at the beginning of the year which will provide some baseline data. Instruction will then focus on areas of weakness in each grade/class. Teachers will work in teams at various grade levels to find strategies to teach students the skills that they need most to improve their levels of achievement in writing.

Improve equity

We are a diverse community at Quilchena and we are supportive and inclusive of all regardless of culture, language, gender or religious background. Our goal is to create an inclusive school environment where all students, regardless of their background, abilities, or circumstances, have equal access to high-quality education and opportunities for success.

In classrooms, teachers adjust expectations and modify lessons to ensure all students regardless of ability are able to participate. Teachers offer options for projects that can lend to individual student strengths and students have some options on how to share their learning to appeal to different kinds of learners. Some group projects are carefully selected by the teacher to ensure that ability levels and participation levels are balanced.

Different adaptations are made to lessons to be inclusive of all students regardless of ability. In the classroom, most students follow the same schedule even though their individual programs may look very different. The use of technology can help students with written output challenges. Whether it is using a dictation microphone or working on keyboarding skills, technology is used as an aid to provide equity within the classroom. Some students are given seating accommodations either close to the front of the classroom, close to the teacher or with a "learning buddy" to help ensure that the learning environment is optimized. In Physical Education, teachers offer assistive equipment so that all students can be successful or participate.

A group of teachers started a Diversity Club which is a great start to create a positive environment for any students who are interested in participating in making art during lunch hour. The school ensures that all students can participate in field trips, hot lunch and other school activities regardless of financial disposition.

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

Continuing on the journey of reconciliation with First Nations, Métis, and Inuit communities involves integrating a variety of meaningful activities into the school's curriculum and daily practices. A key ongoing activity is the daily land acknowledgment, where we emphasize the connection to the land by using different photos and stories, and involving students in delivering the acknowledgment. On Orange Shirt Day, we recognize and honor the survivors of residential schools through lessons on belonging and family, discussions on the day's significance, and wearing orange shirts. Social Studies projects play a vital role, focusing on First Nations contributions and their evolution, incorporating projects on Indigenous inventions, role models, and cultural practices. We also hold daily talking circles, providing a respectful and supportive environment for students to share their thoughts and learn from each other.

Cultural art activities such as soapstone carving and weaving are organized through workshops with local Indigenous artists or educators. First Nations, Métis, and Inuit Knowledge Keepers have been invited to speak to students, either in-person or virtually, sharing their wisdom and stories. We also utilize the Musqueam Learning Kit from the Museum of Anthropology, integrating it into classroom lessons to focus on Musqueam history and culture. Outdoor education opportunities are planned, incorporating Indigenous ways of knowing through nature walks, ecological studies, and other outdoor activities led by Indigenous educators. During the school Eco Fair, we include Indigenous presenters to highlight Indigenous environmental practices and sustainable living. We create a heart garden to honor residential school survivors and their families, collaborating with students to plant and maintain the garden, and incorporating it into lessons about reconciliation and remembrance. Additionally, we continuously interweave Indigenous perspectives into all subject areas, providing professional development for teachers on integrating Indigenous knowledge into lesson plans.

As a school, our goal is to foster understanding of intergenerational trauma and its impacts and facilitate regular conversations using resources like books, articles, and guest speakers. We also aim to promote an inclusive and supportive school environment, encouraging students to be allies, support diversity, and challenge stereotypes through various classroom activities and discussions. By embedding these activities into the school's curriculum and culture, we aim to foster a deeper understanding and appreciation of Indigenous histories, cultures, and contributions, while actively participating in the journey of reconciliation. We hope to invite more Indigenous storytellers, guest speakers and performers next year and also hope to have more professional development for teachers to help embed this content into our curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

We will keep tracking student achievement by gathering both formal and informal feedback from staff, students, and parents. We'll continue to review student self-reflections and anecdotal evidence. We will analyze data from Foundation Skills Assessment, Communicating Student Learning Reports, Student Learning Surveys, Middle Years Development Instrument, and the Early Development Instrument. We will keep providing opportunities to enhance physical and mental well-being and a sense of belonging through activities and the development of Social Emotional skills within the classroom and school. We will celebrate our successes as a community.

By monitoring, assessing, and collecting evidence, we will know we are on track by seeing improvements in the data and receiving feedback from staff, students, and parents.

2023-2024 School Learning Plan

SCHOOL STORY

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) & səliwətał (Tsleil-Waututh Nation). Renfrew Elementary Community School has been a proud member of the Renfrew Collingwood neighbourhood since 1928. The school is in the heart of a residential community, within walking distance of Still Creek, the Renfrew Ravine and the Renfrew Community Centre and library. Like neighboring elementary schools, Renfrew is part of the Windermere Family of Schools.

Renfrew Elementary has a student body of over 450 students from Kindergarten to Grade 7. Students reflect the rich cultural diversity of our community, comprising of families identifying with Indigenous and settler cultures, from within Canada and our global community. Renfrew families are ethnically diverse and speak a variety of languages including Mandarin, Cantonese, Vietnamese, Tagalog, Korean, Farsi, Spanish, Punjabi, Arabic and Hindi. This diversity is an asset to the school community, providing a unique and enriching environment for students to learn and grow. It also presents opportunities for cultural exchange, understanding, and appreciation among students, staff, and families.

We offer two distinct educational programs at Renfrew: the neighborhood program, a K-7 program for students residing within the school catchment, and a district Montessori program, a K-7 program utilizing the Montessori approach. At Renfrew, many students receive music education under the expertise of a music specialist teacher. Students and staff are privileged to have a part-time Youth and Family Worker and an area counsellor. These staff members enhance the social and emotional well-being of students by supporting extracurricular activities, fostering social-emotional learning in classrooms and small group environments, and liaising with the Windermere Community Schools Team Coordinator. The dedicated school staff work collaboratively to provide a positive and nurturing educational experience for all students. The emphasis on collaboration and creating an inclusive and equitable environment aligns with best practices in education.

Renfrew Elementary School boasts a large and accessible outdoor area and a school garden. These outdoor spaces provide opportunities for physical activity, recreation, and outdoor learning experiences. School gardens provide a hands-on and engaging way for students to connect with nature and offer students a chance to learn about sustainability, biology, and healthy eating habits while instilling a sense of responsibility and connection to the natural world.

Renfrew School is deeply connected to its community, prioritizing not only the academic development of students but also fostering a supportive and collaborative environment. We have a well-attended Strong Start Program that registers students from birth to pre-Kindergarten. Many of the Strong Start students continue into Kindergarten at Renfrew. The partnership between Strong Start and our Kindergarten program is something we value, and we are committed to strengthening the early years to Kindergarten transition through collaboration and strong relationships. Every spring, our Renfrew staff collaboratively plan a Welcome to Kindergarten event with community partners welcoming incoming Kindergarten students and their parents to the school. We are home to an on-site before and after school program facilitated by Collingwood Neighborhood House that provides care to 61 students. Also, some after-school programming is provided at Renfrew by the Community Links Team (CST) and various community groups.

The Renfrew Parent Advisory Council (PAC) supports many opportunities and initiatives at Renfrew. The PAC is actively involved in our school community, holding monthly meetings and a variety fundraising initiatives to support school priorities.

Renfrew offers students the opportunity to take on many service and leadership roles and provides access to volunteer teacher sponsored extra-curricular activities in sports such as Track and Field, Cross Country, badminton and volleyball. Students are responsible and keen to be involved in initiatives. We have a high level of participation in our Inclusion Club driving many student initiatives in addition to initiatives that are led by students through Student Council. There is excellent student engagement in teacher-sponsored opportunities such as Talent Shows, Chess Club, Running Club, Bookworm Club and fundraising bake sales.

Intermediate students can be counted on to positively contribute to the school and greater community through their participation in service and other leadership opportunities. In their learning, students report enjoying being at school and they understand and follow the school 'Circle of Courage' Code of Conduct, with a focus on taking care of themselves, each other and the community.

Renfrew Elementary has a comprehensive set of programs and partnerships to enhance the educational experience and support the needs of its students and families. The combination of traditional neighborhood schooling, Montessori education, early learning initiatives, and community involvement through partnerships contributes to a diverse and well-rounded educational environment for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Strengths:

- Multicultural and diverse
- Supportive families
- Students actively participate in extracurricular and leadership opportunities
- Students enjoy inquiry, outdoor and hands-on learning
- Students are provided with many opportunities to enact Reconciliation, learn through an Indigenous lens and about Indigenous histories and perspectives
- Students and families understand and follow code of conduct
- Renfrew primary teachers are committed to the Collaborative Early Literacy Intervention (CELI) model; teachers follow the Response to Intervention approach (RTI) where identify struggling learners early and provide effective intervention
- Resource teachers collaborate with classroom teachers to plan and support students in need of literacy intervention
- Renfrew literacy outcomes have improved throughout the 2023-2024 school year: in Term 1 161 students were proficient and 228 developing in language arts; in Term 3 209 were proficient and 179 developing
- Teachers are committed to equitable learning opportunities for all students

Challenges:

- Critical thinking and problem-solving skills for some students
- Student confidence in sharing ideas
- Social skills and conflict navigation
- Resilience, self-regulation and executive functioning
- Media literacy and online safety

Evidence Informing School Strengths and Needs:

- **Staff Observations:** Teachers and staff members actively observe students in various contexts, gaining insights into their abilities, challenges, and interactions.
- **Resource Teacher, Counselor, SLP, Psychologist Caseloads:** These professionals work closely with students, providing specialized support and identifying individual needs.
- **Assets Identified by the MDI (Middle Years Development Instrument):** The MDI assesses students' well-being and developmental assets, highlighting areas of strength and areas that need attention.
- **PowerBI Information:** Analyzing data through PowerBI provides valuable insights into student performance, attendance, and behavior patterns.
- **Meetings with Families (Including the Child):** Engaging in conversations with families, including the child, helps understand their perspectives, concerns, and aspirations.
- **Meetings with Parents:** Regular interactions with parents provide information about home environments, family dynamics, and student well-being.
- **Input from PAC (Parent Advisory Council):** The PAC represents parent voices and contributes to decision-making processes within the school.

Student Voice and Informed Knowledge:

- **Class Meetings:** Students participate in class meetings where they can express their thoughts, share experiences, and contribute to classroom dynamics.
- **Student Learning Survey:** Administering surveys allows students to provide feedback on their learning experiences, curriculum, and overall satisfaction.
- **Student Council Meeting Agendas and Initiatives:** Student Council members actively discuss school matters, propose ideas, and advocate for student interests.
- **Meetings with Student Groups:** Facilitating group discussions with students allows them to voice concerns, collaborate on solutions, and influence decisions.
- **Inclusion Club Meeting Agendas and Initiatives:** The Inclusion Club focuses on creating an inclusive environment, and student input is crucial for its success.
- **Student Voice and Self-Reflection Before Report Cards:** Collecting student reflections before report cards helps gauge their self-awareness and growth.
- **Student Engagement and Feedback During Extracurricular Activities:** Interacting with students during extracurricular, volunteer, and club activities provides valuable insights into their interests and needs.

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

Improving student achievement in literacy and numeracy is a daily focus. Teachers enhance and improve their teaching practice in these areas with professional development and inquiry groups.

Teachers monitor the reading progress of students by using the Benchmark Assessment System (BAS) and the Phonological Awareness, Phonemic Awareness, Phonics Protocol and Resource (P3P).

Kindergarten students receive in-class and small group pull-out support from resource teachers focused on improving phonological awareness and developing alphabetic skills. In January, the Kindergarten Protocol was administered to all kindergarten students. Students deemed "at risk" received small group instruction targeting specific skills.

This year Grade 1-3 teachers focus have a Primary Literacy Intervention block during which homogenous groups of students work on targeted early literacy skills. At the end of each rotation, students were reassessed and offered another round of intervention if necessary.

We will continue to have a dedicated time for early literacy intervention for the 2024-2025 school year as well as an Intermediate Literacy Intervention block will be implemented in the coming school year to support reception level English language learners and students who are two or more years behind in literacy skills.

As a school community, we are actively engaged in improving students' numeracy skills. We conduct regular formative assessments to gauge student understanding and identify areas for improvement. To reinforce foundational skills, we incorporate fact practice drills, focusing on times tables and fact families. Our approach includes hands-on manipulatives, particularly concrete Montessori materials in the Montessori classroom, which help teach core math concepts effectively. We also promote cross-curricular learning by integrating art and math, emphasizing patterning and measurement. Daily math activities cover topics in the BC Curriculum.

There are many extracurricular opportunities for students including Run Club, badminton, basketball, volleyball. Many classes use programs such as Zones of Regulation, Second Step, Open Parachute or EASE to teach emotional regulation and support mental health. Primary and intermediate grades have opportunities such as morning meetings, buddy classes and mindful breathing. Renfrew's Youth and Family Worker and Area Counsellor work in classrooms to teach social emotional skills and with small groups of students. The Area Counsellor also works with individual students and families when needed. Our YFW supports after school opportunities (Dance Play, Big Brothers) as well as learning opportunities for Grade 7s to visit Windermere Secondary School and learn about vaping and Sexual Health.

Belonging is an important focus at Renfrew. We have regular assemblies, performances and events such as community runs, a Winter Breakfast and Meet the Teacher Night, to bring our community together. Many teachers provide additional opportunities such as Coding Club, Bookworm Club, choir and Chess Club. We have an active SOGI and Student Council that spearheads initiatives like Spirit Days and fundraising for opportunities to benefit the school community, such as purchasing a Buddy Bench. We have active student volunteers throughout the year to help as Peer Helpers, Office Monitors, Library Monitors and to do morning announcements.

Improve equity

At Renfrew Elementary School, we are committed to promoting equity and ensuring that all students have equal opportunities to thrive. Here are some of the initiatives we have in place to support this goal:

- **Student-Centric Decision-Making:** We prioritize student needs by making well-informed decisions and fostering open communication with all relevant parties.
- **Winter Breakfast Celebration:** Our Winter Breakfast is a community event that brings together families from diverse backgrounds. It's an inclusive celebration that fosters connections and a sense of belonging for all families and students.
- **Diverse Library Collection:** Over the past seven years, we've intentionally curated our library collection to reflect a multitude of cultures, family experiences, and perspectives. This ensures that students see themselves represented in the books they read and learn from a wide range of voices.
- **Inclusive Facilities and Practices:** We have implemented universal washrooms to ensure that all students feel comfortable and respected.
- **Respect for Pronouns:** Our school community actively promotes the use of correct pronouns.
- **Acknowledging Diverse Families:** We celebrate the diversity of family structures.
- **Reflecting Student Identities and Communities:** We aim to incorporate students' identities and community experiences into our curriculum, assemblies and performances.
- **Accessible Playground:** At Renfrew Elementary School, we are committed to ensuring that all students can fully participate in physical activities. Our accessible playground is designed to accommodate students with diverse abilities.
- **Inclusive Sports Programs:** At Renfrew Elementary School, we are committed to providing equal opportunities for all students to participate in extra-curricular sports.
- **Social and Emotional Skills:** Beyond academics, we prioritize social and emotional growth. Our educators foster a positive and inclusive environment where students learn empathy, conflict resolution, and self-awareness. We provide resources for mental health and well-being, ensuring that students feel supported and connected. By nurturing both academic and social-emotional skills, we empower our students to thrive holistically.
- **Meeting Students Where They Are:** At Renfrew Elementary School, we recognize that each student has unique needs and abilities. Our approach involves meeting students where they are in their learning journey. Whether they need additional support or enrichment, we tailor our instruction to address their individual requirements.

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

1. Curriculum and Instruction: Incorporating an Indigenous Lens

Teachers are intentionally integrating Indigenous perspectives, histories, and cultural knowledge into the curriculum. This includes using Indigenous literature, art, and oral traditions to enhance students' understanding of First Nations, Metis, and Inuit cultures. Teachers are fostering critical thinking by examining historical events from multiple viewpoints, acknowledging the impact of colonization, and promoting respect for Indigenous ways of knowing.

- **Language Learning:** In some classes students actively engage in learning Indigenous languages. These classes focus on words, phrases, and expressions from local First Nations cultures. This exploration helps students to understand the significance and connection to cultural identity.
- **Outdoor Education: Learning on the Land and About the Land:** The school community prioritizes outdoor education experiences that connect students with the natural environment and Indigenous perspectives. Students participate in land-based activities, such as guided nature walks, traditional storytelling, and learning about local ecosystems. By fostering a deeper connection to the land, students gain a greater appreciation for Indigenous ways of knowing and the importance of environmental stewardship.
- **Novel Studies:** Students engage in book studies using works by Indigenous authors, such as "Fatty Legs" by Christy Jordan-Fenton and Margaret Pokiak-Fenton.
- **Art, Culture and Field Studies:** Classes visit the Bill Reid Art Gallery and the Museum of Anthropology for First Peoples' Festival. Classes study Indigenous artists.
- **Library Enhancements:** Funds are used to purchase books for the school library, enriching the collection with authentic Indigenous voices and stories.
- **Indigenous Land Acknowledgements:** Students lead and write Indigenous Acknowledgements at every gathering and the start of each school day, highlighting conscious reconciliation efforts.
- **Celebrating Indigenous Excellence:** Performances like "Flight of the Hummingbird" (Pacific Opera Victoria) and How Raven Stole the Sun (3 Crows Productions) celebrate Indigenous culture and excellence.
- **Highlighting Important Events:** The community observes Orange Shirt Day, Red Dress Day, Indigenous Veterans' Day, and Indigenous People's Day.
- **Renfrew Drumming:** Students and staff have created a class set of Indigenous drums for use in assemblies and classrooms (with support of the VSB's Indigenous Education Department). Many students learn and lead the Coast Salish Song on the drums following Indigenous Acknowledgments during assemblies.
- **Restorative Discipline:** The First Peoples Principles of Learning and the 'Circle Forward' approach by Carolyn Boyes-Watson and Kay Pranis is used to guide student discipline.
- **Professional Development:** Professional development such as '4 Seasons of Indigenous Learning' support educators in deepening their understanding of Indigenous worldviews and teaching practices, ensuring a more holistic and inclusive educational experience for all students. Teachers share authentic Indigenous education resources

Staff Meetings: The First Peoples Principles of Learning guides our learning during staff meetings

HOW WILL WE KNOW WE'RE ON TRACK?

Student Voice:

- **Class Meetings:** Regular class meetings provide an opportunity for students to share their thoughts, concerns, and ideas.
- **Student Council Meetings:** Student council members have input into decision-making around issues of importance to them.
- **Inclusion Club:** Meetings and initiatives of the Inclusion Club promote a sense of belonging and equity.
- **Open Door Policy for Students:** Restorative practices are used in discipline, emphasizing dialogue and understanding.
- **Extra-curricular Participation**

Community Voice:

- **Parent Meetings:** Regular meetings with parents to discuss student progress.
- **Input from PAC:** Parent Advisory Council (PAC) agenda items contribute to decision-making.

Assessments and Reporting:

- **Formative and Summative Assessments:** Regular assessments gauge student progress.
- **Communicating Student Learning Reports:** These reports provide insights into student achievement and areas for growth.
- **Celebrations of Learning:** Showcasing student work through displays, assemblies, and in-class sharing.
- **Goal Setting and Student-Led Conferences:** Encouraging students to set goals and reflect on their learning.
- **Staff Observations:** Teachers observe student engagement and progress.
- **Support Services:** Resource teachers, counselors, speech-language pathologists, and psychologists address individual needs; caseloads provide important data on progress and needs.
- **Assets Identified by the MDI:** Utilizing data from the Middle Years Development Instrument (MDI) to inform support and needs.
- **PowerBI Information:** Leveraging data analytics for insights.

2023-2024

School Learning Plan

SCHOOL STORY

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) & səlilwətał (Tsleil-Waututh Nation).

Roberts Annex is a K-3, elementary school, located in downtown Vancouver. The school is currently at capacity, with a waitlist for registration. The school community is diverse with a variety of cultures and linguistic backgrounds represented. Approximately 34% of students are English language learners with 24 different languages spoken at home. Approximately 10% students have Ministry designations and have a variety of supports in place to ensure their success. Roberts Annex families live throughout the densely populated downtown core, with the majority living in multi-unit, low and high-rise dwellings.

The layout of the school offers students a primary learning experience in a small intimate community setting. Classrooms with sliding dividing walls, allow for collaborative learning opportunities. Classrooms face a central library learning commons, where flexible learning occurs. Staff and students all have a connection with each other, as they have shared learning experiences in this setting. In addition to administrative roles, the school's Vice Principal teaches PE to all the students of the school, creating a strong connection with all students. Student Support Workers (SSAs) are an integral part of the teaching team. There is collaboration between teachers and SSAs in support of their students. At the end of Grade 3, students transition to Roberts Elementary, a large K-7 school with close to 700 students. The school has been preparing the grade 3 students for a successful transition through workshops and project work with the grade 3 students from the main school. Through these workshops, site visits, recess and lunch play opportunities at the main school, annex students develop a greater sense of community and belonging.

Roberts Annex's staff have committed to the VSB Collaborative Early Literacy Intervention (CELI) program. Through staff literacy meetings and collaboration, classroom best practices, small group and individual supports, the teachers of Roberts Annex emphasize strong literacy leadership and development. A Reading Recovery teacher also works with the students requiring the greatest support with literacy growth.

Staff provide learning opportunities and experiences that support the physical and mental well-being of students. Through community building activities such as the breakfast club and the school musical, annex students develop a greater sense of belonging. A district counsellor supports the social emotional well-being of students through class presentations, friendship group facilitation and individual sessions. A District Speech Language Pathologist (SLP) is also strongly connected to the community of the school.

Roberts Annex staff are committed to the goals and objectives towards reconciliation. Staff participate in professional development and collaborate on class and school wide presentations, lessons, and workshops. Students have opportunities to enhance their knowledge, awareness, appreciation of, and respect for

Indigenous histories, traditions, cultures, and contributions. The school code of conduct utilizes a medicine wheel circle of courage, demonstrating the necessity for balance between the domains of Belonging, Independence, Generosity and Mastery.

Roberts Annex is supported by the VSB Community Connections Department. Together, we have collaborated with community agencies to provide after school activities such as yoga, sports programs, STEM workshops, Kidsafe programming during school holidays, holiday hampers and toy donations.

The Roberts Annex Parent Advisory Council (PAC) is an integral member of the school community. The PAC is dedicated to providing the best learning opportunities for students by advocating for the neighborhood, raising funds and organizing community events.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Roberts Annex's staff have committed to the VSB Collaborative Early Literacy Intervention (CELI) program. Literacy data collection tracks the progress of students as they transition from K through grade 3. This data is used to critically examine our literacy practice, collaboratively identifying successful strategies or the need to develop areas of intervention. Through best practices of classroom literacy programs, small group instruction, and intensive reading supports, the students have made significant literacy progress and we are closing achievement gaps.

Data from the 2022-2023 school year:

- 36% of kindergarten students were identified as at risk in literacy during initial literacy screening. By the end of the year, only 5% of these students remained at risk.
- 42% of grade 1 students were assessed as developing in June of 2022. By June of 2023, only 8% of these students were assessed as developing.

Through interviews with randomly selected students, our community of students indicate the importance to feel a strong sense of belonging. They shared that this strong sense of belonging enhances their learning, as they feel more confident and comfortable to take on challenges and push their learning comfort zones, knowing they have the support of their teachers and peers. The students state that community building events such as Breakfast Club and Movie Nights make them feel more attached to the school community. They also expressed how the school musical gave them personal confidence and a great sense of community. When asked about trusting adults that care about them, it was consistently expressed that all annex staff care about them and that they feel safe at school. The grade 3 students did share their concerns of transitioning from their small annex to Roberts Elementary next year for grade 4. They expressed how the grade 3 transition workshops and site tours have helped them feel more connected to the students and site of Roberts Elementary.

Our community of learners participated in classroom lessons with their area counsellor and small group and individual supports when needed. The students were supported by the staff of our school and participated in classroom activities and lessons from District social emotional resources. Teachers of Roberts Annex completed the Devereux Student Strengths Assessment, a survey that provides data on the core social emotional competencies of self-awareness, self-management, social awareness, relationship skills, goal directed behaviour, personal responsibility, decision making and optimistic thinking. Our community of learners demonstrated an average of 14% growth in their core social emotional competencies over the course of the year.

Our community of learners continue their Reconciliation journey by engaging in workshops and lessons that increase knowledge, appreciation of, and respect for Indigenous history, traditions, culture and contributions.

During interviews with the students, they expressed their memorable connection to a Squamish Indigenous artist who facilitated workshops at our school. Our students have opportunities to do Land Acknowledgments in their classes and at school wide functions. Our code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

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

Roberts Annex staff participate in monthly literacy meetings, where they collaborate on strategies and best practices to enhance literacy learning in their classes. The literacy leader of Roberts Annex coordinated workshops with District literacy teachers to implement the new P3P district resources. Data collection through CELI (Collaborative Early Literacy Intervention) are used to critically examine literacy practice, collaboratively identifying successful strategies or the need to develop areas of intervention. Teachers also evaluate CSL (Communicating Student Learning) report data that assess proficiency across the areas of literacy and numeracy.

All students of Roberts Annex participate in Physical and Health Education, where they work on movement skills and strategies to help them learn how to participate in different types of physical activities. Teachers implement movement breaks during instructional time to provide students with mental breaks and opportunities to refocus on learning.

The social emotional well being of students is an important focus for all staff at Roberts Annex. Teachers have implemented the Spot Series district resource supports with their students and also presented a musical, illustrating the importance of emotional regulation. The area counsellor supported students in small groups and individually as well as facilitating class presentation. Support staff workers support students with friendship clubs for those needing social support, lunch club for those needing a quieter space for lunch, and social stories for those that need support with new experiences at school. Teachers participated in the Devereux Student Strengths Assessment, a survey that provides data on the core social emotional competencies of self-awareness, self-management, social awareness, relationship skills, goal directed behaviour, personal responsibility, decision making and optimistic thinking. Feedback from the survey allowed them to reflect on their practice and develop strategies to support students.

Improving the sense of belonging at Roberts Annex was an important goal for the community. The Breakfast club was an amazing community building event, where students and families would have opportunities to socialize, connect, play and eat nutritious foods. Students participated in winter sing a longs and performed a school musical, promoting the magic of the fine arts. Our PAC coordinated many community building events, such as movie nights and egg hunts. Transition workshops for grade 3 students moving the Roberts Elementary in grade 4 focused on increasing the sense of community and belonging with the staff, students and site of Roberts Elementary.

Improve equity

The teachers of Roberts Annex implement a UDL (Universal Design for Learning) model. They have created flexible learning spaces and experiences to provide individual learning for students, meeting the diverse needs of all learners. They also consult with the school resource teachers, therapists and pathologists to provide specific supports for students.

As a CELI school, teachers implement best practices, small group and individual supports in the classroom. A Reading Recovery teacher also works with the students requiring the greatest support with literacy growth. By implementation of these practices and strategies, the teachers are eliminating the literacy gaps and are working towards equity.

Teachers are also aware of the need to provide equity in teaching workshops, offering opportunities to others that may not have had these experiences in the past.

Roberts Annex supports families with groceries, VSB hot lunch program, gift card donations and gifts during the holidays. Working with the VSB Community of Schools department, Roberts Annex hosts afterschool programming such as yoga and STEM, providing access to those that may not otherwise have the opportunity to participate in community-based programming.

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

Teachers facilitate lessons on the importance of the Land Acknowledgment and provide opportunities for students to present it in their classes and at school wide functions. Roberts Annex has been expanding their collection of Indigenous books and resources for the library and the classroom. Staff attend professional development opportunities and integrate lessons of Indigenous history and culture in their lessons regularly. Roberts Annex continues to provide workshops and promote field studies to learn about Indigenous history, tradition and culture. Roberts Annex's code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

HOW WILL WE KNOW WE'RE ON TRACK?

Data on literacy and numeracy will continue to be collected to determine if practices and strategies are promoting achievements and trends towards goals. Data on social emotional competencies will demonstrate growth over the year. Student voice captured in interviews will continue to highlight successful practices of mental health support and the increase in sense of belonging. Student voice will also capture the impact and value of lessons, workshops, and experiences in enhancing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

2023-2024 School Learning Plan

SCHOOL STORY

Lord Roberts Elementary School is situated in part of the downtown core of the Vancouver known as the West End. With 650 students at the school, it is one of the largest Elementary schools in Vancouver. There is great diversity within the student population: 5% (32) of the students are Indigenous, and 31% (204) students are English Language Learners boasting at least 41 different languages spoken at home. The students represent about 40 countries, and of these students, a significant number were born in Ukraine, Russia, and Iran. Many other students come from various countries in the Middle East and Asia. We have a high number of families who receive school support. There are 95 (15%) students on the hot lunch program and about 40 families have accessed the Student and Family Affordability Funds last year on a regular basis- for support with groceries, clothing and to pay for field trips. More than 43% of our students receive resource support and 50 students (8%) are designated as having special needs.

Lord Roberts Elementary School, Elsie Roy Elementary and King George Secondary are a Family of Schools within the Vancouver School Board offering the International Baccalaureate Middle Years Programme (IB MYP) for all grade 6 to 10 students. The International Baccalaureate Middle Years Programme is a five-year programme designed for students in grades 6 to 10. The aim of the IB MYP is to stimulate students' curiosity and to help them relate the content learned in the classroom to their local and international communities. The programme emphasizes the development of the whole child through an inquiry based approach to teaching. All Roberts students in grades 6 and 7 are part of the MYP programme.

Teachers at Lord Roberts enrich their outdoor education curriculum by taking advantage of our location. We are well-placed for neighbourhood walks to Stanley Park, Lost Lagoon, English Bay, and Second Beach. Students take walking field trips to the Joe Fortes Public Library, the ice rink at the West End Community Centre and Robson Square, the Vancouver Symphony Orchestra, the theatres at Granville Island and performances at the Queen Elizabeth Theatre and Canada Place.

Staff at Lord Roberts school are keen to support the students by committing their time to run extracurricular activities. We often have had basketball, volleyball, badminton and track and field teams. In 2022-2023, we started a Pride Club that was well attended by students, some of whom volunteered to represent the Pride Club at Funfest; students raised the Pride flag at school for our Diversity week in May. We had two student bands that performed in assemblies and at our Funfest. Several Intermediate classes performed their ukulele songs at Funfest. For the first time in years, we had an overnight Grade 7 camp.

The Helping Hands Club enhanced the Social Responsibility Competency profile of students in Grades 4-7, in the 2022-2023 school year, by providing them with opportunities to take on leadership roles in the school to foster a safe, caring, inclusive, and welcoming school community such as:

- Morning Announcement Monitors – reinforcement of school Code of Conduct to be proactive with student behaviours.
- Assembly leaders who lead assemblies.
- Organized initiatives based on students' voiced needs, including supervision the multi-purpose room for students so they have a place to go during lunch, started the Chess and Drama Clubs, and arranged volleyball games in the Gym for Gr. 6 and 7 students every Wednesday.

In the 2023-2024 school year, the Helping Hands Club has been renamed to the Student Leaders Club. It will continue the work of morning announcements, leading assemblies, and initiatives based on student needs and creating a sense of belonging and community such as spirit days, hallway monitors, and lunch time games.

Our Parent Advisory Committee (PAC) is very active and supportive of the school. They initiated a request, which was also supported by staff, to rename Lord Roberts, a process which is now underway. They have a well-organized calendar of fundraising activities which supports programming in our school. The highlight of the fundraising calendar is the Funfest which is held on the first Saturday in June. This is a wonderful community event attended by thousands of people. As a result, PAC has subsidized the Boogaloo dance workshops, field trips, Grade 7 activities, paid for a new commercial dishwasher for our LunchLAB program and given funds to support families experiencing challenging circumstances. PAC has been supportive of initiatives in the school such as Bike to School Week, Pride Club, purchased 30 keyboards for our music program, Stream of Dreams, Basketball Court Renewal, planting trees on the school grounds, and organizing the refuse area to clear a pathway for cyclists.

Parents have given thousands of volunteer hours from year to year. In addition to helping with field trips and driving to sports events, twice a week, parent volunteers support our LunchLAB program. Every month, dozens of parents help to deliver thousands of slices of pizza for pizza lunch.

Roberts offers a unique program for our students to learn through our garden. Roberts boasts one of the largest gardens at an elementary public school in BC. The goal of our Edible Education program ignites our curricular and core competencies within each grade by using the Big Idea of food literacy: "Food literacy is having the knowledge, skills and attitudes necessary to choose, grow, harvest, prepare and enjoy food to support one's health, community and the environment. as well as other curriculum areas." (Healthy Schools BC - <https://healthyschoolsbc.ca/key-focus-areas/food-literacy>).

Run in conjunction with the Edible Education curriculum, LunchLAB is a unique program which benefits 200 Roberts students and families on a weekly basis. LunchLAB operates with the support of outside partners, Growing Chefs and Fresh Roots, and has chefs-in-residence to support curriculum alignment and integration. All this work is very much in line with the VSB Food Framework's vision that "every student has access to nourishing food at school; they develop the skills they need to choose, eat, grow, prepare, and share food through VSB School Food programs." This is a flagship program, with guests from school districts from across BC visiting to

see how it operates along with provincial politicians and city councillors. LunchLAB and our Edible Education curriculum were featured in a CBC documentary about food education.

After school, our Community Schools Team members coordinate programs and activities which both enhance our students' learning experiences and provide students with many outside school activities such as yoga, theatre, sport-ball, and coding. Beyond our dynamic staff at Roberts, the area counsellor, Youth and Family Worker, Indigenous Education Enhancement Worker, Multicultural Workers and Settlement Workers all play an integral role in helping Roberts' students transition and succeed in their learning and growth. In the past, the Russian and Farsi speaking Settlement Workers have hosted coffee mornings each Thursday to provide support and connections for our families who are new to Canada. Onsite during each school break, we have the KidSafe and YMCA programming, and in the summer, we also host the Rec and Read program for Grade 1 students.

Community connections are important to us here at Lord Roberts. At our Welcome to Kindergarten event, we usually invite the Vancouver Coastal Health, Public Health Nurse, the children's Librarian from the Joe Fortes public library, before and after school programmers from the West End Community Centre, Coal Harbour Community Centre, Gordon Neighbourhood House, and the YMCA. We work closely with these partners and staff from King George High School throughout the year to coordinate out-of-school and lunchtime programming for our students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Many of our students have the strength of being part of a diverse urban community in which most students walk to school and play in a common community playground at Roberts.

Our students are diverse in their experience and in their learning. There are students who are long time members of the vibrant West End community; however, many students are from families that have recently immigrated or sought refuge in Canada.

Our Student Leaders Club helps to promote a safer and inclusive school culture during recess and lunch times. Students are expected to follow the school and district Code of Conduct as a positive, contributing citizen and member of the school community. Our Area Counsellor, Youth and Family Worker, and Indigenous Education Worker regularly meet with many of our students who require support for social-emotional regulation, behavioural, and academic challenges, as well as connect with their families. Many of our students continue to need support to assist them with tools to strengthen their resiliency due to the many transitions and trauma that they may have encountered.

Many students also benefit from supports and opportunities provided through our breakfast and hot lunch program, LunchLab, Community Schools Team opportunities, Literacy Enhancement teacher, one-to-one volunteer readers, and access to outside agency supports through the school's Youth & Family Worker and Area Counsellor.

Adults working in our school are lifelong learners, learning alongside our students. Students teach us about their backgrounds and their unique experiences. By listening to them, we are more able to identify and meet their needs to support them in reaching their full potential.

Literacy

Through practices of classroom literacy programs, small group instruction by classroom and resource teachers, one to one volunteer readers, our Literacy Enhancement teacher and various reading supports, our community of diverse learners are continuing to develop and apply their literacy skills. Below, please see literacy data collection from the Fall of 2023 for our entire school.

Lord Roberts Elementary School

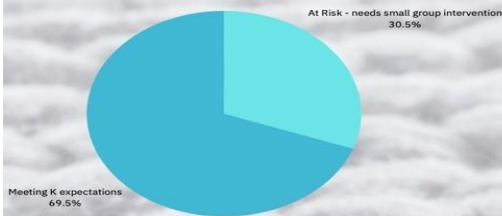
Fall 2023 Literacy Data Collection

Fall Reporting Period 2023	Reading		Writing	
Proficiency Scale	Emerging/Developing	Proficient/Extending	Emerging/Developing	Proficient/Extending
Primary	55%	45%	63%	37%
Intermediate	49.5%	50.5%	61%	39%
Whole School	52.25%	47.75%	62%	38%

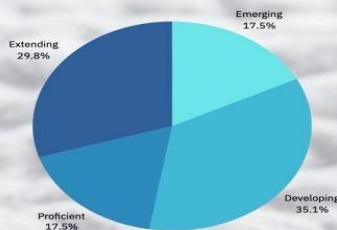
- This chart Indicates percentage of students in each of the proficiency categories as baseline data
- This is a snapshot of literacy progress from our Kindergarten classes, Grade 1 classes as well as Grade 4 classes who have been working in collaboration with our Literacy Enhancement Teacher.

Roberts - February Data at a Glance

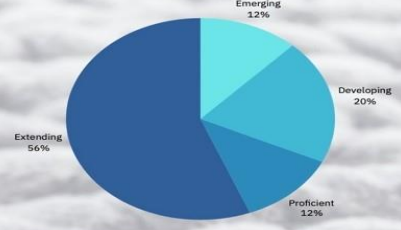
Kindergarten



Grade 1



Grade 4



- The data shows students are progressing over the years. More students are increasing their literacy skills by the time they are in Grade 4.
- Having the staff work together using one program (UFLI) has increased team teaching and professional dialogue.
- The combination of UFLI, Rime Magic and guided reading is helping to increase the literacy skills at Roberts.

Equity and Belonging

Grade 4 and 7 students completed the Student Learning Survey in the spring of 2024.

- 87 Grade 7 students completed the survey and 76 Grade 4s.
- Below are the results related to "belonging."
- Together with our Community Schools Team, YFW, IEW, Area Counsellor and staff, we continue to work on inclusion, belonging and welcoming our new students and families.
- Together with our families and PAC we continue to create fun and welcoming opportunities that celebrate and build on our school culture.

Grade 4 Student Learning Survey

Is school a place where you feel like you belong?

- 38% of students indicated that school is a place where they feel like they belong "Most of the Time"
- 31% of students indicated that school is a place where they feel like they belong "All of the Time"
- 3% of students indicated that school is a place where they feel like they belong "Never"

Grade 7 Student Learning Survey

Is school a place where you feel like you belong?

- 12% of students indicated that school is a place where they feel like they belong "All of the Time"
- 34% of students indicated that school is a place where they feel like they belong "Most of the Time"
- 28% of students indicated that school is a place where they feel like they belong "Sometimes"
- 9% of students indicated that school is a place where they feel like they belong "Never"

As you can see from the above data, students at Roberts generally feel like they belong. We will continue to work towards ensuring all students feel a sense of belonging.

RECONCILIATION

Grade 4 and 7 students were also asked about their learning of Indigenous Peoples. As learning, unlearning, and re-learning are an ongoing process, as a school community we are on a continuous journey. Classroom teachers, Indigenous Education Worker, and community partners all contribute to increasing the knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. Below are the results that show student's perspectives of their Indigenous learning at school.

Grade 4 Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 43% of students indicated that they are learning about Indigenous Peoples "Sometimes"
- 23% of students indicated that they are learning about Indigenous Peoples "Most of the Time"
- 3% of students indicated that they are learning about Indigenous Peoples "All of the Time"

Grade 7 Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 25% of students indicated that they are learning about Indigenous Peoples “Sometimes”
- 27% of students indicated that they are learning about Indigenous Peoples “Most of the Time”
- 27% of students indicated that they are learning about Indigenous Peoples “All of the Time”

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

Through practices of classroom literacy programs, small group instruction by classroom and resource teachers, one to one volunteer readers, our Literacy Enhancement teacher and various reading supports, our community of diverse learners are continuing to develop and apply their literacy skills.

Numeracy is a focus on a daily basis in all classrooms where real world applications are a part of the learning. Classroom and resource teachers provide small group and one to one instruction to solidify math concepts. Math is also applied in multiple subjects areas such as Science and ADST.

Teachers use various Social Emotional Learning Programs in their classrooms to support students' physical and mental well-being. At times, our YFW, IEW, and Area Counsellor help support students in this area. As a school we continue to work on improving the school environment to ensure students feel safe, welcomed and included.

Improve equity

As a school we continue to work on eliminating gaps in achievement and outcomes among students by offering various forms of assessments, providing resource support and other supports where needed. As a school team we discuss these goals of how to improve student learning.

We follow our school Code of Conduct to address racism and discrimination in all forms which is not tolerated.

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

The First Nations Principles of Learning form a large part of our school's reconciliation journey. Staff continue on their journey of reconciliation with First Nations, Metis, and Inuit through Professional Development opportunities. Their learning is incorporated into their cross-curricular teachings where students learn about Indigenous histories, traditions, cultures, contributions, and Indigenous peoples of today. The school's IEW continues to work with Indigenous students to support their academic and social-emotional development.

HOW WILL WE KNOW WE'RE ON TRACK?

As learning and development is an on-going process, continued dialogue and reflection with staff, students, families, and community partners inform our practice and where we are heading. Through various data collection (UFLI assessments, benchmark assessments, Student Learning Surveys, MDI, IIMS and Curriculum Enhancement Teacher data), Conferences, Learning Updates & Summary of Learning, reference to VSB's Education Plan and our School Plan, we are continuously tracking how we are doing as a school. Click or tap here to enter text.

2024-2025

School Learning Plan

SCHOOL STORY

Where we are:

With a population of 641 students and 68 staff members, l'École Laura Secord Elementary is a large and diverse school. Our students speak various languages and our school is situated on the traditional territory of the *xʷməθkʷəy̓əm* (Musqueam), *Skwxwú7mesh Úxwumixw* (Squamish) & *səlilwataʔ* (Tsleil-Waututh Nation). Offering Early and Late French Immersion as well as English programs, we support a wide variety of students, including English Language Learners. We prioritize creating a welcoming environment where students feel a strong sense of belonging and where everyone is welcomed.

Committed to reconciliation, we engage in various initiatives like place-based learning, maintaining our Indigenous memorial garden, and organizing Truth and Reconciliation activities. Located in Vancouver's culturally diverse community near Commercial Drive, our school embraces the richness of its surroundings, utilizing nearby parks and green spaces like Trout Lake for various activities.

We offer many field studies in our community throughout the year and have close relationships with Vancouver Technical Secondary School, the local ice rink and community parks and garden nearby. On our school grounds, we created a pollinator garden and a vegetable garden this year to celebrate Earth Day and we value the green space at our school and organize Indigenous plant walks, birdhouses building and learning about endangered wildlife and relationship with nature, plants and animals.

For the 2024-2025 school year, our in-school programming includes a wide array of artistic performances that reflect a rich cultural diversity. We are dedicated to offering a diverse selection of artistic, cultural, and athletic experiences to enrich our students' education.

Students and community appreciate the hours of volunteer coaching time our teachers put into our cross country, volleyball, basketball and track and field teams.

Our greatest assets at Laura Secord Elementary are the people that contribute to this dynamic learning community. When asked to describe themselves, students chose words like "inclusive, caring, artistic, athletic, kind, funny, helpful, unique and cool." When listing their positive attributes, the most frequently used word was caring. Students also report that staff are helpful, polite, careful with students, have a big responsibility, are gentle, playful and friendly. They see Laura Secord Elementary as being a safe, kind, welcoming place that is awesome and enjoyable. Teachers are keen to note that there is a strong sense of community at Laura Secord found in students, staff and parents.

We celebrate our students' success and progress. In classrooms, teachers celebrate small and large milestones through class meetings, ceremonies, open houses, conferences and conversations. As a school, we create community by celebrating multiple events, including welcoming Kindergarten students and their families to the

school community, Halloween, Winter Warmer, Spring Carnival, Sports Day, Play Day, Spirit Days, Year-End dance and Grade 7 Camp.

When you walk through the halls at Laura Secord Elementary, you will see varied artwork and projects. We are grateful for the plentiful bulletin boards throughout our school where we showcase visual arts, photos to celebrate evidence of learning and growth, student inquiry projects, mathematical thinking and social emotional learning.

Clubs, sports teams, and field trips enrich our students' experiences, fostering a holistic approach to education. Our commitment to ongoing learning is evident through staff participation in various professional development opportunities.

All students in grades Kindergarten through grade 7 at Laura Secord Elementary are also involved in social emotional learning and can benefit from increased empathy, self-awareness and self-regulation.

By focusing on social emotional learning as one of school goals for the next three years, we connect to the Vancouver School Board's Education Plan, to "create a culture of care and shared social responsibility."

We have an active parent advisory council (PAC) and parent community which strives to enhance the experience for students through a variety of activities and programs. This includes regular hot lunches, the addition of Mon Café Catering, organizing an autumn pumpkin patch, Winter Warmer Carnival and book fairs. The parents also assist in fundraising for enhanced classroom experiences, field studies, grade 7 camp and in-school programs.

Engaging with the community is a priority for École Laura Secord Elementary. We have strong relationships with some neighbouring schools. Collaborations with community partners contribute to the overall development of our students. We actively support local organizations through donations and participation in programs that promote mental health awareness and sustainability, including a soft plastics recycling program.

École Laura Secord Elementary School provides a supportive and inclusive environment for learning and community involvement.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Through informal surveys of staff and students as well as the MDI and Power IB, we identified a common desire for increased collaboration, feelings of belonging and seeing oneself reflected in the community. From the MDI, we identified that our students have a strong sense of connectedness with the adults at our school. All of these findings together guided us towards working towards a model of collaboration. We want all students and staff to feel a strong sense of belonging, care and joy in their time here. Not only do we provide a strong academic program, we also value community-building. By introducing a platooning model, we will increase students' feeling of belonging, teachers' sense of collaboration and enthusiasm with respect to education. For year one of our school plan, we will focus on introducing collaborative instruction through various forms. Our students demonstrate collective and individual strengths in a variety of areas, including: athletics, fine arts (dance, drama, music, visual arts), choir, mathematics, writing, public speaking, social justice and technology. Our students ask insightful questions to guide the learning process and have been taught to think while they learn. They are independent and keen to succeed. Our students are reliable, both in their attendance and in their learning. Secord students tend to be confident, brave and willing to engage in new experiences. Teachers report that students come to school with strong world and background knowledge, gained from life experiences, travel and reading.

Many students at Secord participate in school-sponsored activities, including a variety of clubs, peer leaders, Yukulele, choir, athletics (cross country, volleyball, basketball, track and field, floor hockey, handball) and

volunteer as monitors (library, peer tutors). Our students need to feel included and involved. They need to communicate their likes and dislikes and passions. They need to show their learning in a variety of ways and let themselves be creative and use their imaginations. They need opportunities to practice making good choices and they need time to play. Our students need models for joy and engagement in learning and need the time and opportunity to practice interacting with members of the school community. We are a large school and each student needs to feel a sense of belonging and experience being part of a community each school day.

Our teaching staff recognizes that our students have strong relationships with their own teachers. As we revised our Code of Conduct with our previous Growth Plan, students and staff worked together to create a living document that guides our behaviour within our school community. We focused on our school motto, “we take care of ourselves, we take care of others, we take care of this place” and students generated desirable behaviours in each learning location and situation in our school. Our students need to understand and apply our Code of Conduct throughout their school experience.

Our students need to feel a greater connection to our community. As indicated in the Middle Years Developmental Instrument, 97% of grade 4 and grade 7 students recognize there is an adult at school who believes in them, but only 68% of our students indicate they have one or more important adults at school.

Teachers note that students need support and guidance in being flexible and adapting to change in routine. We also recognize that students can improve in kindness and being polite to others. Our Kindergarten students are exploring how to play and how to learn. We take pride in keeping all our students safe, especially our youngest members of our school community. Our newest kindergarten students wear colored vests when they are moving throughout the school and when they are outside at recess and lunch so the other children and the adults will be able to identify them and extend extra care and kindness. Our primary students benefit from our early literacy initiatives such as Reading Recovery and daily structured literacy teaching. Our primary classes visit the Ready Bodies Learning Minds room at least once each week, where students develop their sensory integration, motor learning and academic success through reflexive, vestibular, proprioceptive and tactile systems. Our intermediate students thrive with the diverse opportunities in athletics and leadership. Many of our classes have a buddy class, so students are establishing multi grade and multi-program friendships and relationships.

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

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

One of our primary learning focuses is on literacy, encompassing both reading and writing, integrated into daily lessons and projects. According to collected data, 53.1% of our Grade 4 students are at a Proficient or Extending level in English, compared to the district average of 47.4%. Additionally, 73.5% of our Grade 7 students are at a Proficient or Extending level in English, while the district average is 54.8%.

Furthermore, by focusing on social-emotional learning (SEL) and ensuring our school is safe, welcoming, and enjoyable for all, we create an environment conducive to learning. This allows teachers and students to focus on academic goals more effectively. All students from Kindergarten through Grade 7 at Laura Secord Elementary are involved in SEL, benefiting from increased empathy, self-awareness, and self-regulation.

By emphasizing SEL as one of our school goals, we align with the Vancouver School Board’s Education Plan, fostering a culture of care and shared social responsibility. This holistic approach ensures our students not only achieve academic excellence but also develop essential life skills.

Improve Equity

At Laura Secord Elementary, we are deeply committed to embedding equity into every aspect of our daily activities and educational practices. We believe that providing equitable learning opportunities, comprehensive support, and fostering an inclusive learning culture for every student in every classroom is essential. This approach is the cornerstone of our mission to enhance both the academic achievement and overall well-being of all our students.

By ensuring equity, we strive to recognize and address the diverse needs and backgrounds of our students, creating an environment where everyone has the chance to succeed. This involves not only fair access to resources and opportunities but also actively working to remove barriers that might hinder a student's progress.

Our commitment to equity is reflected in our curriculum implementation, teaching strategies, and school policies, which are all aimed at nurturing an inclusive and supportive atmosphere. We provide tailored support to meet individual needs, celebrate diverse cultures and perspectives, and encourage all students to participate fully in our school community.

This dedication to equity is integral to creating a vibrant, dynamic, and successful learning environment where every student at Laura Secord Elementary can thrive. We believe that by fostering an inclusive and equitable school culture, we are not only supporting individual student success but also building a stronger, more compassionate community for all.

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

Our school learning plan includes a commitment to ensuring that all learners—staff, students, and the community—continue to increase their understanding and knowledge of Indigenous history, culture, and perspectives. By fostering a sense of belonging and cultural appreciation, Indigenous students develop pride, confidence, and self-esteem through the affirmation of their ancestral identity. This holistic support contributes to improved academic performance in numeracy, reading, and writing, and facilitates their successful transition across grades. We are also integrating the Indigenous Principles of Learning across our curriculum for all learners. This approach helps everyone in our school community to deepen their understanding and respect for Indigenous history, culture, and perspectives, enriching the educational experience and promoting a more inclusive and informed school environment. Through these efforts, we aim to honor and celebrate Indigenous heritage, while equipping all our students with a broader, more empathetic worldview.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are successful when we see a positive increase in our MDI and SLS results. We will see less anxious and unexpected behaviours during unstructured social time at school among students. Students will make better choices to solve conflicts, make connections and do their part to foster a welcoming community. We will also see increased interaction among students as well as staff with their respective peers. We will see a decrease in staff and student absences due to mental health and increased well-being and satisfaction of our staff and students. We will track the MDI questions related to optimism, prosocial behaviour, happiness, absence of sadness, self-awareness and responsible decision-making.

2023-2024 School Learning Plan

SCHOOL STORY

Selkirk Annex, located in the Kensington-Cedar Cottage community of East Vancouver, supports 95 students from kindergarten to grade 4. The linguistically diverse families speak 14 different first languages. As part of the Gladstone Family of Schools, Selkirk Annex maintains ties with the Selkirk main school and the Gladstone Community Schools Team. Students have access to laptops, iPads, a sensory room, and a calming space to support their learning and social-emotional well-being. The sensory room aids motor and sensory development, essential for academic success. The school has garden beds maintained by students to develop life skills. The PAC actively supports school activities and programs through fundraising and events like Sports Day and Welcome to Kindergarten.

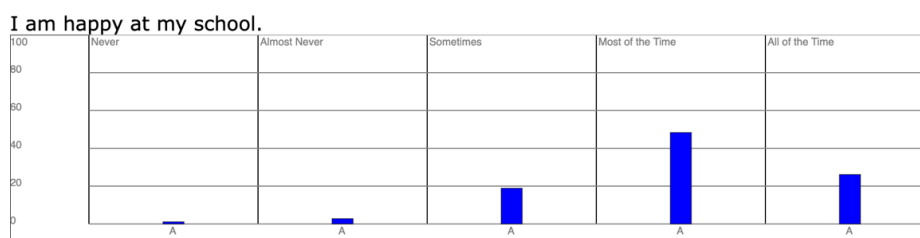
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Selkirk Annex community of learners includes educators, students, and families from diverse backgrounds and lived experiences, each bringing unique perspectives and skills. Together, we create learning opportunities that reflect our community. Selkirk Annex values mutual support, respect, and a shared commitment to fostering a nurturing environment for academic, social, and emotional growth.

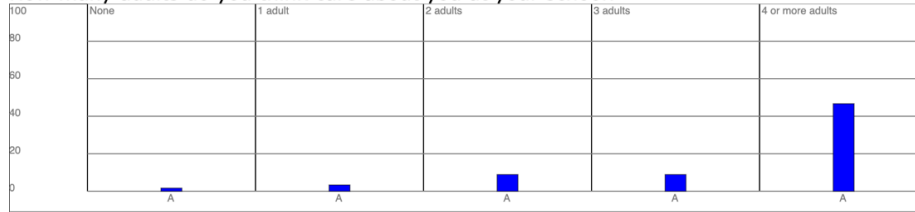
Our learners:

- 51% of our students are English Language Learners
- 49% of our learners speak English at home
 - Many of our learners are bilingual and speak a second language at home, including: Cantonese, Mandarin, Vietnamese, Spanish, Kurdish, Bengali, Thai, Tagalog, Sinhala, Punjabi, Pashto, Tamil
- Each division participates in ground cleanup weekly
- Students participate in daily mindfulness practice
- Students respond well to many modalities from STEM, inquiry-based learning, cooperative learning, life-skills-based learning and environmental education
- Socio-emotional learning and self-regulation are key areas of focus and support for our learners
- Data collected through the student learning survey reflects the positive and supportive atmosphere cultivated within our learning community

Social Emotional Data



How many adults do you think care about you at your school?

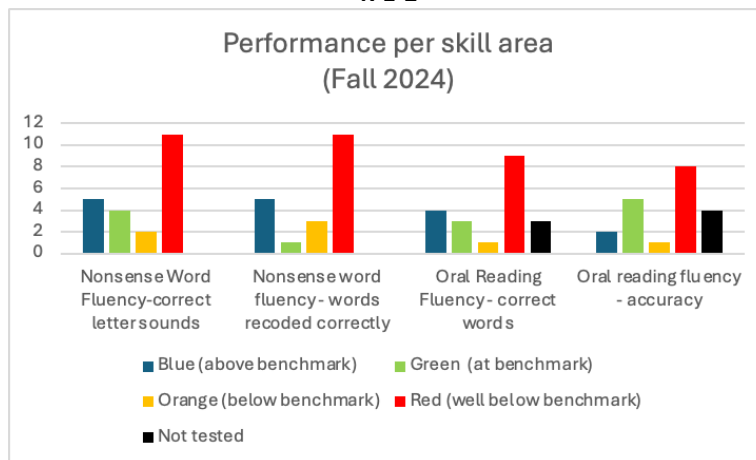


Literacy Data

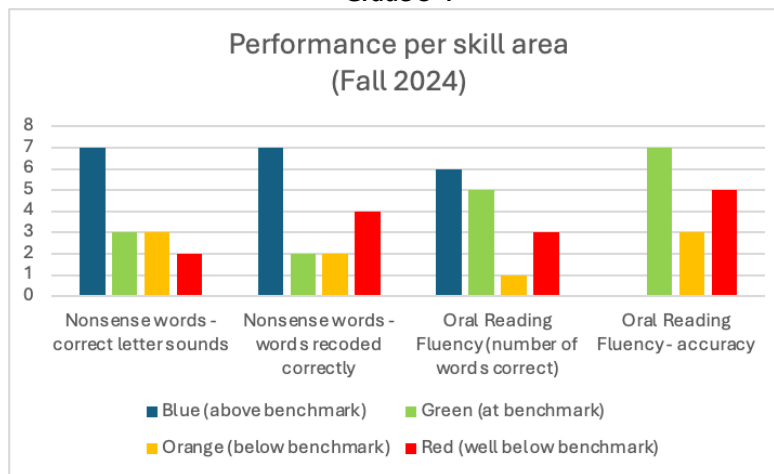
Initial literacy data collection:

Our team used DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to assess all students in the school. DIBELS measures early literacy development in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Its brief format allows educators to quickly assess literacy skills, identify strengths and areas needing improvement, and monitor progress over time. Assessing students in kindergarten, grades 1, and 2 across four key areas provided valuable insights into their educational needs. Initial testing revealed that 50% of these students require tier 2 support. Conversely, grade 3 and 4 students showed positive progress in all four domains. Notably, grade 2 students who were significantly below expectations last year have shown remarkable improvement, highlighting the effectiveness of our interventions.

K-1-2



Grade 3-4



Based on the data analysis completed in the fall, we developed a comprehensive plan to support identified students. This plan uses current assessments and comparative data from June and Sept/Oct, allowing us to track progress and trends throughout the academic year. By leveraging this data, we can tailor interventions to address specific needs and ensure continuous growth and improvement for each student.

Our educators:

- Many of our educators bring a wealth of knowledge, cultural perspectives and lived experiences.
- Our educators embrace neurodivergent affirming practices. They recognize the unique strengths and challenges of neurodivergent students, creating inclusive environments that promote acceptance. This ensures all students feel respected, supported, and empowered to thrive academically and socially. Examples of this include:
 - Removing the school bell
 - Adjusting classroom lighting
 - Promoting a minimalist space by removing unnecessary clutter
 - Providing access to sensory and calming spaces
 - Support workers have undergone significant professional development to assist neurodivergent students and those with disabilities, including social-emotional programming and co-regulation strategies.
- Educators engage in ongoing professional development throughout the year.
- Three teachers have mentored three teacher candidates, offering growth opportunities and real-world classroom experience.
- Teacher candidates have enriched our community by embedding:
 - Indigenous education, upholding our commitment to truth and reconciliation
 - Introduction of the hand drum in primary divisions and learning the Coast Salish Anthem
 - Experiential learning, including growing food, raising caterpillars, place-based learning, and incorporating movement and mindfulness into daily practice.
 - Garden club
 - Basketball club
 - Dance club
- Our support workers engage students in life skills programming, including cooking, baking, grocery shopping, visiting the public library, learning to use public transportation, and taking on school jobs like office assistance, recycling, and library monitoring. Our educators support various mental health and social-emotional programs.

Our community:

- In collaboration with the PAC, we have been able to bring in folks to teach sexual health, teach us about various animals and reptiles, as well as funding a KPOP dance program.
 - Additionally, our PAC has launched a Winter & Spring fair. The fair includes food, activities, music and fundraiser opportunities.
- We have partnered with the Vancouver Firefighter Charities' Snacks for Kids program to ensure that our students have access to nutritious snacks throughout the day. This collaboration emphasizes our commitment to community support, creating a positive learning environment where students thrive both physically and mentally.
- Our school has warmly welcomed volunteers who have generously dedicated their time to support our community of learners by doing 1:1 reading, supporting our teacher librarian and supporting the PAC in all their school-based initiatives

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

Rationale and Introduction

Our goals will be achieved through targeted strategies and interventions, focusing on enhancing literacy using the Response to Intervention (RTI) model. Our data reveals varying levels of literacy achievement among students, illustrated in graphs showing percentages at, above, and below grade-level benchmarks. These insights guide our intervention strategies, ensuring personalized support for each student.

Term 1

- Conducted baseline literacy assessments to identify students' starting points.
- Implemented daily class-wide writing exercises focused on spelling, sentence structure, and executive functioning, with support from classroom teachers, resource teachers, administrators, and support workers.
- Established small groups of no more than three students, led by resource teachers and administrators, targeting specific literacy goals based on assessment data.
- Provided staff training on the RTI model and effective literacy instruction techniques.

Term 2

- **Progress Monitoring:** Conducted mid-term assessments to track progress and adjust interventions as needed.
- **Tier 1/2 Support:** Continued into Term 2.

Term 3

- Conducted meetings to evaluate intervention effectiveness and make necessary adjustments.
- Collaborated with Selkirk Elementary teachers to support and train colleagues.
- Trained staff on the RTI model and effective literacy techniques.
- Scheduled upcoming professional development sessions.
- Provided training to all Selkirk Annex teachers on administering assessments.

Insights Gained

- The necessity of regular assessments to inform instruction.
- The value of small groups and individualized interventions.
- The positive impact of involving the entire school community in literacy development.

Next Year's Plan

- Strengthen Tier 1 Instruction: Improve universal literacy practices in all classrooms.
- Assessments: Assist staff in conducting base-level literacy assessments.
- Expand Tier 2 Programs: Adjust small-group interventions as required.
- Targeted Tier 3 Support: Obtain district resources and specialized programs as necessary.
- Professional Development: Provide ongoing training on literacy instruction techniques and RTI practices.
- Community Engagement: Enhance partnerships with parents and the broader community to bolster literacy development.

Improve equity

- Implement UDL principles ensuring students have access to learning opportunities that accommodate their diverse needs.
- Regularly review literacy and numeracy data to identify equity gaps and adjust interventions accordingly. Ensure that data collection methods are sensitive to diverse student backgrounds.
- Incorporate culturally responsive teaching practices to ensure that all students see themselves reflected in the curriculum and feel valued in the classroom.
- Focus on providing additional support to students from historically marginalized

- Offer regular training sessions focused on equity in education, including strategies for differentiation, culturally responsive teaching, and inclusive practices.

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

- Continued use of Indigenous perspectives and histories in our curriculum across all grade levels. This ensures that all students gain a deeper understanding of the contributions, cultures, and histories of First Nations, Métis, and Inuit peoples.
- Addition of books in our library that offer stories from First Nations, Métis, and Inuit peoples.
- The inclusion of a daily land acknowledgement in our announcements and at any major school-wide assembly.
- Participate in Orange Shirt Day.
- Introduced drumming to our students.
- Introduced the Coast Salish Anthem.
- Introduced truth and reconciliation calls to action for students.
- Taught Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action.

Future Plans

For the upcoming year, we plan to:

- Further integrate Indigenous knowledge and perspectives across all subjects and grade levels.
- Deepen our partnerships with Indigenous communities through more collaborative projects.

HOW WILL WE KNOW WE'RE ON TRACK?

Literacy Achievement

- Improvement in literacy assessment scores.
- Increase in the percentage of students meeting grade-level expectations.
- Monitor individual student progress and adjust interventions as needed.

Physical and Mental Well-Being

- Student participation in physical activities and wellness programs.
- Increase school-wide movement initiatives
- Increase in positive self-reports of mental well-being.

Sense of Belonging

- Increase in student engagement and participation in school activities.
- Positive feedback from students about their sense of belonging.
- Use student learning surveys to measure students' sense of belonging and engagement.

Reconciliation with First Nations, Métis, and Inuit Communities

- Participation in Indigenous cultural events and programs.
- Regularly review the curriculum to ensure it includes Indigenous perspectives.

Regular Review and Adjustments

- Hold monthly meetings with staff to review progress on each indicator.

Continuous Improvement Plan

- Develop action plans based on data analysis and feedback to address identified gaps and challenges.
- Provide ongoing professional development for staff and connect with other schools.

2023-2024

School Learning Plan

SCHOOL STORY

Lord Selkirk Elementary is one of the largest elementary schools in the Vancouver School District. For the 2023-2024 school year, the school has approximately 670 Kindergarten to Grade 7 students enrolled, with approximately 2/3 of the learners in the English stream and 1/3 in the French Immersion program. The French Immersion program continues to be an important part of the community with 10 divisions from Kindergarten to Grade 7. The program is in its 15th year at Lord Selkirk.

Located in the Kensington Cedar Cottage neighborhood, Selkirk is a diverse school community. We have approximately 30 different languages represented in the school, with a significant percentage of students receiving support as English Language Learners. A percentage of learners have also identified themselves as Indigenous.

Our school has three separate buildings containing classrooms and a fourth building which houses a Strong Start program and the music room.

Selkirk continues to focus on diversity as part of creating a culture of belonging. We emphasize the strength that diversity brings to the community. We continue to engage in extensive work with students on anti-racism, and effective, kind, and respectful ways of being and communicating. Continuing this year, we have had a strong focus on SOGI initiatives to ensure all students and community members feel supported in an inclusive environment. This includes ongoing work by the Primary and Intermediate Diversity Club, and many celebrations and learning opportunities throughout the year.

We are fortunate to have a highly supportive and engaged community, represented by our Parent Advisory Council (PAC), who supports programs and helps enhance the experiences of students through both fundraising efforts and community building opportunities. The school views families as partners in education. Families are keen participants in field trips, special events, and general day-to-day life at the school.

Our library commons functions as a collaborative literacy/STEM Hub with flexible furniture and a welcoming atmosphere for the community. We have shared laptop carts, iPad carts, and STEM materials. The teacher-librarian works collaboratively with classroom teachers and student support assistants to engage students in a variety of STEM activities ranging from coding to building to architecture. The library commons has a Story Workshop, a part of our library space which holds thousands of fun manipulatives that help students to engage in creative writing.

Selkirk has numerous students who benefit from enhanced services supports. We have a Backpack Buddies Program through which we send home food each weekend to help ensure our families have access to food over the weekend. We provide daily snacks and offer a subsidized lunch program for students. Our breakfast program, well known in our community as “Books and Breakfast”, is organized by staff and hosts students each

morning before school. We have continued to connect families with outside agencies for out-of-school activities and camps, health care, food security, and family services.

Selkirk Elementary is an early intervention school (CELI) which focuses on early literacy development and interventions for struggling learners. We have a reading recovery program supported this year by a District Literacy Teacher. This complements the work of the resource teacher team, the speech-language pathologist, the district psychologist, and the student support assistants. We host an early years Strong Start program

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Over the last few years, social-emotional learning (SEL), well-being, and mental health have been areas of focus for our school.

Through all our work on SEL, we have noticed many students have varying degrees of dysregulation. We decided a new focus of executive functioning skills that would build on our recent SEL work and help us better understand and address the dysregulation we are seeing.

Anecdotal and observational data from staff suggests that students struggle with emotional control (SEL), sustained attention, time directed persistence, and time management. While this could be related to three years of inconsistency with schooling for students (some at school, some at home, some in a hybrid), the school staff felt the need to focus their attention on supporting students through increased resilience and perseverance.

Improving students' executive functioning skills (EFS) is a goal the staff would like to pursue. Our staff is a professional and committed group who connect with and care about the students in our school. Our interactions, assessments, and connection with students is how we know about them as learners.

To learn more about students' current EFS, interviews were conducted by the principal with 26 out of the 29 classes. Each child was asked the following: I come to school always prepared, I use whole-body listening when my teacher is teaching, I can start my work right away following all the instructions. Students were asked to reply with always, sometimes, or rarely and provide a reasoning for their response. The vast majority of students shared always coming to school ready to learn. Many students expressed having a hard time using whole body listening and are in search for strategies to support being fully engaged in the instructions and teaching when they are provided. Lastly, half of our students are always able to begin their work right away, while the other half shares having a hard time to either initiate a task to then be able to complete a task. Some key findings are that our students have high expectations for themselves and would answer sometimes if they forgot their lunch at home once. When engaging in conversations with them, we can then see what the reality is for them. Also, our students are eager to have their voices heard and are overall very confident to share about their learning and foremost; they are aware of who they are as learners and what can be the next steps to improve their executive functioning skills.

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 and Improve Equity

As a staff, we are focusing on what executive functioning skills look like through the lens of students in the classroom. Teachers are asking themselves how they can improve their practice in ways that help students increase and improve their executive functioning skills.

The focus on executive functioning skills will support all three of the Goals in the VSB Education Plan 2026.

We plan to form various inquiry groups and look at the school goal from various perspectives:

- What does executive functioning skills look like through the lens of students in a classroom?
- How can I improve my practice in ways that help students increase and improve their executive functioning skills?

The inquiry groups will meet throughout the year to share, plan, investigate, adjust and report on their individual and collective practice based on their learning.

All learners are on an individual journey of discovery and learning. Our focus on executive functioning skills will help create an environment where students can make the best of the opportunities that they are presented with. We expect that there will be gains in academic achievement, physical and mental well-being, belonging, and create greater equity of opportunity, which will contribute to our collective process of reconciliation.

Improve equity

There are diverse families and ways to be with learners and we acknowledge that support for learners varies. We hosted Cantonese conversations twice to support our Cantonese community feeling more connected to our school and to the school system. We are trying to share resources that are available, invite Multicultural workers to come on site and connect with families to provide more support. We have discussed with our PAC about ways of going forward to promote translation to be accessible at the PAC meetings. PAC will be installing a poster board with information in different languages outside our school to increase access to information in different formats. We are working on building up community and building everybody up. We would like to have anti-racism workshop for the PAC.

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

As we continue to look for ways to embed Indigenous content and ways of Knowing and Belonging into our lessons, we have made several changes over the course of the year; the Coast Salish Anthem is played at each assembly and the Indigenous Enhancement worker is visiting numerous classes to support and inspire students. Indigenous artifacts, First Peoples' Principles of Learning, and Indigenous ways of Knowing and Being are prominently displayed around the school and are reflected in student artwork.

Our focus on executive functioning skills will also support the Indigenous Education Enhancement Agreement goals of:

Belonging: To increase Indigenous students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

Mastery: To ensure Indigenous students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor the progress in developing students' knowledge and skills, related to their Executive Functioning Skills. Our staff will collect evidence of improvement and needs in students being ready to learn, using whole-body listening skills, and completing tasks. Over the school year, we will analyze class survey results to capture an understanding of our students' progress and attitudes towards improving their EFS. Teachers' observation notes will also be used to document student interactions and engagement during lessons to see if students' EFS are different based on subjects or types of activities. Staff will use both formal and informal assessment data to track progress throughout the year. Staff will continue to analyze schoolwide CSL data, FSA results, and the Student Learning Survey to gauge how our students are doing academically to see if improving their EFS has an impact on their overall learning. We will aim to be consistent in the use of our language to support students' learning.

School Learning Plan 2023-2024

SCHOOL STORY

About this place:

Our school is located near the Fraser River on the south side of Vancouver, on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) & səliłwətał (Tsleil-Waututh) Nations. Our school property runs adjacent to the Langara Trail where students often walk and we often use the nearby green space, Winona Park where students take part in diverse, land based learning activities. The view to the south, seen from our second floor windows, includes YVR and students learn about nearby bike routes, as well as the Punjabi Market to the east. Our school is situated near the Sunset Community Centre and Gateway Skytrain Station.

About our learners:

There are 436 students at Sexsmith Elementary; a diverse group of kindergarten to grade 7 learners, from various socio-economic backgrounds and with a broad range of strengths and stretches make up our student body. Our learners are enthusiastic about their diverse cultural backgrounds and about celebrating each others' cultures at school. There are more than 21 language groups at Sexsmith, and many of our learners are new to Canada.

About our school program:

Our school program involves learners working with Sexsmith staff to meet their own personal learning goals through the [Core Competencies](#), and following the [BC Curriculum](#). We follow the VSB district calendar and offer a variety of programs to make our school the best it can be for students and over 45 regular staff members. We have many options for learners including athletics teams and a year-round Intramural program as well as a growing music program at Sexsmith. Students participate in service and volunteer roles, leadership training, student council, lunch clubs for chess, gardening, and other interests. Each term we work with community partners to offer a few recreational programs for students to register for, including areas such as STEM and coding, yoga and mindfulness, Punjabi Heritage Language classes, dance and music.

About our learning focus:

At Sexsmith, we strive to focus on individual student learning needs, especially with literacy and numeracy skills. To enhance our curriculum offerings, and to meet the social emotional learning needs of all students, we provide project-based learning opportunities that focus on creating a strong sense of belonging. We share and connect with our community through annual events stemming from staff passions and expertise including athletics, science celebrations, Heritage fair events, sustainability (TEGS Think and Eat Green School) programs, and Indigenous Principles of Learning. Our staff create a learning environment focused on collaboration, including buddy and partnership classes and the use of technology for communication and representation. We engage in programs and activities that celebrate student achievement, physical and mental well-being, belonging, equity and Reconciliation.

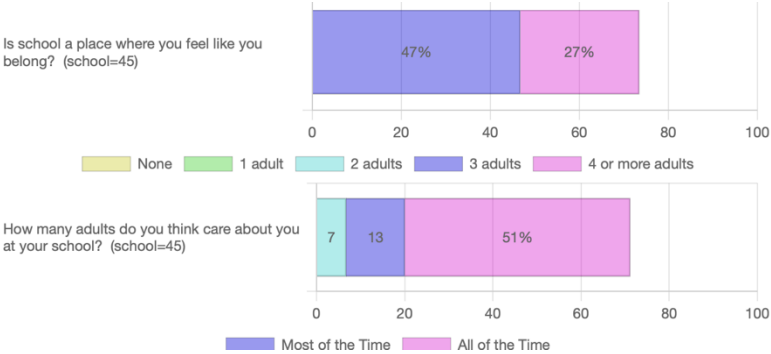
About our PAC and community network:

Our parent/guardian community is strong and supportive. Caring volunteers provide an annual calendar of cultural events at Sexsmith, including many former parents and caregivers who come back each year to support the extracurricular engagement at our school. Our PAC (parent advisory council) hosts fundraisers to enhance our learning program, especially working to develop funds for technology, fieldtrips and extracurricular activities. There is a long tradition at Sexsmith of PAC working with the Arbutus Rotary Club as well as community volunteers to host events for Diwali, Christmas, Lunar New Year and Filipino Fiesta each year. Students of every culture get involved with learning traditional dances, games and ceremonies. Parent volunteers created a weekly hot lunch program and we strive to ensure each class has representation on the Sexsmith PAC. We coordinate with Sunset Community Centre, Marpole Neighbourhood House and the Churchill Family of Schools to provide support for families and opportunities for extracurricular involvement.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As with all Vancouver schools, JW Sexsmith Elementary has a diverse community of learners. Our school is inclusive of all learners, supporting each child to be successful in their own learning path. This includes a community of integrated special needs students as well as over 160 English Language Learners. We have 437 students from a wide variety of cultural groups, speaking over 20 different languages.

Due to these varied needs and perspectives, we have been working to create a cohesive approach to school expectations and towards learning goals for the past three years. Through anecdotal data collection and assessment, we know our students continue to need our support with problem solving skills, personal awareness and emotional regulation, as well as social media safety awareness. We want to increase opportunities for experiential learning and maintain/deepen connections to adults at school as shown in the graphs shared here. We want to support students through modeling and further development for their expression of identity and sense of belonging, as seen with this reflection for students in grade 7 (winter 2024):



Class review meeting data (Feb 2024), showed that 19% of our students continued to require interventions for social emotional learning (SEL). This has been a focus area for our school over the last few years, and to know that more than 80% of students demonstrate self and emotional regulation perhaps in part due to that work and focus on equity, belonging and SEL programs, is encouraging. Our students continue to participate in counselor and resource teacher-led friendship groups, social skill building groups, SEL programs such as the Zones of Regulation, MindUp, Open Parachute, Second Step, TAPS, Social Thinking Curriculum, and more.

Students with special needs at our school include many diverse learners in all classrooms, in addition to 9% of those with identified special needs. Each of these learners has an Individual Education Plan and several of our

Through anecdotal data and reflections from our annual grade 4 and 7 Student Learning Survey, we know our students continue to have supportive families and that the majority of students enjoy coming to school. Most students have trusted adults at school and they are working to demonstrate kindness and empathy to all peers and adults in our school community. Kindergarten and primary teachers report that students are engaged in classroom literacy programs including read-aloud stories, phonemic awareness lessons, reading, writing, listening, speaking, representing and viewing strands of English Language Arts.

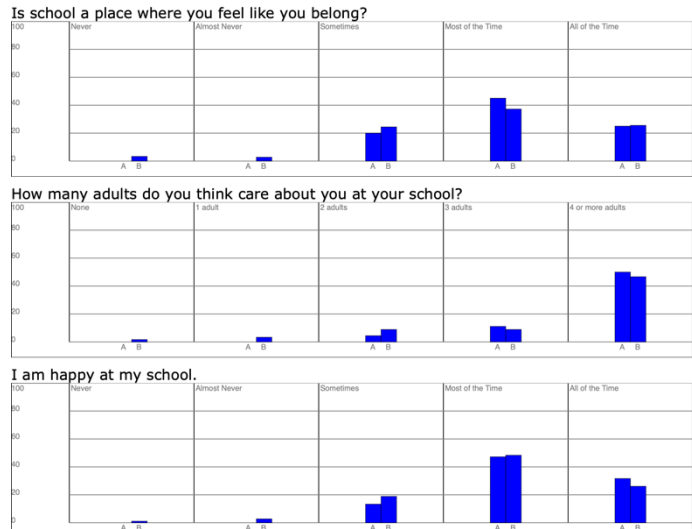


Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

V. SEXSMITH School Plan



Students show us through their everyday behaviours and challenges, that they need ongoing support for learning about their own social emotional learning journey and about their continued work with emotional regulation and sense of psychological safety. Our work in the area of SEL and creating a sense of belonging continued this year with Positive Behaviour Support Interventions and Supports giving us a framework for our new code of conduct language. This work reflects the above word cloud of values and conversations had with staff and students, resulting in our new school motto/acronym: We are Sexsmith STARS! S- safety; T-teamwork; A-acceptance; R-respect; S-sharing.



S- safety
T- teamwork
A- acceptance
R- respect
S- share



Through class meetings, individual interviews and conversations, surveys and general observations, our staff gain knowledge about student and family sense of Belonging at Sexsmith. The bar graphs here demonstrate grade 4 responses to the Student Learning Survey regarding their connections at Sexsmith. Students clearly indicate that they feel a sense of belonging and that adults care about them here. In this post-pandemic world, we strive to create and foster connections with students that support their social emotional development and their academic development. Through the last two years, we know that fewer students attended preschool and daycare programs likely due to pandemic restrictions and affecting their interactions and varied skill sets.

Brainstormed words to demonstrate a Sense of Belonging at Sexsmith (2023), which is reinforced with this year's student learning survey data. Students feel that the following traits of belonging are demonstrated at Sexsmith:

home culture respect Support inclusiveness safe different events
diversity communication comfort involvement
Timely communication care celebrating diversity Timely
friendship school community Safety welcoming



Teachers share that there has been a general improvement in social emotional learning and awareness overall in comparison to last year; however we continue to support students to apply the skills they have learned in daily situations with peers. Staff strive to connect first when working with learners to feel emotionally safe in the classroom and school community. Conversations with parents/guardians and staff teams are ongoing

in an effort to meet student needs and continue developing their ‘stretch’ areas too. In some cases, students have varied recreational, cultural and community activities outside of school, and some do not. At school, we work to bridge these gaps and support all learners to have positive academic, social and recreational learning opportunities and experiences.

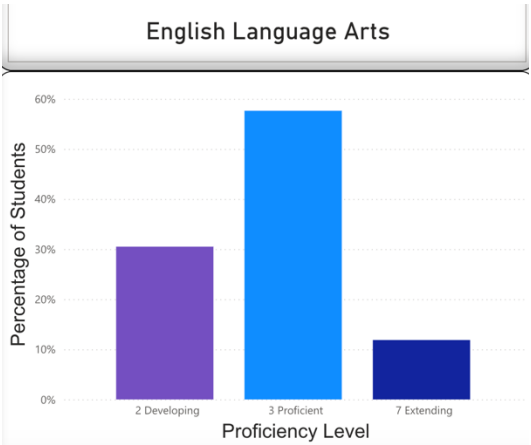
Helping students to reflect on their literacy skills is an area where we would like to continue to focus. Building student confidence with language to share about where they are at and where they are going to next is a key area for our staff to focus on. Supporting students to demonstrate reading comprehension and written output at grade level is something we are continuing to work on; however in the next school year we will also collect further data. In the spring of 2024, we began a renewed focus on writing and created a framework for assessing writing at each grade level across the school. The school wide write will occur twice annually now and we will use the data collected to support our planning for teaching, learning and assessment moving forward.

This spring, we learned that 26% of intermediate students and 10% of primary students were either minimally meeting or not yet meeting expectations for writing. We are hopeful that with using a common assessment tool, and through ongoing staff conversations about ‘calibrating proficiency’ to ensure a systematic approach to marking at our school. We want to ensure that our measurement of achievement in writing is standardized within our school, and comparable to that in the VSB. This will be a new area of focus for our teacher team.

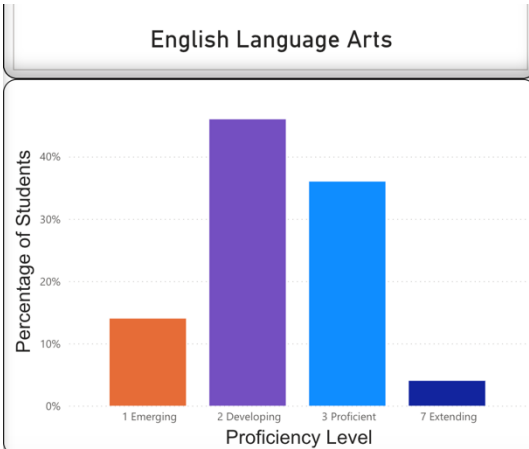
The following graphs show grade 4 and 7 results from our English Language Arts scores on Learning Updates (report cards) and as well from the primary and intermediate student School Wide Write data:

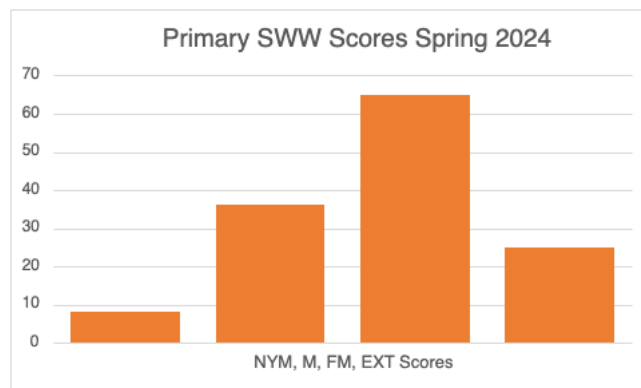
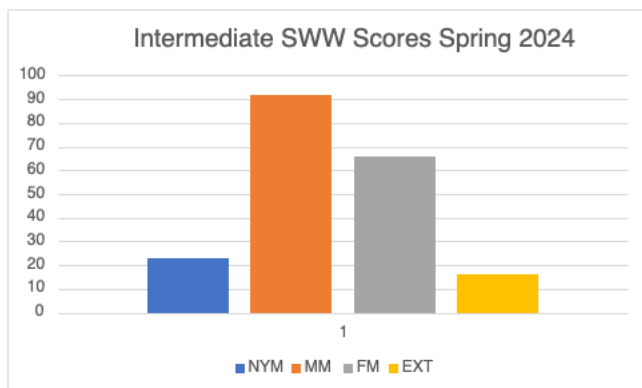


Gr. 4:



Gr. 7:





As shown in the tables above, our Intermediate (gr. 4-7) students and primary (gr. K-3) students are now participating in a School Wide Write each spring and fall. In May 2024, we began to collect data specific to literacy development and are learning more about our students have specific needs to do with written output. This will be a targeted area of intervention in the next year. We will continue to collect data in this area, and then look at those assessment patterns to find areas for literacy interventions.

Improve equity

At Sexsmith, we are committed to strive for equity amongst our learners. We want our school to be welcoming and supportive of those with diverse needs and we want to create programs and activities that make quality learning opportunities accessible to all.

As a staff, we emphasize differentiated instruction and Universal Design for Learning strategies in our classrooms. We aim to engage everyone, planning activities and lessons that keep our students focused on learning outcomes that celebrate identity and culture. We want students to participate fully, starting with SEL and general expectations for safety in the classroom and the school. Through teacher/staff modelling, we want the class to feel like a family and in a family we help each other and learn from one another. Students need to see this place, SXS, as their place. We need to cultivate a culture of belonging, of ownership, of pride so that they will take care of this place, each other, and most importantly themselves.



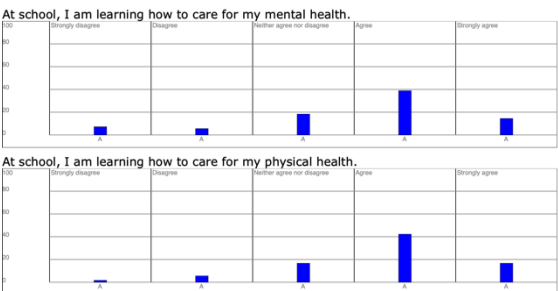
Through the Responsive Literacy Framework (shown by this infographic), we are refocusing our literacy programs to be culturally responsive and supportive of all learners. In particular, through writing, we want to develop our learners to have healthy expressive communication writing as a cathartic activity. We value reflection journal writing, supporting students with SEL lessons so they have space to learn academically, as well as the use of storytelling to help connect and deepen understanding.

Through our work to deepen relationships within classes, between classes and with our school community as a whole, we want to create equitable opportunities and access for all learners. We bring in recreational programming and physical and health activities to augment our existing programs, such as with both field hockey and lacrosse this year, and cycling last school year. Students have access to these sports for multiple

lessons and this broadening of their experience is important to our team. We will continue to seek these unique opportunities that allow all students to experience something that could spark an area of passion for them. See here are members of the Vancouver Hawks field hockey team, teaching a primary class:



We also continue to develop our students as leaders and volunteers, providing opportunities for them to work on clubs and teams. These roles also help our students to build a sense of belonging and purpose. Teachers often work to create an equitable space, for example, offering soft starts in the morning to all students to begin the day with support or extension activities as they might need. Student voice in the student learning survey tells us that they are often learning to take care of their mental health and that this can be a continued area of focus. In a recent anecdotal survey about “what part of Sexsmith STARS is hardest to show everyday?”, students told us that there was almost equal difficulty for each of the facets. Students expressed: “sometimes it is hard because some kids are not that respectful”; “it’s hard to accept others actions sometimes”; “sometimes I get excited and forget to respect others’ boundaries”; and, “teamwork is hardest because you have to think about everyone’s feelings and ideas and that can be hard”. This sampling of reflections demonstrates the mature thinking and honesty our students have when considering the difficulty of following our code of conduct goals all the time. By focusing on this as our ‘northstar’ and goal each day, we know there will be challenges and failures, but we keep aiming for this way of being.



Which part of STARS is the hardest to do/show each day?

[More Details](#)

Safety	36
Teamwork	33
Acceptance	27
Respect	21
Sharing	38

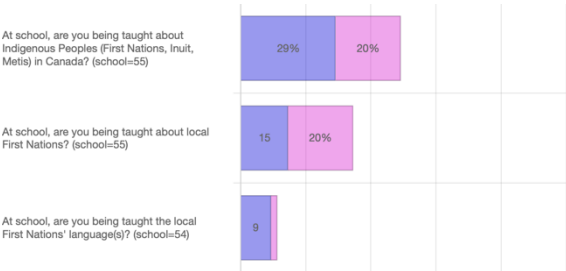


We will also continue and increase our use of Circle for Restorative Justice at school. When problems and conflicts arise, we will strive to use this model for problem-solving and restorative healing where possible. This work is increasing through class meetings and in our office where playground issues and peer-to-peer conflict can end up. We want students to have strong communication skills where they can express their own view point and yet also take the perspective of others. Equitable problem solving includes restorative justice at Sexsmith, as the First Peoples’ Principles of Learning includes the idea that “Learning involves recognizing the consequences of one’s actions”.

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

In our regular Sexsmith Sharing Assemblies, students have the opportunity to learn about and to share their learning, especially regarding each monthly theme to do with the 7 Grandfather’s Teachings. Sexsmith’s continued journey of Reconciliation has included learning about the 7 Grandfather’s Teachings as a moral compass for our work with belonging and equity for all learners. We strive to integrate the First People’s Principles of Learning in each classroom, although recent anecdotal data from our intermediate students shares that this can be increased. Student feedback about learning the 7 Grandfather Teachings has been positive, in one case a student noting that “if all of us learn this, we will have a more peaceful world.”

Each division worked to create their own unique introduction to the Land Acknowledgement, to be read on our daily announcements as well as at our school wide assemblies. Students worked to learn the meaning of words like ‘unceded’ so they could develop meaningful words to speak about their gratitude and this Land. (Photo of a group presenting their Land Acknowledgement in particular at the time of Orange Shirt day, although this practice continued all year).



When we look at data from the Student Learning Survey, we can see that (in this grade 7 sample), students are learning about Indigenous Peoples either ‘some’ or ‘all’ of the time. Where we notice more work to be done is particularly around language and this will become a new focus for us in the coming year. We already have begun to support students and staff with learning respectful and appropriate pronunciation of the 3 Indigenous groups names but notice

that due to lack of confidence and knowledge as a staff, we have not continued this demonstration and teaching with other names and words. Our library collection is growing with books written in Cree, Anishinaabe, and Kwakwaka'wakw languages but our students do not speak these words.



Our staff continues to discuss and demonstrate “performative” acknowledgement of our Reconciliation journey through visual and library displays as well as ribbons on fences, etc; however, we understand the need to deepen our work. Our staff chose to engage with a lunch and learn activity throughout this year where we met as a bookclub reading “Wahi Wah!” by Jo Chrona. This allowed us to have professional conversations about bias and the way we as educators embed the First Peoples’ Principles of Learning. We also met as a staff to discuss learnings from Len Pierre, exploring his website and videos as we discussed ways to provide further Indigenous Cultural Safety for students and families. This work will continue into the next school year.

HOW WILL WE KNOW WE'RE ON TRACK?

Understanding our work and the impact it has on our community is an every-day-process. At times, we are not able to truly measure the things that “count”, but through stories, anecdotal/qualitative assessments and data collection, as well as traditional data collection methods we can learn more about where students are currently at, and where they need to go next with their learning.

Student voice shares much with us. Next year, our vice principal and principal will continue to meet with students and request informal, in-house feedback survey responses in order to gain more understanding of student thinking. Staff will continue to engage in Circle for staff conversations as well, and will aim to include this practice in each staff meeting as well so to give an opportunity for everyone's voice to be heard.

We want to seek new ways to engage parents and our school community with our learning goals and reflections. We are working with PAC to develop new ideas for engaging families and look forward to more opportunities for learning evenings online, social and cultural events with increased participation and more informal surveys/opportunities for feedback in general.

How students are doing with their Learning Update scores and comments, as well as formal data collection from the School Wide Write, reading and numeracy level scores, the Student Learning Survey (grade 4 and 7), the MDI and CHEQ surveys, will all provide important feedback for us as a staff.

Student participation and love for learning is always a key indicator that we look for when we want to know if we are 'on track'; however, every learner is unique and we must continue to strive to find what makes them feel most passionate. As we continue foster a sense of belonging with our students, we are also committed to academic learning and growth as educators.



2023-2024 School Learning Plan

SCHOOL STORY

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

Admiral Seymour Elementary is in a thriving neighborhood between Glen Drive and Vernon Drive on the Downtown Eastside of Vancouver with students from many diverse cultures. The school serves 144 students from Kindergarten through 7th grade, representing a diverse range of ethnicities such as Indigenous, Syrian, Chinese, Vietnamese, Mexican, Colombian, French, Lebanese, and Jordanian. The students come from homes where languages such as English, Arabic, Spanish, Cantonese, Punjabi, and Vietnamese are spoken. Approximately 30% of our students are English Language Learners.

Our school has a rich history, with its first building constructed in 1900 and a second brick building added in 1907. In 2000, Seymour Elementary celebrated its centennial with a celebration spanning through the decades. Over the years, as the neighborhood has evolved, so has the school, becoming a dynamic and vibrant hub of the community.

Classes at Seymour Elementary are organized as combined classes, grouping students from different grade levels together. The combined classes include 1st/2nd grade, 2nd/3rd grade, 3rd/4th grade, 4th/5th/6th grades and 6th/7th grade. The students adapt well to various instructional settings, including individual work, classroom activities, and small group configurations.

The safety and well-being of the students are paramount at Seymour Elementary. The school has two before and after-school care providers: Raycam, located at Hastings and Campbell, and the YMCA, which operates on the school premises. Additionally, the school offers school-based after-school programs focused on sports, Science, and leadership. The school has established significant partnerships with community groups, including the Saint James Music Academy for music programs and the Writer's Exchange for after-school writer's workshops. According to the MDI survey, 82% of Seymour students who took the survey reported having a positive after-school activity that contributes to their well-being.

To ensure students have access to nutritious meals, Admiral Seymour Elementary provides a breakfast program and a lunch program. The school also participates in the BC Agriculture in the Classroom initiative, receiving monthly shipments of fruits and vegetables. In conjunction with Fresh Roots Urban Farming Society and Growing Chefs, our school hosted a Lunch Lab “pop up” for the first time in the Spring of 2023, wherein students took part in the preparation, cooking and serving of nutritious food for the whole school. Healthy snacks are always available, and the school participates in the Backpack Buddies program, which allows students to take food home each week.

Additionally, Seymour Elementary serves as a Strong Start site, welcoming children between the ages of 1 month and 5 years on weekday mornings from 9:30 am to 11:30 am. The Strong Start Centre provides a welcoming space for families and caregivers to connect while offering preschoolers access to a rich and high-quality learning environment.

Our valuable community contributors include the Terminal City Club, Lawson Lundell LLP, BC, and Yukon Book Prizes, Sentinel Secondary and Brooksbank Elementary. We are especially proud of our 20-year partnership with Borden Ladner Gervais law firm (BLG) and love the weekly reading sessions with the lawyers in our classrooms. We also love the books they bring, and our school library is one of the best in the district thanks to their contributions. Fine Arts opportunities are enriched through school-wide performances, various dance programs such as DancePlay, Young Actors Studio, music for all classes with the Saint James Music Academy and photography and visual arts through Artists in Residence in Schools.

We are proud of the diverse athletic opportunities available to students at Seymour Elementary. Last year the Vancouver Whitecaps sent some of their best players and community coaches to run a soccer academy and lively soccer games take place every recess and lunch. Over 110 students had six weeks of triathlon training with Excelleration Triathlon. In the winter, all classes had skating lessons and time on the ice. Throughout the year we offer basketball, volleyball, lunchtime yoga sessions, cross-country, running, track and field and gymnastics with Gym Sense.

The parental community at Seymour supports all the activities and opportunities available to Seymour students. Our PAC has monthly meetings where we discuss school initiatives and other ways to engage and support our community. As a school we try to offer many opportunities for parents to get involved in our school. By volunteering for field trips or offering support for community events, the parents at Seymour are beginning to become actively involved in the fabric of our unique community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students of Seymour are kind, thoughtful and resilient. Seymour students come from a wide array of backgrounds and have a strong connection to their unique cultures. They are proud of where they come from and are respectful of others cultural values. At Seymour 30% of students are ELL, 40% are Indigenous and 28% have a learning designation. These numbers showcase the many competing needs that are evident within our school community. Many students require extra supports in order to be successful in an educational environment. To add to this many students also come from difficult situations over-seas and within Canada, making them vulnerable in a number of ways.

Many students who enter kindergarten have not been in pre-school or an early childhood program of any kind. They are lacking many of the skills that are required for successfully adapting to the kindergarten program. This is why early literacy intervention is such a critical component to our schools learning program.

At Seymour we also have many students who are chronically absent from school and have missed a significant amount of their education. This leads to a very wide array of skill levels in each grade grouping that teachers must work with.

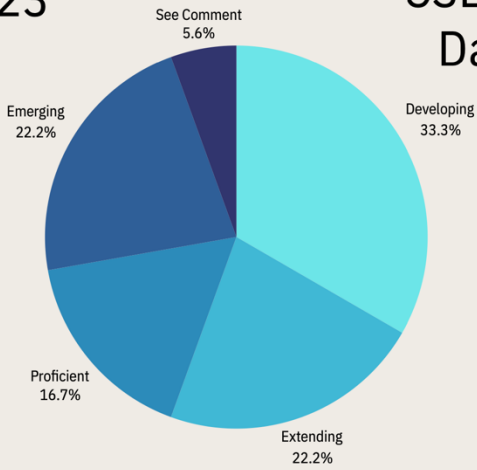
Students at Seymour thrive when they feel safe and close to others within the school. Having these positive relationships are essential to our student's success. Seymour students need to feel safe and cared for by the adults supporting them. By having an amazing staff team in the building who foster these positive relationships everyday, many students have become open to learning new things and have begun to take chances when engaging in lessons and activities.

At Admiral Seymour Elementary, our mission is to educate the whole child. We recognize that education goes beyond academics and encompasses the social and emotional well-being of students as well. Our approach centers on addressing the academic, social, and emotional needs of every student in our care while also celebrating individual cultures and identity.

By focusing on academic, social, and emotional growth while emphasizing kindness, we aim to create a supportive and inclusive learning community at Admiral Seymour Elementary. Our goal is to empower students to become well-rounded individuals who are not only academically prepared but also equipped with the skills, values, and attitudes necessary to thrive in all aspects of their lives.

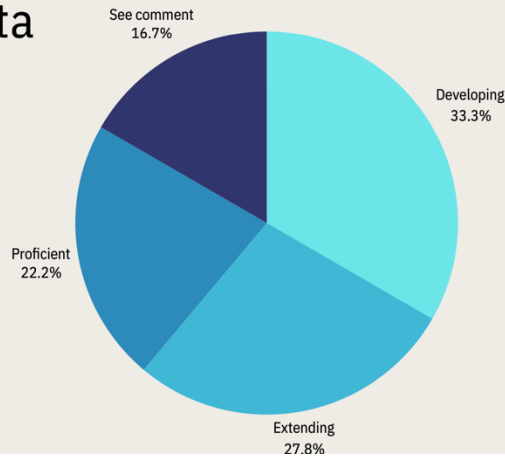
Literacy Data

Kindergarten Term 1 2023



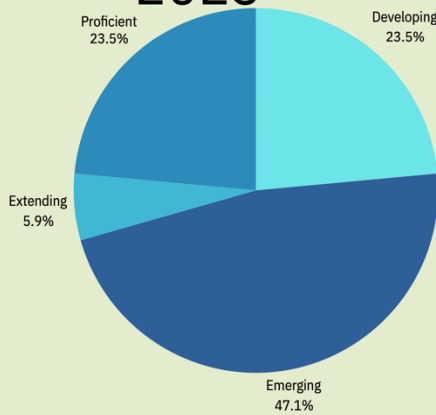
38.9% Proficient/Extending
33.3% Developing

Kindergarten Term 2 2024



50% Proficient/Extending
33.3% Developing

Grade 1 Term 1 2023

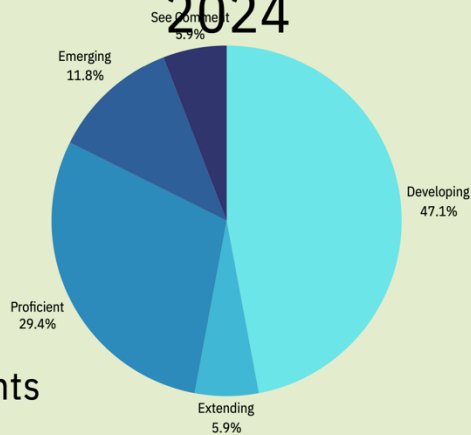


29.4% Proficient/Extending
23.5% Developing

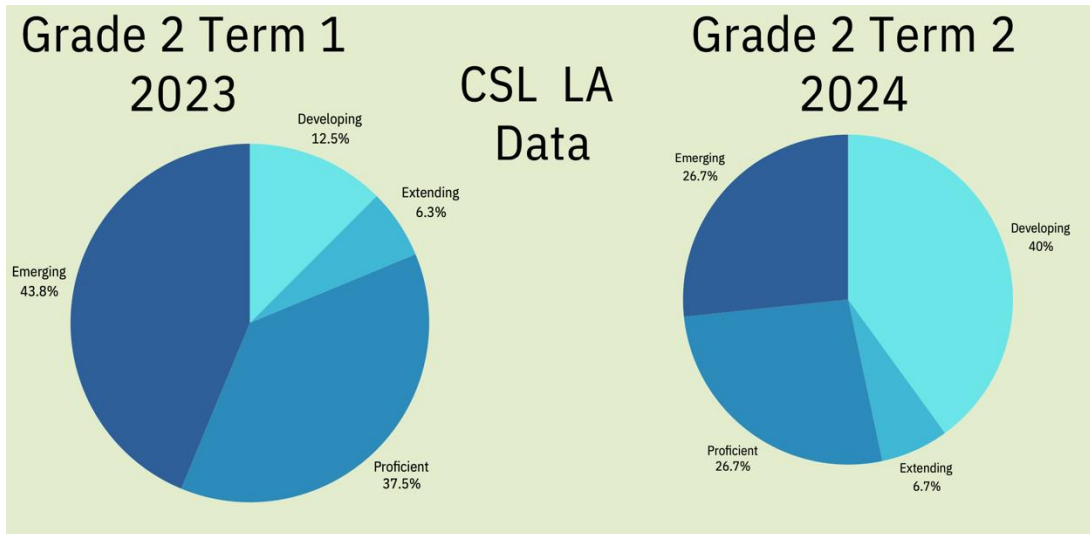
CSL LA Data

17 Students

Grade 1 Term 2 2024

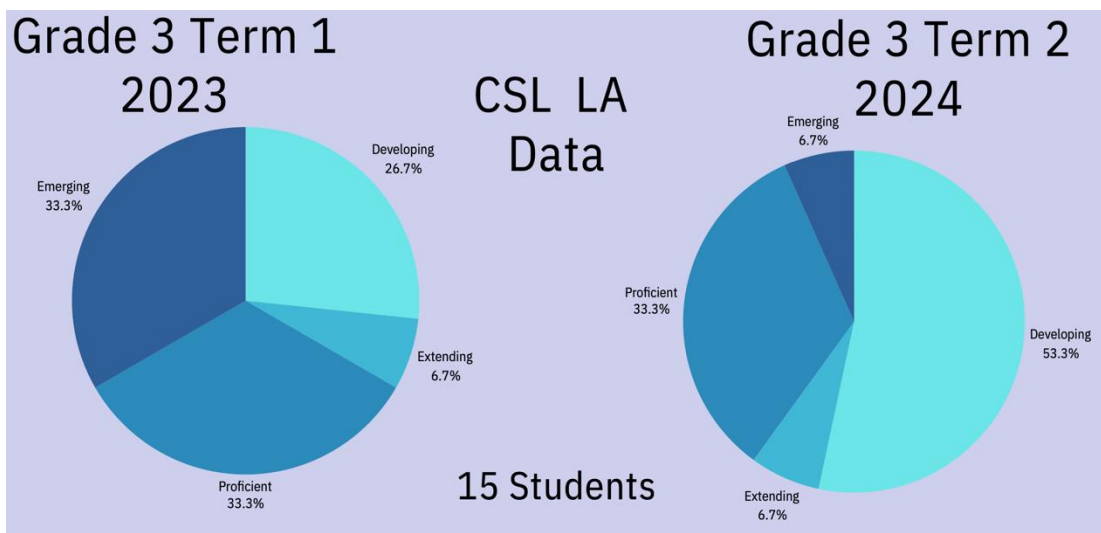


35.3 % Proficient/Extending
47.1% Developing



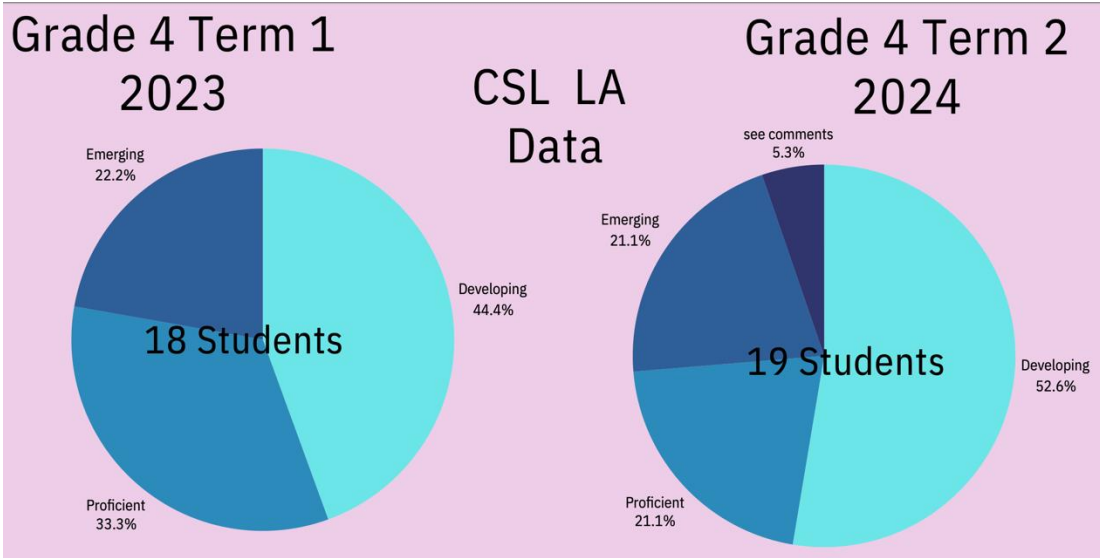
43.8% Proficient/Extending
12.5% Developing

33.4% Proficient/Extending
40% Developing

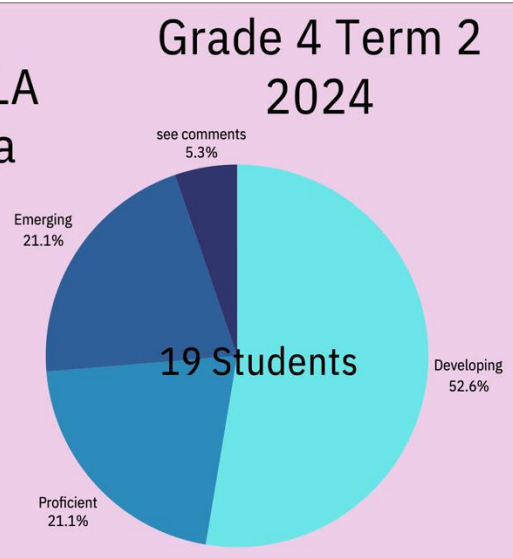


40% Proficient/Extending
26.7% Developing

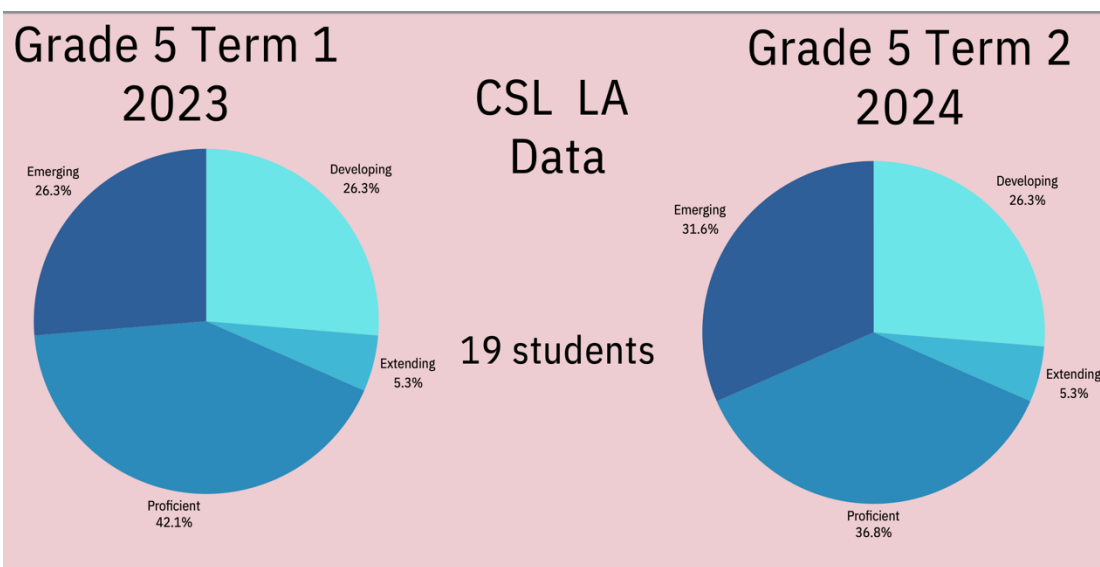
40% Proficient/Extending
53.3% Developing



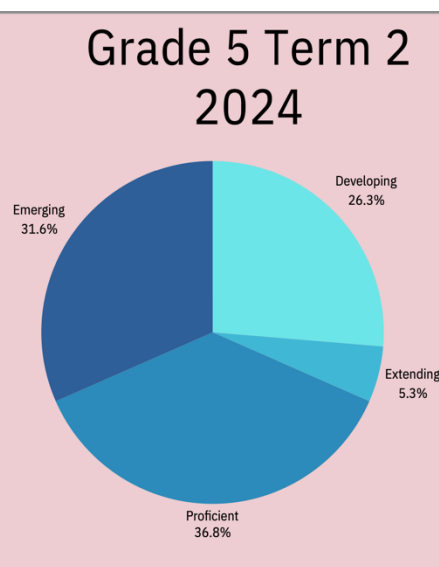
33.3% Proficient - No Extending
44.4% Developing



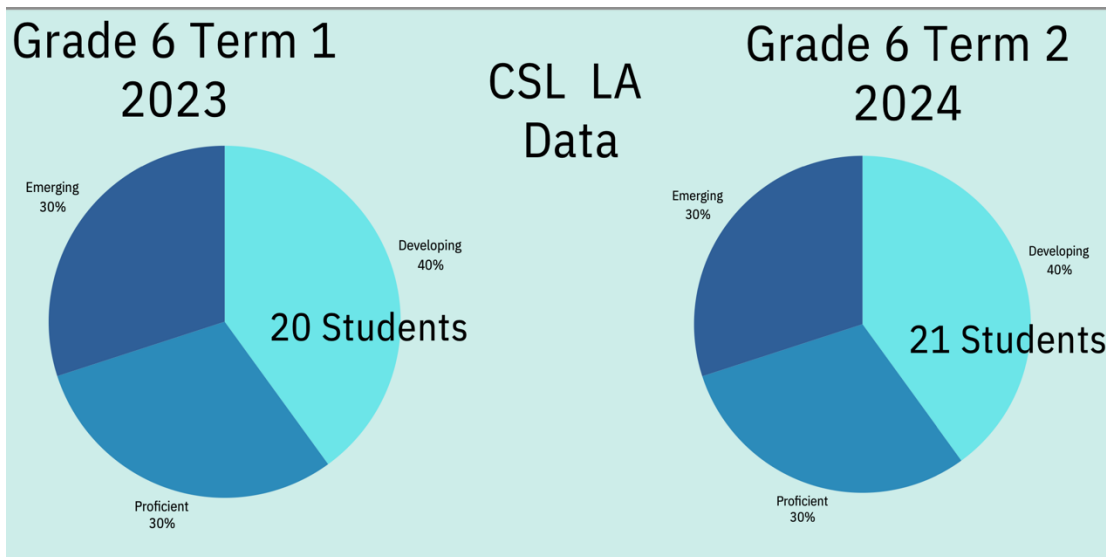
21.1% Proficient - No Extending
52.6% Developing



47.4% Proficient/Extending
26.3% Developing

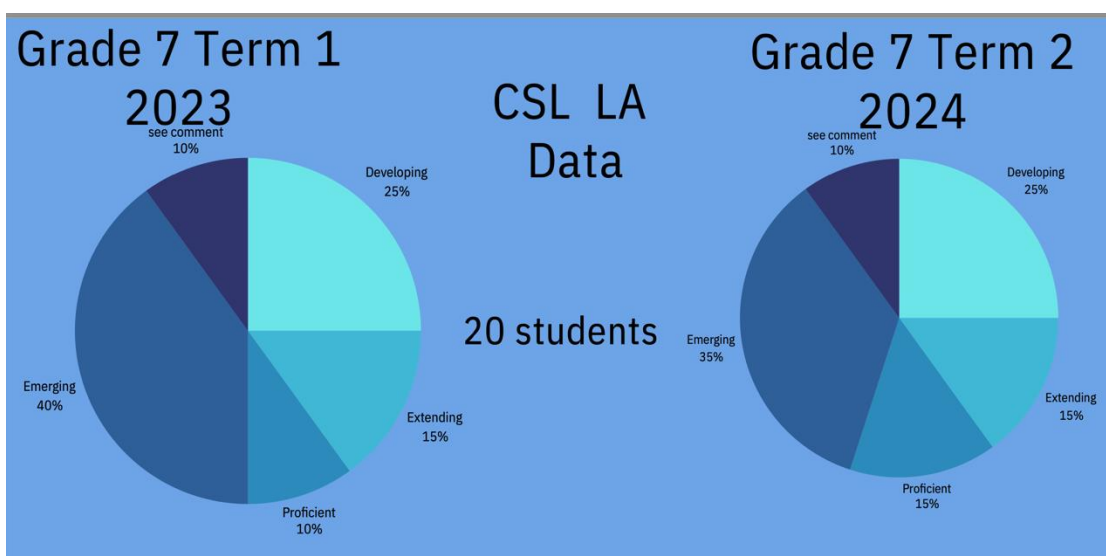


42.1% Proficient/Extending
26.3% Developing



30% Proficient - No Extending
40% Developing

30% Proficient – No Extending
40% Developing



25% Proficient/Extending
25% Developing

30% Proficient/Extending
25% Developing

This data is based on student report cards in Language Arts, it shows that students in grades K to Four have generally made excellent progress this year in literacy. While we do see less progress in grades 5 to 7, this is only one aspect of literacy which is reading. The data indicates improvement in most grades from term to term, however well over half the students at Seymour are in the Emerging/Developing Range. In some grades more than 70% of the students are developing or emerging. The data shows

that we are doing a great job of getting students from the emerging level to the developing level, but getting learners into the proficient range is proving to be very difficult. This data will help guide our literacy goals as they are integral to Seymour students future success. This literacy data shows that Seymour students continue to struggle with literacy, therefore it will continue to be a focus school wide.

Student Learning Survey Data on our Grade 4 to Grade 7 students

The results from the SLS survey showed that 58% of Grade 4 -7 students felt like they belonged at the school most or all of the time. We also learned that 61% of students felt that at least three more adults at the school cared about them.

We will monitor this data for next year to determine if the initiatives and goals we are working towards have a positive effect on the ways students are feeling in these 2 areas.

Regarding reconciliation, students have enjoyed many authentic learning opportunities. We started the year with a school wide parade to celebrate Orange shirt day, where we walked around our community with signs and posters to honor this very important day. Each week all Seymour students engage in Indigenous learning activities with our Indigenous Enhancement worker Carmen. Students have learned the Coast Salish anthem and have learned about residential schools. We have also had many other cultural and schoolwide celebrations where food has been served and we spend time with the entire community.

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 literacy goal at Seymour Elementary is to improve reading success for all students in all grades by providing them with an explicit, systematic, cumulative evidence-based reading instruction. We will focus on student Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.

We will track our success by collecting assessment data in the fall, winter and in the spring. For some children, physiological, medical, or attendance issues interfere with the goal of grade level reading. We will chart growth using this data.

Here is how we will meet our goal:

Strategies:

1. **Phonics Instruction:** Implement systematic and explicit phonics instruction to help students develop strong decoding skills and phonemic awareness. Utilize multisensory activities and manipulatives to engage students in learning letter-sound correspondences.
2. **Vocabulary Development:** Incorporate vocabulary-building activities across the curriculum to expand students' word knowledge and comprehension. Integrate strategies such as semantic mapping, context clues, and word study to deepen understanding of word meanings.
3. **Fluency Practice:** Provide regular opportunities for guided and independent reading practice to improve fluency and automaticity. Use repeated readings, choral reading, and reader's theatre to enhance prosody and expression.
4. **Comprehension Strategies:** Teach explicit comprehension strategies such as predicting, questioning, visualizing, summarizing, and making connections. Scaffold instruction to support students in understanding and applying these strategies during reading.
5. **Small-Group Instruction:** Implement targeted small-group instruction based on students' specific needs and skill levels. Use ongoing progress monitoring to adjust instruction and provide individualized support.

Improve equity

By utilizing our support staff, Youth and Family Worker, Indigenous Enhancement Worker and Literacy Enhancement teacher, we can create, foster and enhance programs. We can also be creative with service schedules that support our most vulnerable students in a variety of ways. By doing this we can help students with many of the obstacles that they are facing in their day to day lives.

At Admiral Seymour Elementary, our mission is to educate the whole child. We recognize that education goes beyond academics and encompasses the social and emotional well-being of our students as well. Our approach centers on addressing the academic, social, and emotional needs of every student in our care while also celebrating individual cultures and identity.

We place a strong emphasis on kindness within our school community. We strive to cultivate an environment where kindness is practiced and valued. This includes promoting kindness towards one another, fostering a sense of empathy and respect among students, staff, and the community beyond. We also encourage kindness towards our school itself, instilling a sense of pride, responsibility, and care for our physical learning environment. Moreover, we emphasize the importance of self-kindness, teaching students to develop a positive self-image and prioritize their own well-being.

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

As a school we are working on making Indigenous education more authentic and hands on. By creating opportunities and experiences for students that embrace Indigenous ways of knowing, we hope to give students a plethora of authentic lessons, activities, experiences and field studies.

HOW WILL WE KNOW WE'RE ON TRACK?

We plan to continue to use our report card data from year to year to compare and analyze which areas we are improving in and what areas we need to focus on. It is clear that literacy is an area that we will be focusing on in the upcoming years. We are planning to use the DIBELS assessment tool, the Phonological Awareness Skills Screener combined with the Quick Phonics Screener 3 times a year. We will use the P3P Assessment Tool from the District Literacy Framework. By using these tools we will be able to track Seymour students abilities in literacy so we can create programming to target areas where they require support.

We will also continue to use the data from the Student Learning Survey to continue to monitor and track the mental well-being of Seymour students and their connectedness to our school. We are also hoping to conduct small focus groups to gather more specific data regarding student's mental health and social emotional well-being.

Lastly, we will be documenting and tracking our Indigenous activities and engagement throughout the year by collecting pictures, videos and artifacts from our events and learning. We will keep track of all events and lessons on a calendar, so we can continue to build on this year to year.

2023-2024 School Learning Plan

SCHOOL STORY

Shaughnessy Elementary School, a heritage site built in 1919, provides education for 442 students in kindergarten through grade 7. The diverse student body represents many languages spoken within the Vancouver community, with 39% classified as English Language Learners (ELL). Students with special education designations are integrated into classrooms and receive assistance from resource teachers and support staff (SSAs). As a staff, we follow the district's Education Plan 2026, which emphasizes student achievement, well-being, inclusivity, and acknowledgement of Indigenous histories.

Students demonstrate excellent academic performance in school-based and provincial assessments – 73% meet or exceed numeracy expectations and 60% excel in literacy. Shaughnessy's dedicated staff oversee this achievement with a commitment to delivering a comprehensive education including enriched academic, sports, and fine arts programs. The fine arts curriculum nurtures the exploration and mastery of students' talents by incorporating drama, visual arts, and music. Shaughnessy's music programs offer opportunities in bucket drumming, singing, recorder, ukulele, concert band, lunchtime chamber choir and chamber orchestra.

Offering an array of extracurricular activities, we value engagement beyond the classroom. We encourage students to take a leadership role in safety patrol, library monitor, peer helper, classroom big buddies, as well as positions in clubs and sports teams, all of which foster personal growth and positive contributions to the school community. Through these opportunities, Shaughnessy students are building capacity to act respectfully, responsibly, and safely at school and within the broader community.

Thanks to the support and generosity of the Parent Advisory Council (PAC) and their fundraising endeavors, students benefit from enhanced programs including dance, gymnastics, visits from local performers and authors, and field trips. In addition, Shaughnessy PAC organizes a variety of school events such as the Family Dance, Movie Night, Family Picnic, and International Cuisine Day to bring the community together.

In our commitment to student success, we focus on literacy, numeracy, social-emotional learning, and our journey of reconciliation with First Nations. Through a collaborative approach, Shaughnessy Elementary School aims to instill in all students a love of learning with a resilient and adaptable mindset that will enable them to reach their full potential.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at Shaughnessy Elementary are well-supported. Both the Early Development Index (EDI) and the Middle Years Development Index (MDI) indicate that our students receive significant support both at home and at school. Shaughnessy staff have prioritized Social Emotional Learning (SEL) this year, emphasizing the teaching of prosocial behaviors such as kindness, cooperation, sharing, empathy, and helping others. Students have access to numerous leadership opportunities, including participation in our peer helper, library monitor, traffic safety and big buddy programs. These initiatives foster a sense of belonging and responsibility, enhancing their overall well-being and school experience. Additionally, students participate in a wide variety of sports and fine arts curricular and extra-curricular programs. In the 2023-24 school year, over 150 students in grades 1 to 7 participated in cross country while 160 grades 4 to 7 students took part in track and field, and approximately 25 to 30 grade 7 students joined the volleyball, basketball, and badminton teams. This active involvement extends to creative pursuits as well, with all students receiving robust instruction in music, art and drama during regular school hours and our intermediate students participating in district-wide events like the Elementary Night of Bands and the Choral Festival annually.

In terms of literacy, many students demonstrate positive progress. Specifically, 53% are categorized as proficient or extending their skills, indicating a solid grasp of literacy concepts taught and practiced in class. Another 38% are in the developing stage, showing steady improvement, while 8% are classified as emerging, signifying the need for additional support. Furthermore, there has been noticeable improvement in students' literacy skills from term 1 to term 2, as evidenced by their report card assessments.

Shaughnessy students are diverse, representing a wide range of cultures, backgrounds, and academic needs. To address this diversity, teachers use Universal Design for Learning (UDL) and culturally responsive teaching to provide support for all students. With a significant number of students who are learning English (34%), our students receive both pull-out and push-in English Language Learning (ELL) and resource support. In addition, our students have access to counselling, mentoring, academic and gifted support provided by the school team.

Our learners are actively engaged in the journey of reconciliation. With our recently expanded library collection, students have access to an increasing array of indigenous literature and authors. Our staff's dedication to enriching classroom resources, incorporating diverse perspectives, and welcoming guest speakers, ensures that students are exposed to a comprehensive understanding of indigenous history and culture. This commitment to reconciliation underscores our overarching goal of nurturing an inclusive and equitable learning environment, which is vital to our dedication to every student's growth and understanding.

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

Within our school community, efforts are underway to enhance achievement in literacy through various strategies. These include employing a diverse range of instructional methods in both whole-group and small-group settings. Through reading and writing workshops, literature circles and other literacy-based and play-based activities, we focus on building skills in phonemic awareness, phonics, vocabulary, comprehension, and fluency to foster identity, play, joy, and wonder to engage and motivate students. Recognizing the diverse needs of our learners, we provide resource support, both within the classroom and through pull-out interventions, to assist those who require additional help.

Similarly, our school community is committed to advancing numeracy skills through targeted initiatives. We prioritize hands-on math programs that integrate real-life applications, ensuring students grasp fundamental concepts effectively. Numeracy talks and the consistent use of math vocabulary in classroom discussions further reinforce their understanding. Collaboration among students is encouraged to promote peer learning and a deeper comprehension of mathematical principles. Moreover, play-based learning activities are integrated into our approach to make math enjoyable and accessible for all learners.

Improve equity

Our school community is committed to enhancing equity through various initiatives. First and foremost, we aim to achieve this by fostering a diverse and inclusive curriculum. Additionally, we prioritize the cultivation of culturally responsive teachers who can effectively engage with students from various backgrounds.

Equitable access to resources is another crucial aspect of our efforts. We ensure that all students have fair opportunities for educational materials and support services. This includes providing assistance to English Language Learners, as well as fostering family and community engagement to create a supportive environment for all.

To combat bullying and promote inclusion, we have implemented anti-bullying initiatives and strive to create a culture of respect and acceptance. Furthermore, we believe in the importance of restorative justice practices, which focus on repairing harm and restoring relationships within our community.

Our commitment to equity is further demonstrated through the range of services available for students, such as counselling, mentoring, and academic support provided by our resource team. We prioritize creating a safe and inclusive space where all students feel valued and respected.

Lastly, we recognize the importance of continually collecting data and monitoring our progress to identify areas for improvement and ensure that our efforts toward equity remain effective and impactful.

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

Furthermore, our school community is actively engaged in the journey of reconciliation. This involves expanding our library book collection and resources to include a more diverse range of perspectives and voices. By broadening access to literature that reflects Indigenous experiences and cultures, we aim to foster greater understanding and appreciation within our school community. This commitment to reconciliation underscores our dedication to creating an inclusive and equitable learning environment for all students.

HOW WILL WE KNOW WE'RE ON TRACK?

We will assess the effectiveness of our initiatives and practices using a combination of anecdotal data and results from our Learning Updates, Summary of Learning, and Foundation Skills Assessments (FSA). These results will help us gauge student progress in literacy and numeracy. Additionally, the Middle Years Development Index (MDI), the Early Years Development Index (EDI), and the Student Learning Survey (SLS) will provide insights into whether our students feel safe, welcomed, and have a sense of belonging within the school environment.

2023-2024 School Learning Plan

SCHOOL STORY

Southlands is a school with a vibrant, diverse population. We are a Kindergarten to Grade 7 International Baccalaureate School. As such, we focus on noticing, naming, and nurturing the Learner Profile Attributes. We facilitate learning experiences in which students can become knowledgeable, principled, open-minded and caring risktakers, communicators and thinkers. With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam) people and we are proud to be the catchment school for the students from Musqueam.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students are curious, playful, and reflective. They love the outdoors and going on forest walks in Pacific Spirit Park. They want to do well socially and academically. Some are more confident learners than others. Students come from a wide variety of cultural backgrounds and many speak two or three languages. They are welcoming of students who are new to our school and appreciative of differences. Having scanned our community of learners, staff identified three areas for improvement. As a community of learners, our students are motivated to learn, yet some have gaps in their learning and social emotional skills, in part due to the COVID-19 pandemic and/or other reasons. Therefore, this learning plan seeks to address those gaps and ensure that there is equity and service for all students, including the Indigenous students who make up 30% of the student population.

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 main school goal is to improve the literacy skills of all of our students, Kindergarten to Grade 7. We will do this by grouping students in a variety of ways, teaching them the skills they are missing, providing them with lots of practice, and by encouraging each individual student to believe in their own potential. We are strategically assessing and targeting instruction for students with lagging literacy skills, which we believe will have a ripple effect, improving their confidence, ability to take risks, and sense of belonging as capable learners. As of June 2024, 70% of the students are not yet reading at grade level.

Improve equity

We will ensure equity by remembering that fair does not mean equal. We will differentiate for students and invite them to participate in their own learning, giving them voice and choice. We will allow for individual differences and celebrate our diversity, for our diversity is our strength. We will do our best to provide learning opportunities that are engaging and meaningful to students, and we will use resources in which all students can see people like themselves reflected. As of June 2024, 95% of students are in regular attendance, participate actively in all school-related activities, and are communicative about their needs.

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

We will continue to build trusting relationships with the Indigenous families and with staff and Elders at Musqueam. We will ensure that our actions are not performative, but rather are authentic and meaningful. For example, the students at Southlands have written their own personalized Land Acknowledgements and take turns reading them during the morning announcements each day. We are committed to ensuring that our actions are not performative, but have an impact. For example, we display the ḥə́ḥḥə́míḥə́ḥ alphabet to show that we recognize and value the language of the Musqueam people.

HOW WILL WE KNOW WE'RE ON TRACK?

We will track literacy skills through assessment tools such as the DRA, the VSB Responsive Literacy Framework, (P3P), Heggarty, DIBELS and core phonics. Teachers will keep anecdotal evidence of improved attitudes and aptitudes, as well as student participation, engagement and identity. We will also use data from report cards and the Student Learning Survey. We have volunteers come from the One-to-One Reading organization, who read with 12 students. Teachers are consulting with District Resource Teachers regarding strategies and resources.

We meet as a whole staff once a month to discuss gaps in learning and equity. We address those needs through explicit teaching, relationship-building, and working as a team of classroom and resource teachers, support staff and others such as the Speech and Language Pathologist, the International Education Department, and the Indigenous Education Department. Additionally, teacher teams are actively engaged in VSB Literacy Inquiry Projects; including prevention programs such as Rime Magic, with regular collaborative feedback. We have literacy programs in primary, junior, and intermediate grades spanning the multiple classes that plan collaboratively, teach and reassess regularly. With strategic literacy assessment and targeted instruction, we have seen a significant increase in the numbers of students in grades 1 – 4 who are at grade level. For example, in Grade 3, there was a 20% increase in the number of students reading at grade level between October 2023 and April 2024, with similar results at other grades.

We will also track and monitor attendance, office referrals, and other indicators of student well-being, such as data from student surveys. For example, we recently surveyed 75 students in Grades 5, 6, and 7, asking them the question, “Can you name two or more adults in the school who care about you and know you will be a success in life?” We learned that 95% of the students can name two or more adults. Attendance rates improved this year with fewer students chronically away, from 6% to 4%, which may not seem significant, but it is to the lives of the students that are not attending regularly.

2024-2025 School Learning Plan

SCHOOL STORY

Strathcona Elementary is located on the traditional and unceded traditional lands of the xʷməθkʷəy̓əm | Musqueam, Skwxwú7mesh | Squamish, and səliłwətał | Tsleil-Waututh Nations where our staff and students learn, work, and play.

Strathcona is a large, enhanced services, dual track (English and French Immersion) school located on the Downtown Eastside and near the heart of Chinatown. It is Vancouver's oldest elementary school and has a diverse population that adds to the vibrancy of the school community. There are 32 self-identified language or cultural groups that make up the population of students. The school enrolls approximately 493 students from kindergarten to grade 7 with 70% of Strathcona students being enrolled in the English program and 30% in the French Immersion program.

Structurally, architecture accounts for a good deal of Strathcona's charm and some of Vancouver's oldest and most unique buildings. Currently the school occupies 3 buildings; the junior, senior and some parts of the E building. Within these, there is a cafeteria and auditorium. The school and community centre share a gym space, while other parts of the E building are used by preschool/daycare and out-of-school care.

The school consists of over 33% students with Indigenous heritage. The school's population reflects the urban Indigenous population of Vancouver which draws from a diversity of cultures from across Turtle Island. One central aim is to continue to provide meaningful connections to Indigenous culture and practices by listening and amplifying Indigenous voices within the school as well as the broader community at large. We do this by organizing and hosting relevant cultural assemblies and events throughout the year, as well as incorporate Indigenous teachings in our classrooms.

In addition to participating in cultural activities at our school, many of the students are connected and involved with programs and activities at The Vancouver Aboriginal Friendship Centre, Urban Native Youth Association (UNYA), Red Fox Healthy Living Society, Vancouver Urban Ministries, Big Brothers and Big Sisters, Kidsafe, Britannia Secondary school, as well as various Indigenous Childcare centres in the area. The VSB Community Schools Team (CST) is also actively supporting students with out of school programs.

To support the complex needs and challenges many of the family's face, due to systemic racism, intergenerational trauma, and poverty, the school is supported through enhanced services. These services include: a lunch program, social/emotional support for students and families, as well as onsite medical consultations through the RICHER program (Responsive Intersectoral Child and Community Health Education and Research), the Strathcona Community Dental Clinic, and a partnership with CYMH (Child and Youth Mental Health) and VCC (Vancouver Community College) Dental Hygiene Program.

The school is connected to the Strathcona Community Centre, which provides onsite before and after school care programs as well as a breakfast program in the morning, a food program weekly to support neighbourhood

families, and a Dental Clinic. Stratcona Elementary's ongoing relationship with Strathcona Community Centre allows us to build strong recreational and educational programs for our students and their families. Additionally, our Seamless Day before and after school care program for kindergarten students provides a stable, supportive, consistent, routine for new students and families that eliminates transitions to unfamiliar adults and environments.

Music and school athletics are prominent fixtures of the school with elevated levels of student participation. At Strathcona, we value parent/caregiver involvement and the creation of a safe school environment where all students and families feel a sense of belonging and connection. There is a tremendous sense of community in our neighbourhood and we strongly value this community's involvement in the creation of a safe and caring school environment.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The strength of Strathcona Elementary school is its community, connections and utilizing resources to maximize support for our students. Many students come from a culturally rich and diverse community. Strathcona students engage in the school community as they participate as peer helpers, big buddies, library monitors, cafeteria and office monitors and are active in the Red Fox drumming group. Strathcona students respond to many forms of learning, for example, STEM, Story Studio, inquiry-based learning, cooperative learning, and project-based learning.

Relationships are the foundation from which we are understanding our community of learners. Within these relationships and connections, assessments are used to gain further knowledge about how Strathcona students learn. Through these avenues we have identified how complex and multidimensional the students are. They are vulnerable in several domains and at risk for learning challenges. Most of the vulnerable students and families have experienced significant levels of trauma in their lives, and this impacts their learning, behaviour, and social-emotional well-being. Many students entering kindergarten lack school readiness skills. Social emotional learning and self-regulation are key areas of focus and support for our learners, as these lagging skills in many students are impeding academic achievement, primarily in literacy. A core group of students have chronic absenteeism and tardiness.

It is evident from attendance, report card data, behavioural observations, and learning assessments that learners are struggling in various areas including engagement, mental health, and academic skills. There are several contributing factors impacting student success including social emotional wellbeing, especially in the community where there already exist many socio-economic, and racial barriers. Supporting Strathcona students means supporting the Strathcona community.

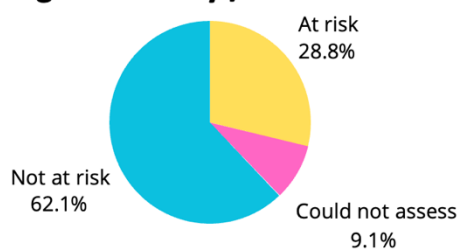
Classroom assessments, report card data and formal literacy assessments echo classroom and resource teacher observations that Strathcona needs to continue to focus on literacy: both reading and writing. Over 50% of students are considered at-risk for foundational literacy skills based on classroom evaluations

85% of Grade Four students completed the Student Learning Survey (SLS)

- 86% reported that they feel a sense of belonging.
- 92% of students report that there are two or more adults that care about them
- 82% report that they are happy at school.
- 91% feel welcome
- 93% feeling safe.

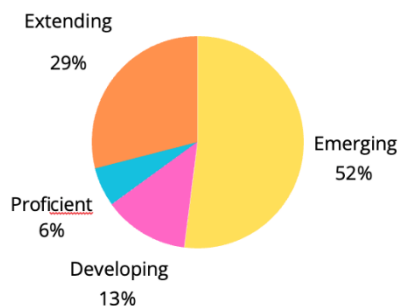
This, along with student observation and expressions, shows that students and the community look to the Strathcona as a safe and supportive place.

Literacy Data from 2023/2024 **Kindergarten - May / June 2024**

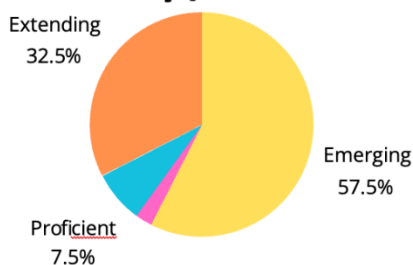


*Assessment tool was the Kindergarten Protocol

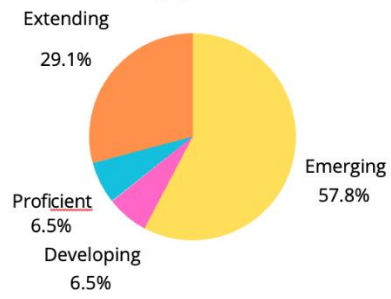
Grade 1 - May / June 2024



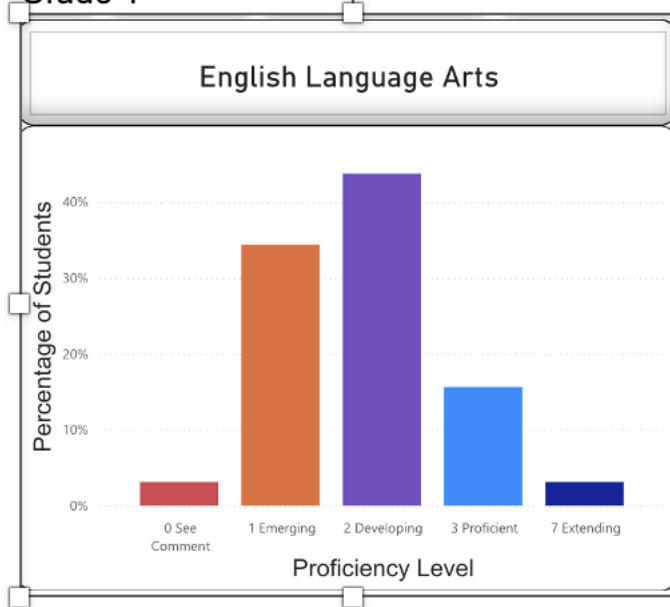
Grade 2 - May / June 2024



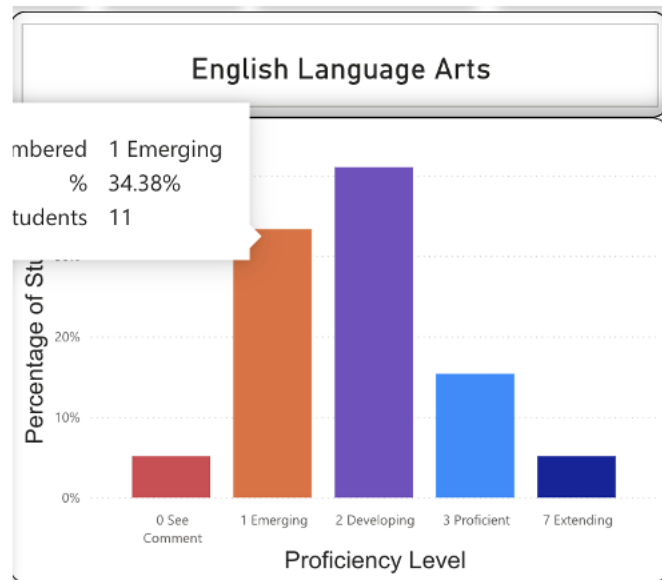
Grade 3 - May / June 2024



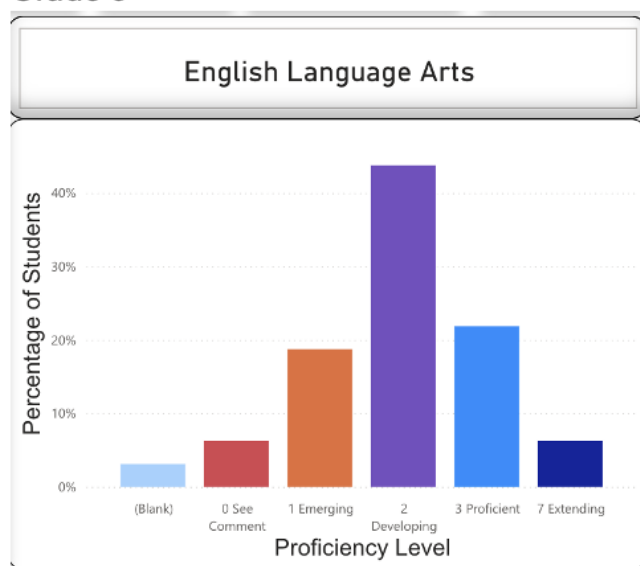
Grade 4



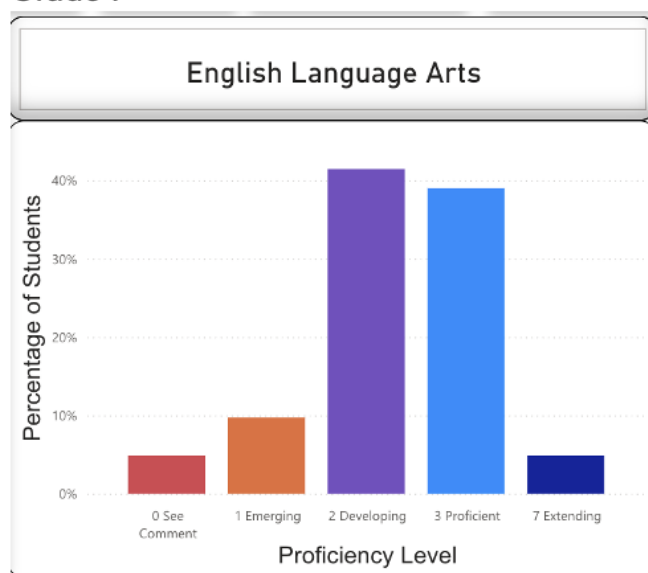
Grade 5



Grade 6



Grade 7



The above data shows that the majority of the intermediate students are falling into the emerging, developing and proficient range, with the majority of the primary students performing in the emerging range.

Ongoing work and classroom support with Literacy and Resource team will continue to build student skills in the classrooms. Additional literacy professional development combined with a Universal Design for Learning model and work towards common assessments will help to build continuity of language and structures to programs.

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

The primary areas we will focus on are Engagement, Belonging, and Community Building.

Within these broad areas are literacy, social emotional well-being, parent and student engagement and community building. All these areas connect with the larger goals of the VSB in equity, inclusion, and Indigenous education.

We are striving to improve student achievement in literacy and through this increase engagement in wider curriculum goals and opportunities.

We are striving to create a safe, calm, and connected school environment, where students' needs: emotionally, socially and physically are primary considerations.

We are doing these things through a lens of trauma informed practice and a lens of de-colonializing systems and barriers for all students and families

Improve equity

Equity is an ongoing lens that the school filters all support through. Many of our families benefit from additional support with a multitude of needs. Staff are committed to connecting and monitoring for changing and ongoing needs. Many of our families require support resulting from Intergenerational trauma and fractured relationships with schools. Improving equity is woven into the fabric of all we do at Lord Strathcona Elementary.

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

The Truth and Reconciliation Calls to Action are a lens that focuses our work every day. We are grateful to have 33% of students identifying as Indigenous, with parents and community partners playing significant roles in our school.

All staff work to highlight and celebrate diversity, with First People's Ways of Knowing and Being acting as a guide centering our work. We lean heavily on the gifts our community members bring to the school community. We are grateful to have a community elder to support our community. Additionally, our Indigenous Garden, assembly protocols and ongoing work towards the Truth and Reconciliation Calls to Action are evidence of our ongoing efforts to reflect, and embedding Indigenous practices in all that we do.

Regarding the Aboriginal Education Enhancement Agreement, we are touching on all 3 areas.

These are the 3 areas:

- 1) Belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- 2) Mastery to ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.
- 3) Culture and community to increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures, and contributions by all students through eliminating institutional, cultural, and individual racism within the Vancouver school district learning communities.

HOW WILL WE KNOW WE'RE ON TRACK?

- 1) Student Learning Surveys show strong connections to the school and staff, this will continue to be a marker of students' voice. Staff will continue to look at these and revise strategies to ensure student growth and success.
- 2) Participation of families in community events is enormous, we see families enjoying and joining these celebrations learning. Family participation will be tracked. Close connections and communications with the PAC will also help us know we are on track.
- 3) We are working on a listening campaign to try to hear diverse voices. This year we connected with individual families to solicit input. This year, we would like to create an event that will take advantage of our family's enjoyment and significant participation at school celebrations.
- 4) Ongoing review and reflection on literacy and numeracy data. Staff will reflect and revise strategies as necessary.

2023-2024 School Learning Plan

SCHOOL STORY

Šxʷwəqʷəθət Crosstown is a dynamic urban elementary school in the heart of Vancouver. It opened for Kindergarten to Grade Seven enrolment in September 2017 and now has 21 divisions and 480 students. We are the neighbourhood school for families living in parts of Yaletown, Chinatown, and the Downtown East Side. Our school population reflects this wonderful diversity of place. Welcoming brand new immigrants to Canada, as well as Indigenous students whose families have lived on these lands since time immemorial, Šxʷwəqʷəθət Crosstown is a very diverse community. There are over thirty different home languages spoken, with the most common being English, Spanish, Russian, Farsi and Korean. Forty-four percent of our students speak a home language other than English.

The Šxʷwəqʷəθət Crosstown community is very proud of our Henqimenum name, Šxʷwəqʷəθət [shwa quwa set], which was gifted to us by the Musqueam Nation on March 9, 2020. Elder Larry Grant gifted the name and explained its meaning: “Šxʷwəqʷəθət references a mode of transportation used by Musqueam people whereby they caught the tide as a shortcut from False Creek to Burrard Inlet. The meaning of this name is generally translated as ‘the place from which one can catch the tide.’” Since March 2020, we have been working to honour our name, learning about its meaning, spelling and pronunciation. This is an important part of our reconciliation work. We have created two sets of Indigenous hand drums and some students can be seen each morning drumming and singing to acknowledge the local Nations and to welcome the day.

As a school community, we want all students to feel included, respected and seen. We value care, community and kindness. We have a well-established school wide positive behaviour support program (PBIS), which forms part of our Code of Conduct and helps us explain expectations and problem solve when needed. We are the Šxʷwəqʷəθət Crosstown CROWS – Caring, Responsible, Optimistic, Wise and Safe. Staff give CROW cards to students ‘doing the right thing’ as a way to make these values visible. Our CROWS matrix which sets out positive expectations, supports the social and emotional well-being of all students.

A key part of our school community are our parents and care-givers, including the active and supportive Parent Advisory Council (PAC). The Šxʷwəqʷəθət Crosstown PAC provides additional resources, such as our library book bags, events like dances, support for our wonderful Sun Run team and much more. Many parents and care-givers, including grandparents, foster parents, aunts and older siblings, can often be seen on the playground, chatting with staff and other students before and after school.

We have valued community partnerships with Vancouver Society of Childcare Centres, which runs after school care as well as summer child care on site. In addition, the Vancouver Firefighters and Backpack Buddies provide us with valuable food support throughout the year. To help support families there is after school programming such as sports, yoga and science programs. The school itself is situated adjacent to Andy Livingstone Park, a City of Vancouver park, which serves as our playground.

Our unique location allows us access to many opportunities including ready access to the seawall around False Creek. Habitat Island is within walking distance, providing outdoor learning opportunities with a small stand of trees and shoreline environments. We also have easy access to Concord Pacific Park, Chinatown, Hogan's Alley, Dr. Sun Yat Sen Garden, and Science World. We have valued community partnerships with BC Place which allows us periodic access to their field as part of the Field of Dreams program.

The ʂxʷwəqʷəθət Crosstown students are very enthusiastic about opportunities offered to them. The committed staff team volunteer to run a wide variety of sports teams including basketball, soccer, badminton, track and field and cross-country. Our teams are big! More than 90 students joined the track and field team and more than 100 ran cross country this year. In addition, thanks to parent volunteers, we also have a very special Sun Run team, which, at 103 registered members, won the prize two years in a row for largest elementary team. In addition to these athletic opportunities, many students are involved in caring for our roof top garden and annual events like our Talent Show and Terry Fox Run.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

There are 480 learners at ʂxʷwəqʷəθət Crosstown. Of these, over twenty are Indigenous, about 30% are designated English Language Learners, with many more speaking one or more languages. In addition about 10% have a special need recognized by the Ministry of Education and Child Care. The community is dynamic, with new families joining us throughout the school year. Often these families are also brand new to Canada. We know that our learners are curious, empathetic and interested in each others' stories. We know that our students embrace leadership opportunities and have enacted several student-led initiatives, including various clubs. We value student voice.

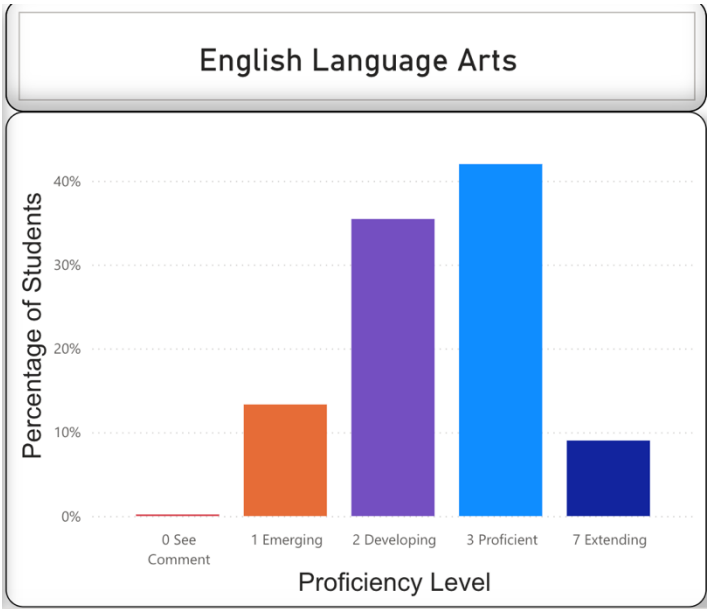
Our collective goal is to increase students' sense of belonging by focusing on the Core Competency of Positive Personal and Cultural Identity. We believe that our diversity is a strength and we want our learners to be able to express themselves and feel a sense of belonging within this community. We use the phrase "Share Your Story" to express this goal and as celebration of individuality within community.

In order to learn more about our learners from the learners themselves, we conduct interviews with five randomly selected learners from each division. We ask students to name adults they believe care about them. This question helps us understand students' sense of belonging and care within the school community. The results from the interviews conducted in the spring of 2024 indicate a high sense of belonging.

In keeping with “Share Your Story”, we are also interested in knowing if students feel listened to. This is an important aspect of equity within diversity. The results from the interviews conducted in the spring of 2024 indicate that the majority of learners feel that they are listened to by adults.

“Share Your Story” is concerned with different types of equity, including linguistic equity. Many of our students have a home language other than English so we work to make them have a sense of belonging. We have done things like: translating our CROWS (Caring Responsible Optimistic Wise Safe) code into multiple languages, increasing the number of classroom and library books in home languages, acknowledging a wide variety of cultural celebrations, holding Newcomer Welcome Teas for new families, and prominently displaying a world map with individual dots for students to place indicating where their story starts.

“Share Your Story” is also concerned with increasing our students’ literacy skills – to increase their ability to tell their own stories in written form. Below are the results from Term Three Summary of Learning, Kindergarten to Grade Seven. This data indicates that just over 50% of our students are proficient or extending in Language Arts. A significant portion of our students continue to to be at the developing or emerging stage, including many of our students who are learning English.



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

“Share Your Story” helps students’ well-being as we work to create a sense of trust and care. The goal connects to both oral and written literacy as students are encouraged to express themselves in different ways. This year we have also focused on structured literacy in many classes, including focused lessons on phonics and phonemic awareness. In addition, students are often encouraged to write or express themselves in their home languages and to share their language skills with newcomers.

Improve equity

We will continue to provide students with many ways to feel welcomed and to develop a sense of belonging. In addition we will continue to value student voice and will conduct a student voice survey to learn more about the students we serve. We strive to create equity by using Restorative practices when solving disputes between students, providing space and time for each student to tell their own perspective.

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

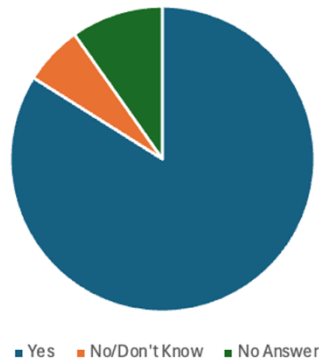


Morning circle – drumming, singing, acknowledging the ancestral and unceded lands of the xʷməθkʷəʔəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

We believe that our learning about Indigenous knowledge and worldviews is deeply related to the “Share Your Story” goal of increasing a sense of belonging among all students. We would like to acknowledge our Indigenous Enhancement Worker, Kim Konda, who guides and supports us in this learning and unlearning. This journey continues in a variety of ways including learning from books by Indigenous authors and hosting the Vancouver Opera production of “Flight of the Hummingbird”. In addition, some students are honoured to be learning from Elder Marr from the Carnegie Centre. We also care for an Indigenous Garden with Indigenous plants and medicines on the flour floor roof top patio. We plan to celebrate National Indigenous Day with contemporary music. It also is important to note that the First Nations Principles of Learning form a large part of our reconciliation journey, as teachers and support workers try to embed the principles throughout the curriculum and the school day.

Each year, we ask each student to tell us what they know about Indigenous peoples and cultures (contributions, stories, history, traditions, language), what they wonder and how they think this learning connects to their own life. Students from Kindergarten to Grade Seven are able to articulate their knowledge about a wide variety of topics including drumming, weaving, storytelling, Musqueam timeline, the importance of salmon and some words in Hənqimənum. The majority of our students are able to explain a personal connection to this knowledge. This listening to student voices helps us understand our teaching and how to move forward on our Reconciliation journey.

K-7 - Connection



HOW WILL WE KNOW WE'RE ON TRACK?

As a staff, we will continue to gather information and reflect on it together. This includes using the following tools:

- School wide assessment of literacy (DIBELS 8 for 2024-25)
- Gathering student voice in a systematic way in the spring
- Middle Years Development Instrument, Early Years Development Instrument
- Gathering information from individual students about our Reconciliation journey

2023-2024

School Learning Plan

SCHOOL STORY

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

Tecumseh Annex first opened in 1959, to teach primary grade students within the catchment of Tecumseh Elementary School. The school is named after Tecumseh, a Shawnee chief, who was the leader of a First Nations confederacy, as well as military leader. He is primarily known for his role in the fight to retain the land and rights for Indigenous people.

Tecumseh Annex is in the Kensington-Cedar-Cottage neighbourhood of Vancouver, which is centrally located in the middle of Vancouver. This neighbourhood consists mostly of single home residences and is the feeder school for Tecumseh Elementary. Most students go on to attend Tecumseh school for their intermediate elementary years of schooling.

There is a total of four divisions comprising of 71 children from Kindergarten to Grade Three. Over half of our students are English language learners (ELL), who also can speak a second language. Our school population consists of many cultures and spoken languages. We have a variety of home languages that are spoken in the school community including Cantonese, Japanese, Mandarin, Punjabi, Filipino, Portuguese, Spanish, Tamil, Turkish, and Vietnamese.

The Tecumseh Annex staff comprises 16 people, including the site-based administrator, full-time and part-time teaching staff, student support workers, an office administrative assistant and a building engineer. We are a small school, but collectively, as staff, we share many of the responsibilities to fulfill the duties that are required to effectively operate a school. The student body is respectful, kind and we also have a close-knit community that helps and supports one another.

Tecumseh Annex comprises of very proud and active parent and grandparent community. Student performances and parent-teacher conferences are well attended. We have a strong and active Parent Advisory Council (PAC) which helps provide many opportunities for students including special performances, field trips through fundraising activities as well as providing access to materials and resources to support student learning.

Tecumseh Annex has a school wide focus on leadership. Many students choose to take part in leadership opportunities such as being library monitors, doing the daily morning announcements and lunch club activities, all led by the Grade 3 students.

The entire school has adopted a very successful Positive Behaviour Support model, which we call R.O.C.K. (Respect, Open Mind, Community, Kindness). Students are encouraged to be Tecumseh Annex R.O.C.K. Stars. All divisions have had positive results and good success with this shared language and vision for behaviour.

Social Emotional Learning (SEL) has been a long-standing focus of Tecumseh Annex. Our school wide Positive Behaviour Support program, R.O.C.K., began in 2014-15 and continues to be a successful model to this day. We wanted to build on that success and extend our thinking to work on the connections between social emotional learning and academic success.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from diverse and culturally rich, linguistic, and socio-economic backgrounds. Over half of our students are English language learners (ELL), who also can speak a second language. Our school population consists of many cultures and spoken languages. We have a variety of home languages that are spoken in the school community including Cantonese, Japanese, Mandarin, Punjabi, Pilipino, Portuguese, Spanish, Tamil, Turkish, and Vietnamese.

When schools have a high population of English Language learners, there is a narrowed focus on literacy, specifically reading and writing. When looking at the data that can be represented at the school, the overall achievement level school-wide for Language Arts, low to moderate levels is what is represented using a variety of assessment tools. This valuable insight allows the school staff to direct our academic focus, and we have the goal of elevating and eliminating barriers to being able to read and write, at grade level expectations.

We also have fewer than 10 Indigenous students. School supports them, along with other students, through the work of the classroom teachers and the Student Support Assistants.

Finally, as one of the pillars and goals of the VSB's Education Plan which is continuing its Reconciliation journey with First Nations, the Metis, and Inuit. We are a school that infuses Indigenous culturally and historical teachings for the school population to be connected to the land we live and play on, as well as respecting everyone's journey towards reconciliation.

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 overarching goal at Tecumseh Annex is to increase reading fluency and comprehension.

Since we are entering into a new phase of the School Learning Plan, we, as a staff, decided to switch gears to have an emphasis on reading proficiency, versus the previous plan of writing proficiency. There will be content taught, and support provided for writing, in tandem with reading proficiency. As a collective, we are putting efforts and professional development into current and innovative ways of teaching students how to read and find ways to gain a better understanding of phonemic awareness, phonological awareness, phonics, vocabulary and comprehension. As one of the goals for the school district is improving student achievement in Literacy, we decided as a staff to align ourselves with this goal as well. The district has provided us with Literacy guides, the VSB Responsive Literacy Framework [VSB Responsive Framework media post](#). The primary years of schooling are integral to build a foundation for the rest of the student's education as reading and writing are paramount for student achievement.

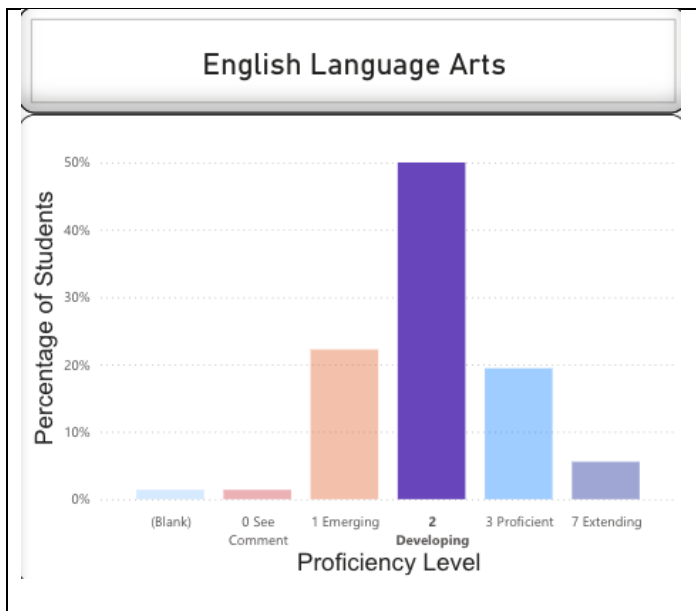
As a staff, we analyzed data to see where there were gaps in student achievement, school-wide. It was evident that we needed to bolster and find alternative pathways to providing the best possible chance for student success within the realm of reading and reading comprehension. There were many initiatives we did as a staff to plan for student success:

- Providing weekly access to school library books
- Providing digital content and levelled reading stories that can be read at any time with a device (tablet, computer, etc.), by purchasing licenses for each student of the school (Learning A-Z – RAZkids)
- On Professional Days, staff were encouraged to attend Professional Day workshops around literacy, specifically reading
- Attending school district provided Literacy Days throughout the year
- Inviting and attending Literacy mentor workshops at the school
- Refreshing the Tecumseh Annex library with current and exciting materials to read
- Celebrating reading by having a 'Reading Day' by having a variety of ways to represent reading and having fun at the same time!
- Standardized and streamlined our assessment practices and align ourselves so we have common language from year to year to reduce the vagueness of reading levels for students
- Reporting student results about performance, well-being and outcomes to the community and using the result to improve the quality and effectiveness of the education and support provided to students.
- B.E.A.R. reading club (Be Excited About Reading) – Ribbons handed out to students when they read 100 nights and even 200 nights and students receive a ribbon for recognition
- Home reading levelled books – sent home by the teachers to encourage more reading practice at home
- Guided reading groups in the classroom

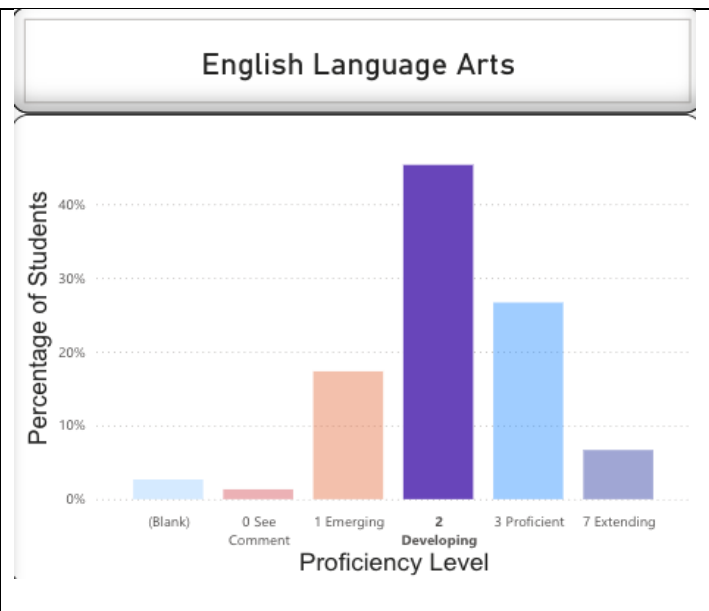
- Weekly book exchange at the school library
- Vocabulary enhancement programs through introduction of new words, sight words, and incorporating these into writing exercises

Term to Term and Overall Scores for Literacy at TECA – 2023-2024

Language Arts Term 1 – 2023/2024

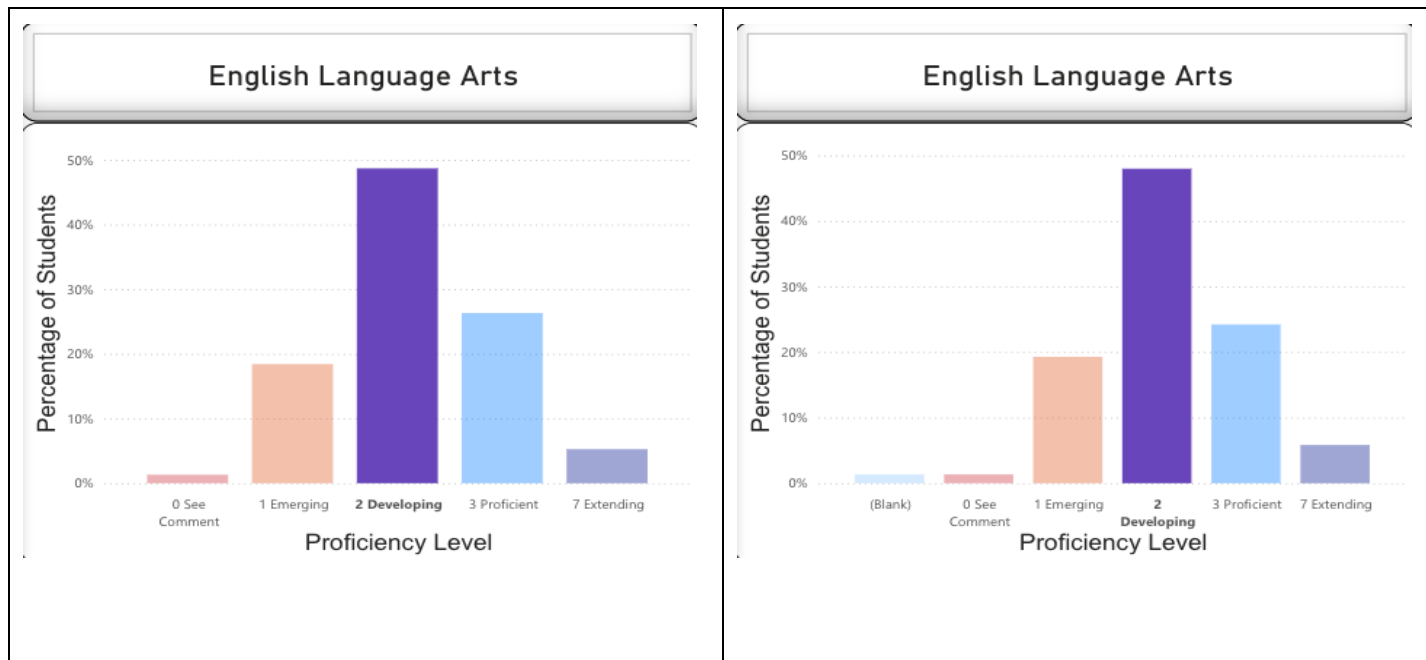


Language Arts Term 2 – 2023/2024



- Language Arts Term 3 – 2023-2024
2024

Language Arts – COMBINED – 2023-



As we see through the list of initiatives, there has been movement in the direction of improving reading and literacy scores with the student population at Tecumseh Annex. Above is a representation of the Language Arts proficiency averages for the entire school. The graphs included in this report show the totals for students for the entire school in Term 1, Term 2 and the Summary of Learning report, along with the averages for the entire year. As the visuals show, there is room for growth with school-wide literacy. The school staff collated the initiatives and on-going support given to the students at Tecumseh Annex. These events have, and will, further the literacy learning, with an emphasis on reading (decoding, blending, and comprehension).

Improve equity

With the advent of the VSB Education Plan, there is a focus on creating equity within the school and within the school district. Students here at Tecumseh Annex have seen a decline in reading proficiency over a period of time and therefore, we want to shift our focus as a staff collective to provide and enrich the reading programs delivered at the school level. We have taken many initiatives to garner more interest in reading and to have as many students as possible, reading at grade level. We streamlined our assessment practices as a staff and utilizing the school district resources. We provided equal and equitable access to books in the library, and online reading programs to track student progress.

We have targeted our resource support staff to elevate students who need more support in reaching grade level expectations. We are doing regular check-ins with reading levels throughout the year to ensure our students are properly supported and provide challenges to continue working on reading proficiency. Teaching staff also provided levelled-reading books to students and are sent home for the students to practice their independent reading.

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

At Tecumseh Annex, we strive to develop staff and student understanding and appreciation for Indigenous cultures, traditions, and histories. We would like to incorporate Indigenous perspectives and knowledge into our daily lessons and activities. We have less than 10 students that are of Indigenous descent.

- Mid-way through the year, the school advocated for IEW support, and we were successful in having the Indigenous Education department allocate a VSB IEW to our school once a week
- Many initiatives were done throughout the year, including bringing in additional resources, having authentic Bannock, performances in the gym and general teaching done in classrooms with the IEW and classroom teachers
- Increasing the professional and student resources in the library
 - Our Earth Day concert drew focus to Indigenous teachings.
- All students watched and discussed “Raven Tales: The Movie”
- BC Indigenous maps are on display in all classrooms and the library
- Several classes are using levelled early literacy books written by Indigenous authors with Indigenous themes (i.e., Eagle Crest Books)
- Posters about the “First Peoples Principles of Learning” are on display in classrooms and in the library
- Recognized Orange Shirt Day and students presented work at our assembly
 - Participated in a Talking circle and had a ceremony during our Truth and Reconciliation Day at the school. Led by a staff member, stories were told, and an authentic Indigenous flute was played – parents were welcome to attend
- Participated in gratitude circles and learned about spirit animals
- Indigenous acknowledgement made by students at gatherings and assemblies
 - For the end of year reports, student self-reflection templates were based on Indigenous animals and their character traits with the kindergarten class
- June 21st – International Indigenous Day – lessons taught to educate students
- Tecumseh Annex MURAL – plans are still underway to have the mural painted – students will directly participate in the making of the mural, based on the artist’s direction

- Individual classes have incorporated learning in specific ways:
 - elder art
 - creating and colouring animals inspired by Haida art
 - science (sun, moon)
 - math (counting)
 - learning about residential schools
 - art appreciation (sketching Indigenous art on display in school)
 - animal legends and the connection between local Indigenous cultures and animals

HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year report card data and the Fountas and Pinnell Benchmark Assessment, we will create a baseline for achievement in reading scores and English Language Arts and examine subsequent scores to analyze and gauge student learning and progression throughout the year, and year-over-year. We have set up a system to have student reading records filed throughout the current school year, and the classroom teacher who will have the student, will see the progress made the previous year. This will allow the teachers at the school to see gaps in learning and have targeted reading intervention when necessary. Also, we will have the student reading folders transition with the student from Grade 3 to Grade 4, as this is a cohesive catchment process and will allow teachers at the main school to see progress as well. Teachers have a narrowed focus on current reading practices and assessment, using the Fountas and Pinnell Benchmark Assessment Systems. Data collection will be more accurate and reading assessment scores will be standardized throughout the school.

The Tecumseh Annex staff are committed to continue the reconciliation journey together as a collective. The staff commit to enrolling in professional development opportunities available within the VSB and online. There is a strong sense of connection with the BC curriculum and the content that is being taught in the classroom, infusing Indigenous knowledge, and weaving it into the curriculum taught. Tecumseh Annex acknowledges all the important calendar dates with special moments of recognition and respect. Through professional conversations and projects that are on-going, the administrator is confident that teachers and staff will continue to enhance the Indigenous perspectives and will be able to sustain this momentum, in the present and in the future.

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Tecumseh Elementary Community is honoured to be learning and unlearning on the ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish) & səlilwətał (Tsleil-Waututh) Nation.

Tecumseh Elementary School, with its rich history and heritage, is located between the Kensington-Cedar Cottage & Victoria-Fraserview neighbourhoods of Vancouver. Specifically, near 41st Ave and Victoria Dr, Tecumseh Elementary School Community has been a central part of the community for its 113 years of operation.

The diverse learning community is represented by a student population of over 400 students who speak 35 different languages.

In addition to the 16 divisions of students (K-7) in regular enrolling, Tecumseh also hosts a District Multi Aged Cluster Class (MACC). MACC is an enrolling class for intermediate aged students who come to Tecumseh from various schools across the district to engage in the gifted learner program.

Tecumseh School routinely offers opportunities to students outside the classroom. Various staff-sponsored athletic teams and clubs are open to students, including cross-country, volleyball, basketball, badminton, and pickle ball. There is also a robust commitment to fine and performing arts at Tecumseh. Tecumseh has a school choir available to students in grades 5-7. The choir enjoys the chance to perform at assemblies, special events or gatherings, and at school-based and district events, such as Celebration of Music and the VSB Choral Festival. The choir was also a recent top ten finalist in the CBC Music Canada Program.

We are happy to celebrate student learning and accomplishments that involve acting, singing, playing various instruments, dancing and sharing work through performances shared with the community at events such as the Winter and Spring Concerts & Techella. We have an ongoing relationship with a school-based Artist in Residence Studio Program, who works with all 17 divisions throughout the school year on fine arts learning projects such as exploring self-identity through self-portraits, connection to animals, and representation with symbols and images. Students have also been able to explore Indigenous plants, learn new printing techniques, and experiment with botanical drawing. The full-time AIRS studio has been recognized and shared with parents and caregivers during learning conferences and open houses.

This year we are embarking on a Legacy Project to honour Ms. Vivian Jung, the first woman of Chinese descent to be hired by the Vancouver School Board. Through a partnership with Vivian's family, local artists, and the Artist in Residence, we created a book of student poetry and art that acted as a fundraiser for an eventual mural project. We also created the Vivian Jung Award to honour the legacy and recognize student achievements on resilience, leadership and a commitment to working for change. We are excited to continue to build off this momentum into next year with additional learning opportunities and celebrations.

Some students select to think about the craft of writing and joy of reading through work with the teacher librarians via the Red Cedar Book Club, and others enjoy volunteering school service as library monitors. We have a diverse range of school-based activity programs from groups such as Arts Umbrella, UBC Science Geering Up workshops, the Vancouver Avian Research Centre, the Burnaby Art Gallery Outreach Programs and the Junior Achievement Society.

We continue to look to increase opportunities for students to see educational performances and productions and to work with field artists in the school. A range of after-school programs are offered to students. Some examples include staff sponsored athletics, programs through the Community Schools Team from David Thompson Secondary School and the YWCA, such as the program for students in Grade 7 transitioning to high school and Red Cross Babysitting. In addition, South Vancouver Neighbourhood House supports students with after-school program offerings. We also work in partnership with the Pacific Immigrant Resource Services (PIRS), a community-based non-profit, serving immigrant and refugee women and their young children. Programs offered by PIRS include pre-school sessions for young children and language classes for adults.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from diverse linguistic, cultural and socio-economic backgrounds. Nearly half of our students are identified as English language learners (ELL), who speak a second language at home other than English. We have a variety of additional home languages that are spoken in the school community including Cantonese, Japanese, Mandarin, Punjabi, Portuguese, Spanish, Tagalog, Tamil and Vietnamese, amongst others.

As a school with a relatively high number of ELL learners, we chose to narrow our focus on reading, writing and oral language support. When looking at the data from our learners, the average school-wide achievement level for Language Arts is between developing and proficient. This data analysis allows the school staff to direct our academic focus, with the goal of elevating literacy levels and eliminating barriers to being able to proficiently read and write at grade level.

Our school also values and works hard to support inclusion. Our dedicated team of teachers and support staff workers continue to create universal supports within classrooms to make the curriculum accessible to all our learners. We also take pride in supporting behavioral, social-emotional and learning challenges identified throughout our school community and work hard to provide personalized, modified, and adapted programs for students who need them.

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 overarching goal at Tecumseh is to increase reading fluency and comprehension.

Since we are entering into a new phase of the School Learning Plan, we, as a staff, decided to switch gears to have an emphasis on reading proficiency, versus the previous plan of writing proficiency. There will be content taught, and support provided for writing, in tandem with reading proficiency. As a collective, we are putting efforts and professional development into current and innovative ways of teaching students how to read and find ways to gain a better understanding of phonemic awareness, phonological awareness, phonics, vocabulary, and comprehension. As one of the goals for the school district is improving student achievement in Literacy, we decided as a staff to align ourselves with this goal as well. The district has provided us with Literacy guides, the VSB Responsive Literacy Framework [VSB Responsive Framework media post](#). We recognize the primary years of schooling are integral to build a foundation for the rest of the student's education as reading and writing are paramount for student achievement. Our primary team are constantly re-aligning and re-imagining their practice to find ways to better support our learners.

As a staff, we analyzed data to see where there were gaps in student achievement, school wide. It was evident that we needed to bolster and find alternative pathways to providing the best possible chance for student success within the realm of reading and reading comprehension. There were many initiatives we did as a staff to plan for student success:

- Providing weekly access to school library books
- Weekly book exchange at the school library
- Providing digital content and levelled reading stories that can be read at any time with a device (tablet, computer, etc.), by purchasing licenses for each student of the school
- On Professional Development Days, staff were encouraged to attend Professional Development workshops around literacy, specifically reading
- Attending school district provided Literacy Days throughout the year
- Inviting and attending Literacy teacher mentor workshops at the school
- Refreshing the Tecumseh library with current, diverse and engaging materials to read
- Celebrating reading by having a 'Drop Everything & Read Day' & having a variety of ways to represent reading and having fun at the same time
- Standardized and streamlined our assessment practices and align ourselves so we have common language from year to year to reduce the vagueness of reading levels for students
- Reporting student results about performance, well-being and outcomes to the community and using the result to improve the quality and effectiveness of the education and support provided to students.
- Guided reading groups in the classroom
- Vocabulary enhancement programs through introduction of new words, sight words, and incorporating these into writing exercises

Student Leadership

Additionally, many upper intermediate age students continue participating in student leadership affording new opportunities for them to grow in their development of recognizing the need for social responsibility within the school and community. We see a direct link between engagement in leadership opportunities and students' sense of belonging and increased positive social behaviors. These activities will continue to grow and expand across our school.

Improve equity

With the advent of the VSB Education Plan, there is a focus on creating equity within the school and within the school district. Tecumseh is a school where diversity is valued, and antiracism education is practiced through classroom and school wide engagements and projects. We celebrate and honour such events as Black History Month, Asian heritage month, Pride Month, National indigenous People's Day, Diwali and other important cultural celebrations to ensure that all members of our community have the opportunity to be celebrated. These actions are having a direct impact on our students feelings of belonging and connectedness to the school. We hope that these sustained and focused actions will continue to empower students and increase their levels of engagement, satisfaction, and feelings of belonging within the school community and ultimately contribute to their social emotional learning and well-being.

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

At Tecumseh, we strive to develop staff and student understanding and appreciation for Indigenous cultures, traditions, and histories. We incorporate Indigenous perspectives and knowledge into our daily lessons and activities.

- Daily Land Acknowledgements over the PA as part of our morning messages by student announcers.
- Indigenous maps are on display in all classrooms and the library
- Several classes are using levelled early literacy books written by Indigenous authors with Indigenous themes (i.e., Eagle Crest Books)
- Posters about the "First Peoples Principles of Learning" are on display in classrooms and in the library
- Recognized Orange Shirt Day and students presented work at our assembly
- Indigenous acknowledgement made by students during announcements, gatherings, and assemblies
- June 21st – International Indigenous Day – lessons taught to educate students

HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year report card data and the Fountas and Pinnell Benchmark Assessment, we will create a baseline for achievement in reading scores and English Language Arts and examine subsequent scores to analyze and gauge student learning and progression over the years. We have set up a system to have student reading records filed throughout the current school year, and the classroom teacher who will have the student, will see the progress made the previous year. This will allow the teachers at the school to see gaps in learning and have targeted reading intervention when necessary. Teachers have a narrowed focus on current reading practices and assessment, using the Fountas and Pinnell Benchmark Assessment Systems. Data collection will be more accurate and reading assessment scores will be standardized throughout the school.

The Tecumseh staff are also committed to continue the reconciliation journey collectively together. The staff commit to enrolling in professional development opportunities available within the VSB and online. There is a strong sense of connection with the BC curriculum and the content that is being taught in the classroom, infusing Indigenous knowledge, and weaving it into the curriculum taught. Tecumseh acknowledges important calendar dates with special moments of recognition and respect. Through professional conversations and projects that are on-going, we are confident that teachers and staff will continue to enhance the Indigenous Ways of Learning and will be able to sustain this momentum and continue to transfer it into other work around anti-oppression and equity.

2023-2024 School Learning Plan

SCHOOL STORY

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

Templeton Secondary School catchment area falls within the Hastings-Sunrise area of Vancouver. The school is nestled in a residential area within three blocks of Hastings to the north, one block from Victoria Drive to the west, and one block from Nanaimo to the east. The catchment area includes some industrial waterfront areas, Hastings Park (including the Pacific National Exhibition grounds), and 7 elementary schools. The remaining area is zoned for single-family residential and multi-dwelling apartments.

Templeton's population is approximately 970 students and 90 staff members. The student population is a multi-cultural student body with approximately one-quarter of the students reporting a language other than English as their first language. Approximately one-third of this population of our students report that Chinese is the language spoken at home. First Nations students comprise six percent of the school population. Templeton students span the spectrum of academic abilities, from gifted learners to those with learning difficulties. Over fifteen percent of the students are supported by Individual Education Plans. Templeton students span the socio-economic spectrum as the Grandview-Woodlands community has seen significant growth over the past multiple years. As a result, students arrive at Templeton with a diverse range of abilities.

Templeton is a comprehensive secondary school that provides students with opportunities to reach their potential in Mathematics, Sciences, English, Social Studies, Languages, Physical Education, Fine Arts and Applied Skills. The past few years have seen some outstanding initiatives implemented by the professional staff and energetic students at Templeton Secondary. Our STEM Program combines Science, Technology, Engineering, and Math and applies them towards learning how to solve hands-on problems in innovative ways. Our Fine Arts program produces professional quality theatre and film productions throughout the year. There is also a vibrant and competitive Robotics club that consistently participates and places in regional and international competitions.

Templeton has two different levels of support to better meet the needs of students identified by the Ministry of Education as Special Education students, and for non-designated students who may need added support. The District Learning Support Program (LSP) is an adapted program in which a small cohort of students work with a small number of teachers for the academic subjects of English, Social Studies, Math and Science in the junior grades. The students' elective courses are in the regular program. Other students needing additional support are encouraged to take Skills development classes to build their organizational and educational skills while getting more directed instruction on certain homework and classwork assignments.

The school has three additional district programs on site: Mini School, Strategies and Life Skills. The goal of the District Mini School Program is to offer enrichment to a very high-achieving group of students and to develop their full potential academically and personally through interdisciplinary studies, outdoor education, cultural experiences, and community service. Strategies is a small program with a maximum of 15 students from grades 8 to 12. Students in this program have learning needs that go beyond a mainstream classroom but provide the necessary academic rigor that can lead to a Dogwood Diploma. The Life Skills Program, a small supportive class for students with moderate to severe intellectual disabilities and/or autism, is designed to improve functional academic skills, improve communication skills, and teach appropriate behavior and social skills.

These programs enhance the diversity within the Templeton school community, as they contribute to its overall culture. The school also has administrative responsibility for two other programs. Sunrise is a grade eight and nine program designed to re-engage students in school. Emphasis is placed on creating a safe supportive learning environment where regular counselling support is provided to students. Peak House is a short-term residential alcohol and drug rehabilitation facility. Students continue the academic studies that they were working on at their former school. The academic programming for Peak House students occurs in a classroom at Templeton.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As of September 2023, Templeton's population increased to 932 students. Over the past five years, each cohort of grade 8s coming into Templeton has exceeded the number of outgoing grade 12s.

- 6% of our population identifies as Indigenous.
- 17% of our population currently have a Ministry Designation (ranging from A to R)
- 34 students are enrolled in Learning Services-based programs and 134 in Secondary Choice Programs.

Strengths:

- Students are attracted to Templeton because of its welcoming and inclusive community. Students with a passion for Fine Arts, specifically Theatre and Film are particularly attracted to Templeton because of the high-caliber programs offered.
- Most Templeton students do well in both Literacy 10 and Literacy 12 assessments.
- We are experiencing widely varying levels of family support, engagement in student learning and parental/guardian involvement in students' lives. The socio-economic disparity in the community plays a role along with families' comfort level engaging with school personnel.
- Our Parent-Teacher Conferences have been well subscribed to the point of filing up within hours of registration opening. The move to online appears to have increased parent/guardian engagement.
- Our school population is inclusive of diverse learners (in classrooms, the office, hallways, and shared spaces).

Stretches and Areas of Focus:

We have evidence of a decreased sense of belonging among some of our students. This is indicated by an increase in the following behaviors:

- Increased absenteeism or skipping school.
- Substance use, such as vaping. This behavior is often accompanied by missed classes.
- Surveys and anecdotal evidence revealed a significant portion of the student population does not feel a sense of belonging to Templeton and does not feel there is an adult who really cares for them.
- Student learning surveys and informal classroom surveys revealed a significant portion of students spend time on online devices or watching TV.

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

Coming out of COVID, the Templeton staff has made school engagement/school culture a priority with the specific reading as follows:

Templeton Secondary will improve student achievement, physical and mental well-being, and belonging by improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.

Rebuilding a sense of ownership and belonging amongst staff, students and community. A noticeable increase in absenteeism post-pandemic requires us to investigate the root causes of student disengagement. Student disengagement inevitably has an impact on assessment rates, including literacy and numeracy assessments. Some strategies we intend to employ and/or have employed are:

- Creating synergy between all members of Templeton's support team through weekly meetings with an emphasis on student achievement and well-being. Action items vary from one-on-one check-ins with students, team meetings with family and interagency supports, communication to teachers and ways to support both the student and family along with a host of other interventions and strategies. The support team consists of Administration, Counsellors, Safe and Caring Schools Worker, Resource Teacher(s), Community Schools Team Coordinator and Youth and Family Worker, Vancouver Coastal Health School Age Children and Youth worker, Indigenous Support Worker and Teacher and the School Liaison Officer. This group will be focusing on attendance rates to identify students that require intervention along with the traditional referrals from staff and families.
- Emphasizing core competencies over curricular competencies to develop skills and encourage participation in class by adapting the curriculum to meet the needs of all students.
- Creating alignment amongst departments when it comes to assessment is another approach to supporting literacy and numeracy rates for students. These conversations have taken place during Department Head meetings, Collaboration Time and Staff Meetings. The intent is to create a consistent experience for students when it comes to assessment and expectations so a student moving from year to year will know what the classroom expectations are and how they will be assessed. This allows students to move from teacher to teacher seamlessly without the need to learn how a particular teacher approaches assessment. This will also provide clarity for parents who are still trying to understand the K-9 Standards-Based Assessment Model.
- A fully functional Resource Model will be launched in September 2024 with two full-time teachers serving the Templeton population. This is a departure from the traditional skills model where students are enrolled in a stand-alone class for support. With the shift to the semester system, the skills model is a less desirable avenue for student support as it only captures the experience for a student in a single semester. A Resource model allows for on-demand real-time support throughout the year for all students. With two teachers, the ability to provide small group instruction as well as collaborate with classroom teachers to adapt resources will be an expectation moving forward. This will not only support students academically but also provide another means for students to take 'brain breaks' to support their mental well-being.

- Terry Fox continues to serve as an inspiration to us all. Templeton has recently brought back a school-wide Terry Fox Run, held in September, to encourage physical and mental well-being. This is spearheaded by the Physical and Health Education department.

Improve equity

School Goal: Enhancing Student Sense of Belonging through Equity

To foster a stronger sense of belonging among all students, our school is committed to addressing equity. We will prioritize our efforts on supporting those who face the greatest challenges. This includes exceptional learners identified through IEPs, Indigenous students, and students transitioning to the secondary system, particularly those entering grade 8. By focusing on these groups, we aim to create a more inclusive and supportive educational environment for everyone.

Improving equity among students involves addressing disparities in access, resources, and opportunities. We will focus on inclusion policies and practices.

- Templeton Resource Centre (TRC):

The redesign of Learning Strategies classes will include TRC blocks (Templeton Resource Centre) that prioritize students with the greatest need for executive functioning support, where they will learn strategies to be successful in school. These classes will be small, and the curriculum will be the students' IEP goals and executive functioning skills. Other students with designations will be supported by the team of Resource Teachers, who will case-manage students with IEPs throughout the year. Students with exceptional needs will be encouraged to access the support of their subject-area specialist during FIT (Flexible Instructional Time) periods and regular communication between the classroom teacher and case manager and family will create wrap-around support. This model will also increase student self-advocacy skills.

- Peer Tutoring Support

Templeton will establish a Peer Tutoring Program, where students will support their peers in academics under the guidance of the Resource Teacher Team. Peer tutors will use the TRC as their home base and will work closely with Resource Teachers to guide their efforts. This model will increase the connection between students in different grades, as peer tutors will be in grades 10 – 12, and their efforts will focus on supporting junior students.

- Flexible Instructional Learning Utilization

Students and teachers will maximize engagement and utilization of Flexible Instructional Time, with systems of communication set up to inform families about the need to access greater academic support. A model for students to 'sign-up' for support during FIT will be employed.

- Universal Design for Learning (UDL):

While our school plan will prioritize the needs of exceptional learners, Indigenous students, and grade 8s, it is important to meet the needs of ALL learners, and Universal Design for Learning is a methodology that addresses this goal.

Teachers will implement UDL principles in lesson planning and curriculum development to make learning accessible to a diverse range of students.

Teachers will design instructional materials that are flexible and can be easily adapted to meet the needs of all students.

Resource Teachers will support Classroom Teachers with accessible means of implementing UDL methods (“Bite-Size UDL”) based on learning from the DRT and RT attendance at the UDL Conference with Katie Novak.

By incorporating these strategies, we can create an equitable environment where all students feel valued, supported, and fully integrated into the school community, promoting equity in educational experiences.

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

Templeton will continue its journey of reconciliation with First Nations, Métis, and Inuit communities requires a comprehensive and sustained effort by including Indigenous Perspectives in all areas of the curriculum, so all students can celebrate Indigenous excellence and Indigenous students feel a greater sense of belonging to the school community.

Incorporating Indigenous perspectives across all areas of the high school curriculum is a crucial step in the journey of reconciliation with First Nations, Métis, and Inuit communities. This approach not only promotes a more accurate and inclusive representation of Canada's history but also fosters cultural understanding, respect, and a sense of belonging among all students. Here are several ways in which this can be achieved:

How will we know we have addressed this goal?

Action #1: Integrate Indigenous Content Across Subjects Extracurricular Events

Templeton teachers will continue to infuse Indigenous perspectives, history, and contributions into subjects such as history, literature, science, and mathematics. For example, the Templeton English and Socials departments incorporate literature written by Indigenous authors and storytellers in all grade levels and the library is focused on expanding its collection of Indigenous literature, both Canadian and international. This provides students with diverse perspectives and helps break stereotypes and misconceptions.

It is important to ensure that Indigenous knowledge is not limited to specific courses but is seamlessly integrated throughout the curriculum.

Action #2: Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

School routines, such as daily announcements, assemblies, staff meetings, graduation ceremonies, and athletic events have incorporated Indigenous Land Acknowledgements into the routine. We can continue this practice at Templeton and respect the pace at which staff and students strive to pronounce the three nations names - x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation) properly. In addition, Indigenous content and perspective should be included in major assemblies such as Remembrance Day assemblies and graduation ceremonies. Whenever possible, Indigenous content should be presented by students or Elders.

Action #3: Reinforce the Role of the Indigenous Education Teacher and Indigenous Education Worker

At the first or second staff meeting, the Indigenous Education Teacher and Indigenous Education Worker will outline their role and responsibilities to the entire staff. The aim of this presentation is to provide clarity for teachers and other staff about the priorities of the Indigenous Education staff.

The Indigenous Education Teacher and Indigenous Education Worker will also make a short presentation at each grade assembly in September, outlining their commitment to supporting all students who seek help with cultural teachings.

HOW WILL WE KNOW WE'RE ON TRACK?

Measuring progress towards the three school goals outlined in a one-year school plan can be achieved through quantitative and qualitative methods.

Goal #1: Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

- Literacy and Numeracy Assessment results - these results will help us assess whether the students who have previously achieved a lower mark are having greater success.
- COMPASS survey - run out of UBC, this tracks student well-being and health.
- Student Learning Survey Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.
- Surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.

Goal #2: Enhancing Student Sense of Belonging through Equity

- Learning update data will also be used to track performance trends of students and allow for 'on the fly' adjustments during the school year.
- Attendance records for targeted student groups, as well as the overall student population.
- Student Learning Survey Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.

Goal #3: Continue on our journey of reconciliation with First Nations, Metis, and Inuit

- Surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.
- Targeted Professional Development opportunities to further enhance Indigenous Ways of Teaching and Learning

Similar to the triangulation of product, observation and conversation used to assess students, there can be similar data collection with students, staff, families, and community connections. These will provide evidence of learning and growth in the Templeton school community and will direct further efforts.

2023-2024 School Learning Plan

École Lord Tennyson Elementary is a single-track French Immersion school on the West side of Vancouver with approximately 400 students in kindergarten to Grade 7. Our families apply to the program in either Kindergarten or Grade 1 (up until the end of September for Grade 1). Students receive 100% of their instruction in the French language from kindergarten to Grade 3 and up to 80% of the instruction in French from Grades 4-7. While the majority of the students are from the Kitsilano/Fairview and False Creek neighbourhoods, we have students from a variety of areas in Vancouver. Most of the students choose to continue in the French Immersion program at either Kitsilano Secondary or Churchill Secondary, depending on their secondary school catchment area. We are part of the Kitsilano Family of Schools.

Our passionate and skilled staff are dedicated in their goal of assisting and guiding students to achieve their best through immersion in the French language. Tennyson is part of the VSB Early Literacy Initiative, and we have the French Reading Recovery Program (EPLE) and the accompanying CLIP program to support early learners in the primary grades. Several primary classes are exploring a play-based approach to early learning, and there is a commitment to deepening our understanding of the current curriculum to foster and facilitate an inquiry-based approach to learning across the school.

Students at the upper intermediate level are engaged in leadership activities such as peer tutoring and book buddies with our early primary level students. We offer a variety of team extracurricular activities such as volleyball, basketball, cross-country and track and field. There are staff-led noon hour and/or after school activities such as choir, SOGIE Club, Diversity and Inclusion Club, and Environmental Club. Activities will vary across the years depending on student and staff interests. Our parent community are involved in the school with an active and supportive PAC. They organize and host several traditional events in the school which continue to build community involvement such as the “Hallowe’en Howl” and “Spring Fling.”

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Academically, many of our students continue to show success in the the development of their French language skills and these skills develop as they progress through the grades. The students continue to demonstrate a positive attitude towards school and continue to move towards a more consistent “growth” mindset in all areas of the curriculum. Students are keen to participate in leadership opportunities, across all grades, and there is a growing interest in and opportunities for students in primary and intermediate grades to work together on initiatives. As students with English as their primary home language, our student population continues to develop the confidence and enthusiasm in learning a second language, with support from the school staff and programming.

CSL literacy data, from Term 2 of 2023 and Term 2 of 2024, is shown below to indicate French language skill development across the year of the same students as they moved into the next grade.

CSL DATA (%)

2023 – Term 2

2024- Term 2

	Em	Dev	Prof	Ext			Em	Dev	Prof	Ext
K	N/A	N/A	N/A	N/A		K	0	17	80	3
K	0	10	90	0		Gr.1	0	21	72	7
Gr.1	12	65	23	0		Gr.2	9	37	50	4
Gr.2	6	31	63	0		Gr.3	2	31	63	4
Gr.3	6	21	65	8		Gr.4	4	27	65	4
Gr.4	12	31	57	0		Gr.5	2	23	66	9
Gr.5	4	60	36	0		Gr.6	2	48	46	4
Gr.6	9	48	43	0		Gr.7	2	21	57	20

- Overall, 28% less students are performing in the “Emerging” category, across the grades, since last year. This is an improvement from 2023
- More students (42%) of students, across the grades, are proficient in French literacy since last year.
- As reported by teachers, more students are using French as their primary mode of communication in class this year
- The school has continued to increase the number of performances/workshops/in-services that focus on enriching French culture within the school

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

- Continue to work towards ensuring that all students are reading, in French, at grade level through instruction and supports from classroom and resource teachers
- Use direct teaching of reading at all grade levels.
- Continue to provide opportunities for parents/families to be involved in their child’s French learning through home/school connections and joint online programs.
- Provide opportunities for and monitor students’ oral language skill development.
- Continue to provide more oral language opportunities and activities related to French culture and a work-wide French view.
- Continue to incorporate more hands-on and experiential learning across the grades.

- Continue to encourage and increase opportunities for older intermediate student to work with primary level students on their French language skills and math.
- Build more critical thinking and problem-solving activities into classroom learning, across the grades.
- Continue to focus on developing interpersonal skills with students, through classroom activities, with the support of our school counsellor.

Improve equity

- Organize the purchase of French resources based on the needs of the students and equitably across the grades.
- Provide focused literacy support, meeting students where they are in their learning.
- Continue to provide Professional Development and access supports that focus on a variety of methods for delivering high quality, diverse and applicable instruction for students.
- Continue to gain a fuller understanding of the histories, customs and traditions of our student population.
- Provide opportunities within the curriculum and school events to connect to the cultural and linguistic histories of our school population.
- Ensure that all of our students see themselves reflected in the school curriculum.
- Provide professional development opportunities for staff on anti-racism and SOGIE education, decolonization, reconciliation and restorative practices.

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

- Continue to incorporate the Indigenous land acknowledgement at the beginning of meetings, assemblies, school events including students in the learning and presentation such as in the creation of personalized land acknowledgements.
- Continue to build Indigenous perspectives, representation, individuals, into assemblies (Remembrance Day, Pink Day, Earth Day, Winter celebration)
- Incorporate more learning/activities of the Metis culture (French connection) – dancing, songs, history, cross-Canadian connections, pen pals, speakers, cultural events.
- Continue to actively acquire more picture books, fiction novels and non-fiction texts related to Indigenous Peoples (including legends, histories/personal and community narratives, other stories, resources related to Indigenous culture, residential schooling and reconciliation) both in the school library and for classroom use and curriculum.
- Focus on how learning is embedded in memory, history and story and the importance of oral language in terms of storytelling and the passing of knowledge
- Continue to directly teach, at appropriate grade levels, about the lasting effects of residential schools and reconciliation
- Encourage staff the share what they are already doing in their classes with their colleagues and work together across grades and grade levels
- Continue to imbed the First People's Principles of Learning into the curriculum being taught.
- Continue to augment our own knowledge, practice and delivery as educators.
- Continue to increase the number of student fieldtrips and in-class workshops focusing on Indigenous culture and histories

HOW WILL WE KNOW WE'RE ON TRACK?

- Continued improvement in literacy results as indicated by report card data and reading testing
- Increased use of French in the school by students, inside and outside the classroom, as indicated by observation and report card comments
- Increased positive attitude/reaction across the grade levels, particularly in the Intermediate grades, as indicated by observation, MDI data and parent and student responses from the Student Learning Surveys
- Improved percentages on MDI, Learning Survey and school-based surveys in the areas of connection, academic self-concept, French language skills and confidence in speaking.
- A deepened understanding and awareness, evidenced through discussion, class and project work of First Nations, Metis and Inuit culture, principals of learning, histories and reconciliation.
- Indications, through students' comments in the Student Learning Survey, that they are learning about Indigenous Peoples and Reconciliation.

2023-2024

School Learning Plan

SCHOOL STORY

Šx^wəx^waʔəs (swok-kvos) Thunderbird, Elementary is a designated Enhanced Services Tier One Inner City school on the north-east side of the city, residing on the traditional, ancestral, and unceded territories of the x^wməθk^wəyəm, Musqueam, Skwxwú7mesh, Squamish & səliwətał, Tsleil-Waututh Nations. For 2023-2024 we have approximately 202 students whose families come from diverse cultural, linguistic, and economic backgrounds. Approximately 50% of the students are English Language Learners and 11% of students meet Ministry standards for requiring specialized support for their learning needs. We have a variety of programming to support all students in the regular classroom setting, such as a well-equipped sensory room, a fine motor area, and a collaborative space, the Learning Lab.

Šx^wəx^waʔəs Thunderbird has a full-time Youth and Family Worker, Neighbourhood Assistant, and Literacy Teacher. We also have a full-time onsite food services coordinator. We offer a breakfast and a lunch program and provide a variety of healthy snacks to all learners. The hot breakfast program regularly serves over 20% of the school population and the hot lunch program caters to approximately 70% of the students. Additionally, Strong Start offers programming for preschool-aged children, and KidSafe provides out-of-school programming for school-aged children for a limited number of referred students during prolonged breaks.

The school shares the site with the Thunderbird Community Centre and works closely with community center staff to plan after-school programs and day camps during prolonged breaks and professional development days. The community center also has before and after-school care, as well as a preschool program. We have and will continue to work collaboratively with the Community Schools Team and have many close partnerships with community groups and agencies such as Society Promoting Environmental Conservation (SPEC), and the Sarah McLachlan School of Music.

Students also enjoy presentations on environmental issues from the City of Vancouver and work closely with an Artist in Residence, exploring the commonalities shared between us, and looking at how the differences between us can forge a deeper community connection through the discovery of self and how we fit together. Further, we provide leadership opportunities through participation in the Student Council, PA announcers, playground leaders and equipment monitors. Additionally, we have a thriving sports program, offering many opportunities to participate in team and individual sports at the school district level.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The learners come from diverse and rich cultural, spiritual, linguistic, and socio-economic backgrounds. Approximately half of the learners speak a language other than English at home, and receive additional language supports.

ᓄᓂᓂᓂᓂᓂᓂ Thunderbird also has a significant Indigenous population with a proud connection to place and culture. We work with the Indigenous Enhancement Worker and outside Indigenous supports to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. ᓄᓂᓂᓂᓂᓂᓂ Thunderbird has a strong commitment to reconciliation and works within the lens of the First Peoples Principles of Learning to guide the work.

As school, we can see that Language Arts scores in reading and writing, are low to moderate.

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 goal is to increase reading fluency and comprehension

As a staff, we are examining literacy strategies that introduce explicit instruction in phonics, reading, and writing. We are exploring what best-practice strategies can we learn and implement as a staff 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, with emphasis placed on these skills in primary grades (K–3) to ensure a strong foundation for reading. These goals are integral to the VSB Responsive Literacy Framework K-7.

In response to the English Language Arts (CSL), and Reading data, we are focusing on student learning and achievement in core curricular area of Language Arts, specifically looking at reading scores, exploring reading instruction and intervention, that is both universal and targeted.

This goal links to the Vancouver School Board's Education Plan to improve student achievement, physical and mental well-being, and belonging by ...

- Encouraging students to reach beyond previous boundaries in knowledge and experience.
- Increasing literacy, numeracy, and deep, critical, and creative thinking.
- Ensuring the alignment among school, district, and provincial education plans.
- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and support provided to students.

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

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
- Learning involves patience and time
- Learning involves recognizing the consequences of one's actions.

Further, it connects to the Aboriginal Education Enhancement Agreement:

The Vancouver Board of Education will provide equity of opportunity for Aboriginal students and be committed to the ongoing development of best-practice strategies for instruction, improvement, and inclusion.

Improve equity

ᖃᖅᖅᖅᖅᖅ Thunderbird's School Learning Plan and the VSB Education Plan both focus on creating equity within the school, and the school district at large. Students at ᖃᖅᖅᖅᖅᖅ have relatively low proficiency in reading. To help increase students' scores and to help create greater success in outcomes the school is provided with a literacy enhancement teacher to help with skills and strategies for our students in English Language Arts. With this help, our teachers offer initiatives and opportunities targeting literacy throughout the year. Examples of these are Family Literacy Night and Books for Breakfast, which engage both students and caregivers and are intended to increase the joy of reading and home reading. Also, we provide equal and equitable access to books in the library and an online reading program, IXL, to track student progress.

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

At Thunderbird, we strive to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. This goal aligns with the District's goals but is of particular significance in our community because many families are of Indigenous ancestry. This goal is practiced each day in a variety of ways, as we engage with community and district resources to deliver a well-rounded program which keeps the First Peoples Principles of Learning focal to all we do.

We have explored and provided a variety of experiences for students and the community:

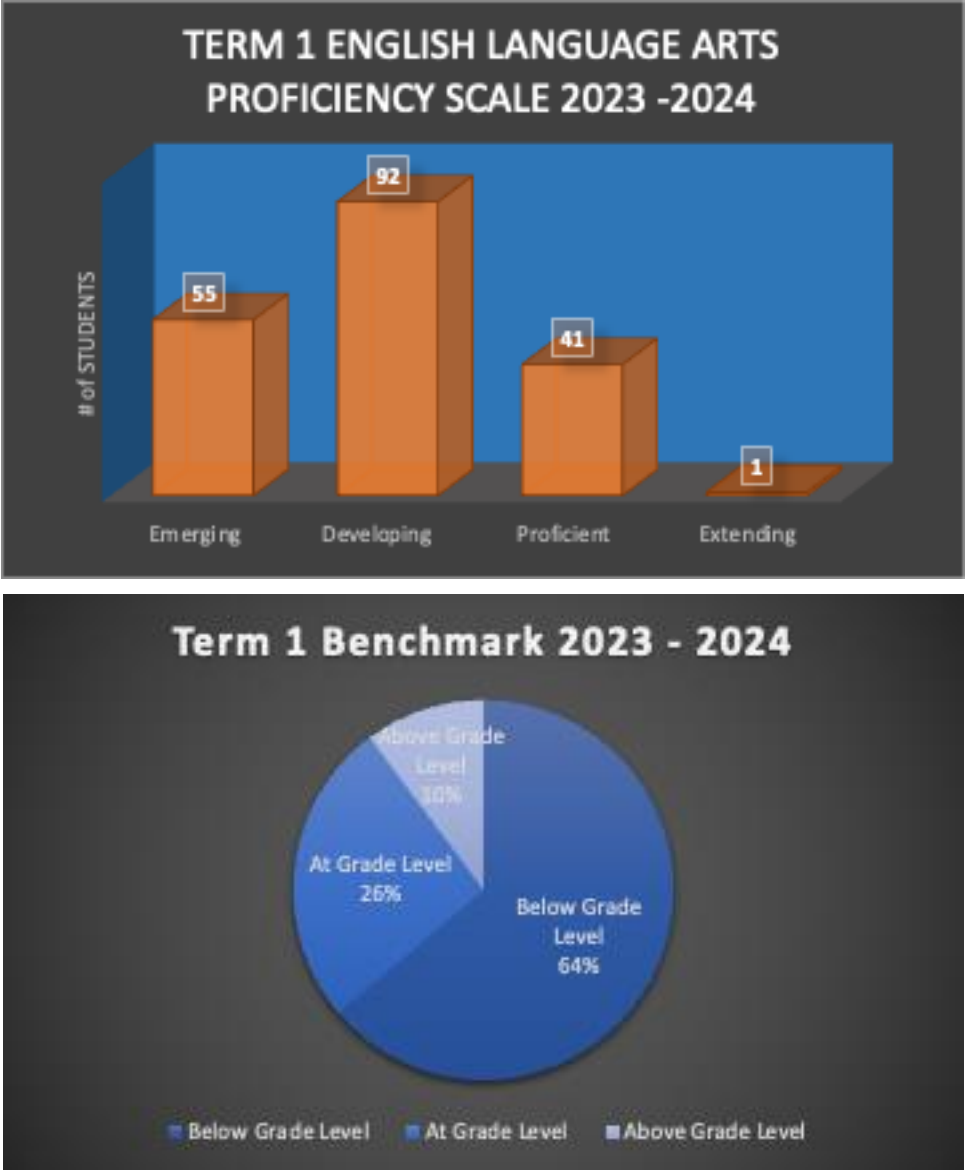
- Orange Shirt Day – awareness of residential schools and stories of survivors
- Stories – listening and sharing of personal stories by staff/students/ parents in the community.
- Daily Indigenous acknowledgement at the beginning of the day, at whole school events, assemblies, and meetings
- The daily reading of one of the Calls to Action from the Truth and Reconciliation Commission of Canada in child-friendly language
- Purchase of indigenous resources/books and share with staff/students.
- Truth and Reconciliation Day Assembly
- National Indigenous Peoples Day Assembly
- First Nations Principles of Learning incorporated in all inquiries.
- Drumming
- Indigenous Garden
- Development and review of Indigenous Success Plans for Indigenous students in Grades 1, 2, 4 and 6

HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year report card data and the Fountas and Pinnell Benchmark Assessment, we will create a baseline for achievement in reading scores and English Language Arts and examine subsequent scores to analyze and gauge student learning and progression throughout the year, and year-over-year, at ᖃᖅᖅᖅᖅᖅ Thunderbird.

Using First Term 2023-2024 Student Report Card Data, we see that in English Language Arts, 28% of students are at the Emerging level of achievement, 47% of students are at the Developing level, 21%

are at the Proficient level, and less than 1% are at the Extending level. When examining reading achievement using the Fountas and Pinnell Benchmark Assessment, we found that 63.8% of students were below grade level expectations, 26% of students were at grade level, and 10.2% of students were above grade level, during the same period. The data indicates a need for targeted and consistent efforts in literacy instruction and best-practice strategies.



Thirm Term Data:

Spring 2023-2024 data showed some growth in the Fountas and Pinnell Benchmark Assessment scores in English Language Arts and Reading. When examining reading achievement using the Fountas and Pinnell Benchmark Assessment, we found after a year of school 63.8% of students were below grade level expectations, 26% of students were at grade level, and 10.2% of students were above grade level,

during the same period. The data indicates a need for targeted and consistent efforts in literacy instruction and best-practice strategies.

Improve equity

Our equity goal will be tracked using report card and Student Learning Survey data, and participation in schoolwide literacy initiatives, such as Books for Breakfast and Family Literacy Night.

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

We will promote and enhance our understanding of Indigenous perspectives and knowledge by seeking out opportunities to work with local Indigenous people and experts to guide us in our journey of increasing our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. We will continue to work within the framework of the Aboriginal Education Enhancement Agreement, First Peoples Principles of Learning, Truth and Reconciliation Calls to Action, and the VSB's Education Plan 2026 to lead us in the work needed to move reconciliation forward at Ƨxʷəxʷaʔəs Thunderbird.

Analyzing Student Learning Survey Data, will allow us to remain on track, and know where our students are in their journeys,

Currently evidence of our understanding of Indigenous worldviews and knowledge can be seen through the student's acknowledgement of their own learning where it is self-reported on the 2023 Student Learning Survey that 82% of grade 4 students and 49% grade 7 students see that they are sometimes, most of the time, or all of the time, learning about Indigenous People. These numbers show us that while we are doing many great things, such as listening to story tellers, creating Indigenous art, and learning of Indigenous culture and ways of knowing, there is work to be done. As a school we have and will continue to engage Indigenous perspectives and weave them into our learning, especially amongst our intermediate student body.

2023-2024 School Learning Plan

SCHOOL STORY

Tillicum Community Annex is located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations and respects and supports Indigenous ways of knowing and learning.

Tillicum is part of the dynamic Hastings Sunrise neighbourhood in East Vancouver. It is under the umbrella of the Templeton family of schools. We are home to a catchment that is comprised of two schools; Hastings Elementary and Tillicum Community Annex. Presently, Tillicum has 108 students and 6 divisions. The school population remains steady in the last few years. The students come from diverse backgrounds with 14% Indigenous ancestry, 20% as identified ELL, and 16 % with a Ministry designation. Tillicum school staff are committed to supporting the meaningful inclusion of all the students in all aspects of school life.

Tillicum Annex, which has been identified as an enhanced services school, has been provided with additional supports such as a Youth and Family Worker (YFW) four-days-per week, an Indigenous Enhancement Worker (IEW) one-day-per week, and a hot lunch program available to all students who self-identify as needing this support. The Community Schools Team (CST) serves our school community by connecting families to various programs offered in our area, many of those programs are subsidized for our students.

Tillicum school has maintained a strong list of returning volunteers, some have been volunteering their time for over 20 years. We welcome various programs such as One to One Literacy, Book Buddies, and Books for Me to enhance our literacy programs. Kiwassa Neighbourhood House is our closest community partner and neighbour, situated directly behind the school. Kiwassa offers numerous afterschool programs some free of cost for our families that may require this service. Kiwassa hosts a free breakfast program every morning and a low-cost produce market for everyone to benefit from. Tillicum is supported further for food insecurity with programs such as weekly Backpack Buddies, Snacks For Kids Firefighters charities, and Cause we Care Holiday Hampers.

Within the school building, we have a Strong Start Centre for families with children aged 0-5 years. It is open daily and provides children and their families with opportunities to increase school readiness. The Strong Start is woven into the school community and is often involved in providing leadership opportunities for our students, participating in Sports Say, Welcome to Kindergarten, Books for Me, school safety drills, and attending our performances.

Our school excels in the teaching and modelling of social responsibility, self awareness and social emotional learning. The development of self-regulation strategies is integrated throughout all activities at Tillicum Annex. Each student's ability to engage in classroom learning is enhanced when paired with strong self-regulation skills. Schoolwide Jumpstart, Mind-Up, and silent lunch are offered daily at the school to support the development and awareness of self-regulation.

Tillicum Annex staff and students are committed to Truth and Reconciliation and continue to add authentic voices to our library collection that represent all students, by caring and learning about our Indigenous garden, and continuing to learn with our IEW regarding Indigenous ways of knowing.

Tillicum students have an opportunity to take active pride in their school and community as they volunteer for leadership opportunities offered throughout the year, such as contributing to assemblies as presenters for Black History Month and Remembrance Day, Green Crew, Library Monitors, Tech helpers, Strong Start volunteers and Buddy Readers. We also celebrate student success and achievement throughout the year at Student of the Month Assemblies and Blast Off For Books reading ribbons. Our staff strives to involve families in school activities to promote continued growth in student learning. Activities such as BINGO night, Talent Show, Performances, Camp Read-a-lot, Be Excited About Reading (BEAR) events, Student-Led Conferences have all been well attended. Tillicum Annex has a committed and active Parent Advisory Council (PAC) who enrich the school experiences for students through fundraising and collaborative efforts.

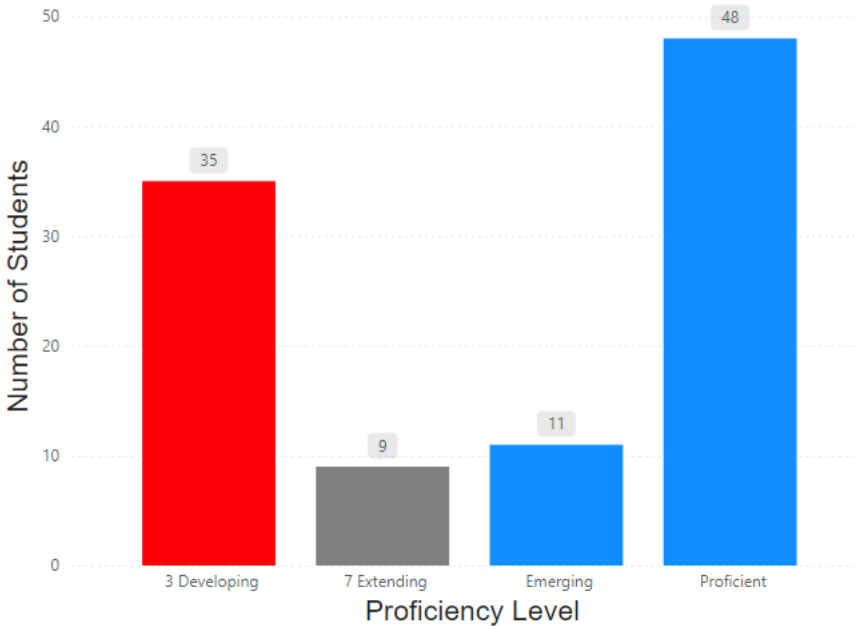
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

Our learners are a diverse group of students who have many strengths. As a group, they are curious, caring, hard-working, creative, and willing to learn. They are developing strong self-regulation behaviours that are continually reinforced and supported through daily activities with visual and common language to convey the expectations. As individuals, they range in need, with 11% identified as At-Risk learners in Literacy who benefit from extra learning supports. We have seen a significant growth in Language Arts proficiency. Most notably, 47% of our students are proficient in English Language Arts and 34% of students are working at the Developing level. Of the total population.

Student Achievement Data

English Language Arts

Proficiency Scale Breakdown



Further to this data, 20% of our students have ministry designations, 11% are learners who are Indigenous, and 20% are ELL. We are a CELI school and focus on early literacy interventions such as Reading Recovery for students who require extra support and attention. Staff have begun to align and explore the VSB Responsive Literacy Framework and are drawn to the elements of Oral Languages for early learners. Our staff continues to see increases in anxiety and the need for social skill development for many of our students. Food insecurity, and home and emotional security have a great impact on the social and academic development of a learner.

Street Data:

Many families reached out for support with the rising costs of groceries and inflation for food support, winter gear, eyeglasses. An increased number of holiday hampers and multiple orders of Snacks For Kids took place during the 2023-2024 school year.

Tillicum staff recognize that learning can only occur if students feel a deep sense of belonging in a safe setting before academics can be developed. Therefore, staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Student voice has informed our trajectory on many levels. It is impressive to note the Tillicum school community is integral in making students feel safe and happy at school. When polled on the Student Learning Survey, the majority of Grade 4 students indicated that they felt like they belonged at Tillicum. They feel safe and secure in our school community.

Student Voice:

Do you feel safe at school?

	Percent
Never	1%
Almost Never	2%
Sometimes	12%
Most of the time	34%
All of the Time	45%
Don't know	3%
No Answer	0%
Total	99%

The Tillicum community is committed to our active journey toward Truth and Reconciliation. Students and Staff continue to work on Call to Action #14, with specific attention to clause i. *Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.* Students, staff and now families have been learning to pronounce the three host nations correctly, with intention. However, there is considerable work to be done as indicated in our School Learning Survey which indicates that 26% of students believe we are not learning about Indigenous languages regularly.

At school, are you learning about local First Nations?

	Percent
Never	2%
Almost Never	7%
Sometimes	42%
Most of the Time	21%
All of the Time	7%
Don't know	18%
No Answer	0%
Total	98%

At school, are you learning about local First Nations' language(s)?

	Percent
Never	28%
Almost Never	26%
Sometimes	22%
Most of the Time	5%
All of the Time	1%
Don't know	16%
No Answer	0%
Total	98%

We acknowledge the wisdom, traditions, and experiences of the Host Nations as invaluable sources of insight and guidance on the path toward reconciliation.

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

As the student voice has suggested, students feel safe at our school solidifying the essential belief of Tillicum, creating a safe, inclusive and positive school environment. Further to this, student achievement for all learners will be a focus that brings our staff together for constructive conversation that leads to action in the classroom.

- Tillicum will continue its work with students around taking risks in their writing and viewing themselves as writers.
- We will explore the Responsive Literacy Framework to visit strategies in oral language, storytelling, and representing knowledge in different ways.
- We will notice trends in student data and find ways to bridge learning
- We will continue to teach with the end in mind and utilize the Universal Design for Learning framework
- We will provide opportunity to collaborate to further our professional development in this area

Improve equity

Tillicum staff will remember that the most important work we can do to improve our students' success is to increase equity and narrow gaps that challenge marginalized community members. We will continue to provide our students with the capacity of impactful and interconnected individuals contributing to group success as a community. We are committed to serving each other and ourselves.

- Tillicum staff are exploring equity-based assessment for learning; we will examine what fits for our community and lean into student centered and student driven assessment
- We will use collaboration to focus on calibrating our proficiency when examining the proficiency index
- We will take measures to improve student attendance with support of our food and nutrition programs, Youth and Family worker, Counsellor and Indigenous Enhancement Worker.

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

In the Aboriginal Education Enhancement Agreement one of the tenets states: a focus on Belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. We will continue to provide all opportunities for students to be seen and heard as individuals through an equitable lens. Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into the daily activities and across curricular areas such as weaving, salmon study, field studies in land-based learning, and traditional hoop dancers.

After examining the gaps that exist in our teachings of Indigenous culture in our Student Learning Surveys, there is an increased level of awareness to promote Indigenous languages and integrate these teachings in our curriculum. Tillicum is committed to learning from the Indigenous community and will consciously look for

opportunities to invite local Elders and Wisdom Keepers into our school to share that learning is embedded in memory, history and story (First Peoples Principles of Learning). Tillicum school takes great pride in learning about our established Indigenous plant garden and focuses on how traditional plants are used for food and healing around the seasons. Moving deeper into this study, Tillicum can enrich this experience by including a traditional healer or Elder to have this knowledge be imparted from an authentic source.

- Tillicum continues to work on deep and impactful work during the Indigenous Focus Day as a team of dedicated educators.
- Students have learned to respect the roles of Indigenous women as mothers, daughters, sisters and warriors through authentic texts and artwork
- Tillicum dedicates a month long in-depth student of residential schooling, Truth and Reconciliation Day, and Indigenous Excellence in September
- Staff is working on developing their own Land Acknowledgements that represents their commitment to Truth and Reconciliation and the Calls to Action
- Staff continues to weed out outdated and inauthentic representations of Indigenous culture in the Library
- Staff continues to collaborate with our IEW on a weekly basis to integrate customs, traditions, texts, art and teachings into the classroom

HOW WILL WE KNOW WE'RE ON TRACK?

- We will continue to look back at a plethora of data to examine our strengths and our stretches
- CSL data to see how we can support our students' mathematics and literacy needs
- We will track attendance and notice peak and valley patterns by term
- We will continue to test where students are at early in the fall to determine a course of student need specific instruction
- Reading levels will be tested 2-3 times per year for the entire school population
- MDI, and SLS data can help track student Social Emotional health and well-being
- The EDI for Kindergarten level students and the Kindergarten Protocol will continue to provide us with vital data on our early learners.
- Student led conferences will continue to have students take the lead in their trajectory of learning, highlighting their growth, passions and potential for improvement
- We will continue to share data and student growth with student celebrations and without school community through PAC meetings, numerous annual events and eNews.

2023-2024

School Learning Plan

SCHOOL STORY

Trafalgar Elementary School provides educational instruction for students from Kindergarten to Grade 7, with an enrollment of approximately 470 students. Nearly two-thirds of the student body participate in French Immersion programs, including Early French Immersion (K-7) and Late French Immersion (grade 6-7). The remaining one-third of students are in the English stream. The inaugural cohort of grade 7 Late French Immersion students has completed their final year of elementary school in June 2023, having commenced the program in September 2021.

While the French Immersion segment exhibits stability, with the majority of students having English as their home or first language, around 60% of those in the English stream are either in the process of learning or have learned English as a second or additional language. This subgroup primarily comprises Mandarin speakers, with some students fluent in Cantonese and a variety of other languages. Notably, a significant portion of the parent community in Vancouver faces language barriers, with many having limited proficiency in English. Despite this, Trafalgar School boasts a robust parent community that collaborates closely with the school staff to enrich the overall educational experience of students.

Trafalgar is dedicated to fostering inclusivity, and a key objective is to celebrate the diverse backgrounds within the student body while nurturing a strong sense of community within the school premises.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The learners in our community represent diversity in identity and learning. Trafalgar has many high achieving students and engaged learners. Students are eager to learn and have a strong desire to succeed. Students demonstrate a sense of pride in being involved in the life of the school and the community. Students are exposed to the world and have a great deal of worldly knowledge. Students demonstrate a high level of participation in leadership activities (assemblies, buddy classes, school ground cleaning, UNESCO-related activities).

We were able to use data from different sources including the Middle-years Development Instrument, class reviews, updates and reports cards to support our interventions. From reviewing the data, we know that most of our students are in the *Proficient* category for all subjects.

Over the past few years, we have continued to work closely with all staff members to identify and prioritize relationships and offer self-regulation strategies for all to use -students, staff and parents. This would include an exploration of the Mind Up program, and continuous implementation of the Zones of Regulation program to foster self-regulation strategies and support all learners' social- emotional needs.

Our staff worked to develop and provide learning opportunities that highlighted cultural awareness, athletics and the arts. As a school, we needed to provide education, support and guidance for families in the understanding on how self-regulation may impact learning. We also considered anecdotal data by staff, parents, and students; we cannot underestimate the value of data related to students, staff, and parents/families sharing their stories related to the school. Research supports the notion that schools have a climate that can be felt, and this climate (also known as *organizational school culture* or *organizational health*) occurs through our daily interactions with one another.

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 role as educators is to continually support ways of “getting there”. Based on CSL Tool, MDI, and School Survey data from 2019-2023, Trafalgar students demonstrate a high percentage of “Proficient” level in Literacy in French, English, and Numeracy.

As a school, we offer the Reading Recovery program (both in English and French) and our primary staff work together to support and implement learning strategies to the benefit of our learners. It is more obvious at the primary level due to our commitment to CLIP and CELI programs. Our intermediate teaching team continues to collaborate on a regular basis to maintain and sustain a wide variety of learning opportunities and activities to our students population.

In the education system, we know that change does not always occur in a linear way but in cycles. Subsequently, our school will intend to make the planning manageable and realistic for these subjects. We will also work closely with the district resources teachers available in these subjects to enhance the assessment of our learners and put strategies in place to support their learning journey.

Improve equity

Trafalgar School is committed to continuing our journey in enhancing equity for all learners. Our teachers, support staff and administrators work to make sure that every child and their family has access to learning resources and opportunities to succeed.

The Trafalgar educators continued to provide equitable support to all our students in their daily practice and students assessment. Some of these strategies are implementing adaptations and accommodations in class to enhance student learning either individually or in groups, understating students’ learning preferences, meeting with students individually to support/discuss, using multiple ways to evaluate students’ understanding, creating classroom rules collaboratively with students, seeking multiple perspectives and different answers to questions, acknowledging every student’s perspective, comment or response, keeping all cultural holidays in mind to celebrate in classes, teach appropriate language around various cultures, and offer accessible resources and materials. Resource teachers and Student Support Workers collaborate with the classroom teachers ensuring that equitable support is provided for a diverse range of students and that their needs are met through individual or small-group support.

During the school year 2023-24, our staff’s commitment to equity has been demonstrated through multiple activities and events outside of their everyday teaching. Some of the highlights of these activities include the weekly meetings of the Rainbow/SOGI club, the DEI (Diversity, Equity, Inclusion) wide-school event that our school piloted this year, the Wheelchair Gym week where all classes had a chance to participate, monthly

assemblies that promote important values of anti-racism, equity, diversity and inclusion, and the Pride Month celebration days.

While continuing our learning journey, Trafalgar staff work closely with our parents providing them with valuable opportunities to participate and enhance our educational practices. In conjunction with our staff, the parents organized the Lunar Festival and the multicultural dinner highlighting the variety of our cultures and ethnicities at school.

We continue to prioritize our students' social-emotional development by fostering a respectful and caring school environment. Our counsellor works closely with every division and individual students offering support and assistance.

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

Our school community is committed to enhancing our awareness of First Nations perspectives and cultures.

Teachers are exploring First Nations stories and are completing art projects and studies with an Indigenous focus on a regular basis. The teacher-librarian has continued to build a collection of First Nations books and documents. Earthbites gardening program included lessons on native plants including edible plants. Staff continue to provide opportunities to raise awareness of the reconciliation process in our community among students. We will continue to offer professional development opportunities with Indigenous content and/or Indigenous speakers.

HOW WILL WE KNOW WE'RE ON TRACK?

During the school year, we have seen and noted different items that showed our commitment to improve our school climate and sense of belonging. There were more opportunities to have collaborative activities between divisions and programs. We held a very successful district Diversity, Equity and Inclusion Day. It was student-led and this initiative will continue at the school and classroom level in the coming years. We will also continue to review and analyze data to ensure we are on the right track.

In collaboration with PAC and staff, we will continue to offer before and after school activities with a very active students' participation (band, choir, team sports, school clubs, leadership groups, etc.), as well as school-wide activities (UNESCO projects, Sports Day, Bike to School Week, gardening program, etc.). We have established a healthy relationship with our PAC executive members and volunteers to improve the synchronization of school and PAC activities such as publishing our newsletter every other week.

2023-2024 School Learning Plan

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).

SCHOOL STORY

Pierre Elliott Trudeau Elementary School is a Kindergarten to Grade 7 school with over 240 students and 32 staff members. It is in the south-east area of Vancouver near Marine Drive between Fraser and Main Street. Many families have relatives in the immediate area, giving our school a strong, vibrant, stable community base.

Trudeau offers various academic, physical, artistic, and social programs that support students and their families. In addition to school programs, there are strong, ongoing links with community organizations like One-to-One Reading, Books for Me, the Vancouver Public Library, the YMCA which provides out-of-school care and South Vancouver Neighbourhood House. We have Chinese and Punjabi after-school programs and the Vancouver Extracurricular Music Society (VEMS) Choral Program operating in school at Trudeau, reflecting the needs and wishes of the community. Other community and school-based volunteers have offered their time and expertise to further support student learning and success. Also, the John Oliver Community Team has organized or provided various programs for students after school which include the Science World workshops, Geering Up, and Yoga Buddies. The programs are well attended and appreciated by parents. The Team has also provided opportunities for some students during Winter and Spring Breaks. Moving forward, we continue to strengthen ties with outside agencies and provide various after-school programs on-site at Trudeau.

Trudeau has a diverse, multi-cultural population with many of our families speaking additional languages at home. Within our school, we have 28 different language groups represented. They include English, Tagalog, Punjabi, Cantonese, Spanish, Hindi, Tamil, and Vietnamese. Some of our students have a Ministry of Education and Special Education Plan that represents their learning needs. Trudeau hosts a Vancouver School Board District Program called CORE (Communication and Regulation) and a District Mandarin Bilingual Program giving beginner language students an opportunity to learn Mandarin daily. The rich, diverse, exciting cultural population supports the school's belief in global citizenship and the interconnections of the world. We maintain that students

demonstrate an enthusiasm for learning how to be socially responsible. From Kindergarten onward, we encourage students to build positive and respectful relationships with each other and staff, engage in all learning activities, and to develop self-regulation skills and social emotional awareness.

At Trudeau, emphasis has been placed on increasing awareness of numeracy, applied skills and to developing an increasing passion for learning by becoming fluent, proficient readers, writers, and speakers of English. It is our hope and goal that we provide students with the skills to be responsible citizens. Along with the District IT Department and support from our PAC (Parent Advisory Council), we are endeavouring to improve the technology available to students in the school to better reflect equity of opportunity at Trudeau.

Enhancing learning and broadening the scope of possibilities for success for each student involves a collaborative and reflective approach. As a result, staff provide a variety of engaging learning experiences in different curricular areas with the use of technology and inquiry infused into the teaching and learning that takes place every day. The staff work also collaboratively together as a group in a variety of curricular areas and demonstrate interest in improving their practice as demonstrated by their input on this plan, through a book club and by engaging in numerous professional development opportunities that become available. Several teachers work closely with the Teacher-Librarian to enhance their students' learning experiences. Field Studies provides students with learning opportunities not otherwise possible for some students.

Staff and students work successfully to live up to the standards as outlined in our school Code of Conduct and summarized in the acronym T.R.U.E. - Trust, Respect, Understanding, Empathy. At Pierre Elliott Trudeau School, our goal is to create a safe environment that promotes positive academic, social, and emotional development. It is each student's responsibility to follow the Code of Conduct and school rules at school, while going to and from school, and while attending school curricular and extracurricular activities at any location. We want students to learn to take responsibility for their behaviour. Our school promotes the values expressed in the BC Human Rights Code, respecting the rights of all individuals in accordance with the law- prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation-in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment. Racism will not be tolerated at Trudeau.

Environmental awareness experiences include regular school clean-up and neighbourhood walks. Gardening projects by several divisions will continue in the future giving students the opportunity to put into practice the notion of "Taking Care of This Place." The outdoor classroom is unique and provides teachers and students with an opportunity to learn in a natural setting. We participate in the B.C. Fruits and Vegetable Snack Program, which is well received by the students.

We are proud of the multi-sensory room that helps students become ready and prepared to work on their individual education goals. We value our school as a safe, caring, and engaging learning place for all students and families. We feel fortunate to have our Artist in Residence Studio (AIRS) Program that provides all students with socially relevant, equitable, high quality and consistent access to visual arts

education. Each year, at the end of the residency, we celebrate our successes by highlighting the work done throughout the year. By bringing outside performers into the school, we provide students with opportunities to engage and even participate in musical, dramatical, and cultural experiences. Along with a variety of performances, we try to focus on Indigenous themes. This year students will be participating in a gymnastics program through an outside provider and sponsored by our PAC.

There is an involved, dedicated Parent Advisory Council (PAC) executive who works toward developing an inclusive environment through a variety of PAC sponsored events such as the City of Vancouver School Streets program in May last year. Plans are in the works this year for activities such as a Spring Dance and Sports Day involvement. In December we had a successful Movie Night with over 200 people attending. To enhance the connectiveness of parents, Friday morning coffee and tea once a month has been started. The hope is to increase its frequency.

Presently, student leadership opportunities have included student-led assemblies and monitoring volunteerism. Student voice is considered an essential element in the school. A Student Leadership Group has been created this year to further extend leadership opportunities throughout the school and to provide a forum for student voice. Over thirty enthusiastic students have joined the Group and are sharing ideas and organizing and implementing events at the school spirit days and assemblies.

The school encourages physical education and healthy living through participation in the Terry Fox Run, gymnastic lessons, and extra-curricular activities such cross-country, basketball, volleyball, and track and field. Open gymnasium times provide extended opportunities for physical fitness thanks to the support and supervision of school staff.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Trudeau, the students express a keen sense of acceptance and empathy towards others. Kindness is a term used by many staff members when describing the students at the school. School is a place with a sense of safety, warmth, and a caring community. Overall, social emotional regulation is a strength. Issues on the playground are usually minor in nature and quickly solved and remedied. Students can be seen in the classrooms helping each other and are eager to help where needed. Trudeau has a diverse group of learners with many recently immigrated families and those with various levels of community connection.

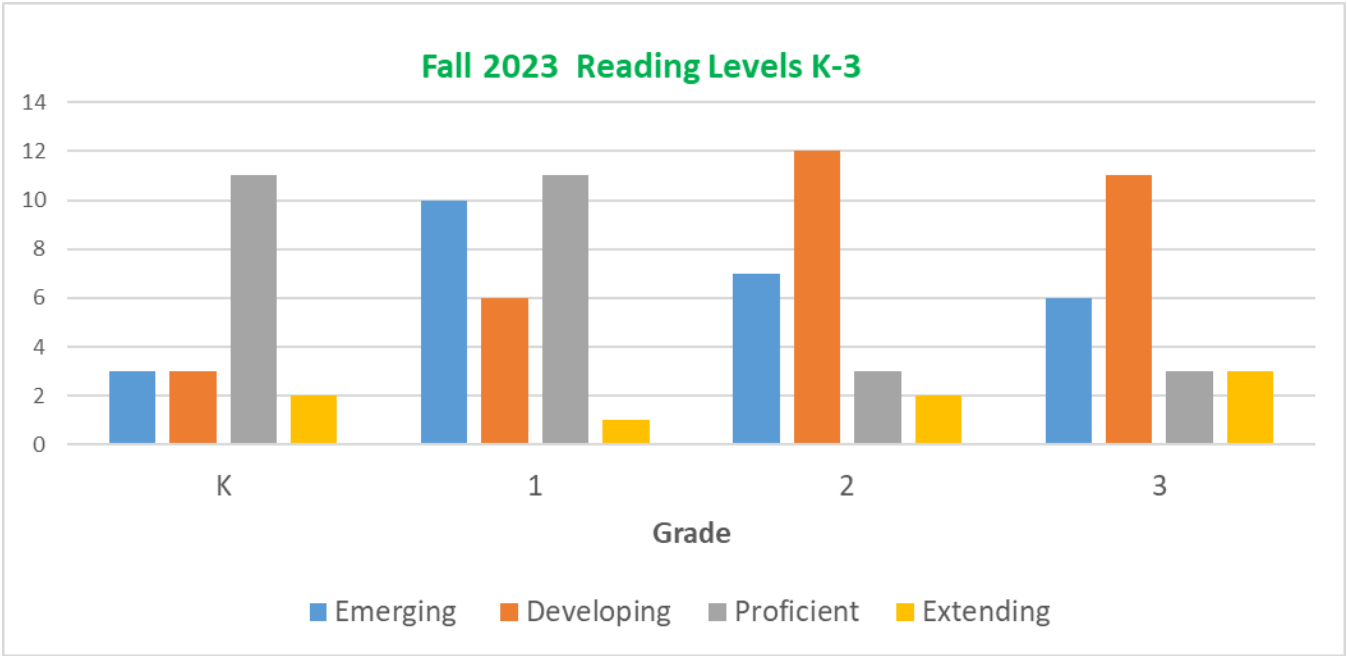
There is leadership across the grades resulting in a strong connection between children on the playground and during multi- grade activities. Overall, the students are well motivated towards their learning and show enthusiasm when sharing their projects. Artistic expression is a strength of many students, as evident by their creative and thoughtful pieces of art proudly displayed in the hallways. They look forward to the art celebration later in the year.

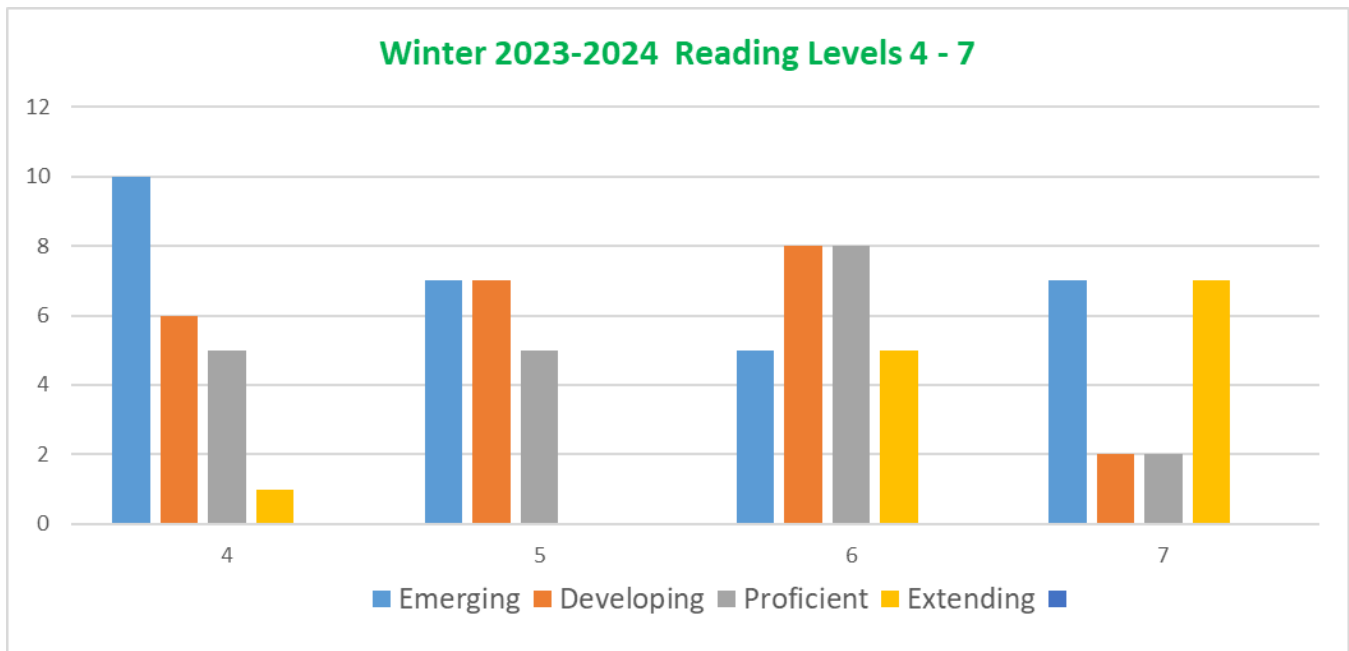
Indigenous learning remains a focus for the school. With ever increasing resources available in our library and district, our teachers and students can draw upon a richer, more authentic connection to Indigenous history. In the next section is some data on the thinking of our students regarding their learning of Indigenous cultures.

As in any educational setting the needs of the students vary, but a few themes are emerging over time as per staff conversations. The steady increase in our English Language Learner (ELL) population at the school is leading staff to reflect and re-evaluate on how best to provide curricular experiences in an inclusive and meaningful manner. Also, as we move on from the educational impact of the Covid-19 pandemic, there are several academic needs staff identified requiring to be addressed, immediate and long term. There is a need to develop stronger critical thinking, problem solving and independent thinking skills amongst our students. These are key components in the curriculum’s Core Competencies. Coupled with low literacy scores, an increase in reluctant readers and writing remaining a major challenge for many students, literacy connected to critical thinking development will be the focus of staff conversation, collaboration, and professional development over the next few years.

Encouraging a growth mind set among our students and supporting parents in understanding how we approach such an outcome is also key for the direction we plan to take moving forward.

Below are the current overall results of our students’ reading levels. We can also look at individual results for even greater clarification. This data will help guide our focus next year and identify which learners require the most intervention.





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

There are a variety of strategies Trudeau staff will continue to follow in supporting our school literacy objectives and goals as well as innovative approaches to consider and implement. We decided to maintain our participation in the Collaborative Early Learning Inquiry project (CELI) that targets support for our students in grades K-3. We have created a structure and purchased assessment tools that tracks student literacy development from K-7 in reading and writing. As represented in the charts above, attention will continue to be given to identifying student reading levels and therefore, staff can pinpoint instruction strategies in a focused manner across the grades, supporting all students at their current level. For example, staff will use this information to plan how best organize literacy groups during collaborative release time. Below are action items to support the approach we are taking to improve literacy at Trudeau Elementary.

Action Items currently in practice:

- Continue with Reading Recovery
- Guided Reading groups across the Intermediate grades
- Support for Learning Assistance and English Language Learners separately
- Increase engagement with through book discussions and a Kids Book Club
- Bring experiences into the school along with field studies opportunities
- Create a safe place for students to share thinking
- Create an organized staff resource sharing channel in TEAMS
- Purchase more reading materials that reflect student cultural contexts
- Play and risk-taking activities in literacy/assessment language around risk taking
- Use literacy mentors/Lunch & Learns/Pro-D Days with full staff level engagement

Action Items to pursue in 2024-2025:

- Use technology to support literacy development
- To understand and use the Critical Thinking Set of Profiles
- Regular timetable collaboration time each month
- Develop literacy scaffolding expectations across the grades
- Hold a PAC session on how parents can be reading with kids
- Use Reading Power in Intermediate – consistent, explicit reading strategies
- School wide activities/celebrations around literacy

Improve equity

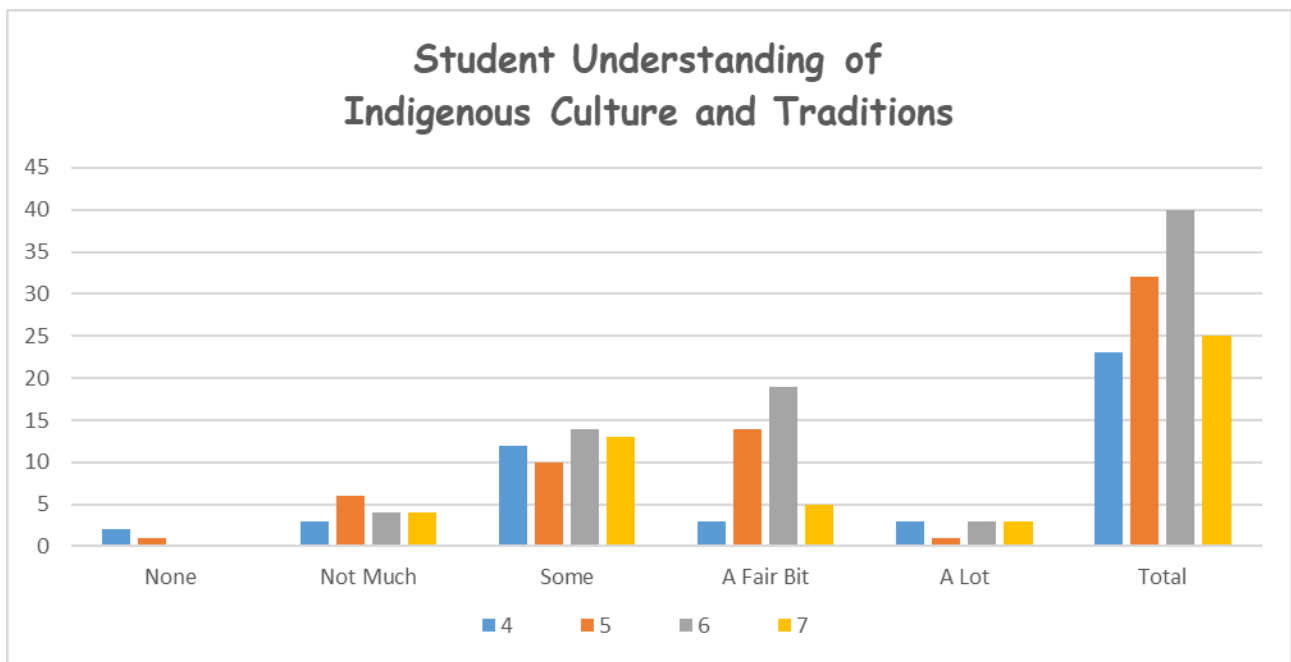
In its foundational statements, the Vancouver School Board commits ‘to creating an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves.’ Ever mindful of this statement, Trudeau Elementary staff are continuously looking for ways to support all students in their academic and social development through a particular focus on literacy and subsequent activities and strategies that give students opportunities for success. The above-mentioned action plan will help us support and define equity for our students along with parallel, concerted focus on maintaining and improving the technology in the school. Developing strong skills around technology will give our students better opportunities and open doors for them in their future endeavours.

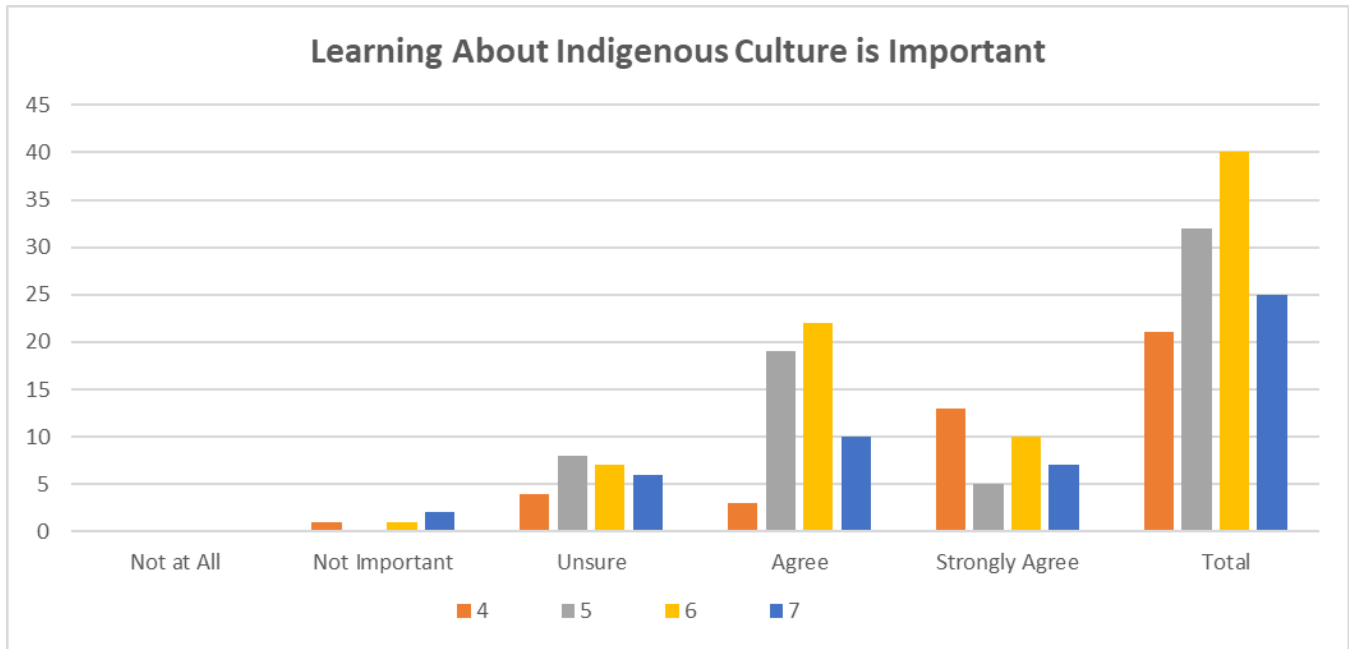
Continue our journey of reconciliation with First Nations, Metis, and Inuit

We desire to see a greater number of school and class-wide activities that have an Indigenous focus next year. The goal to embed Indigenous Principles of Learning and perspectives into all curricular areas will be a focus for discussion and implementation. Examples of Indigenous Education-focused activities that we would like to see more of at our school next year include:

- Include time for discussion and reflection on Indigenous content and education at Staff Meetings, particular focus on the 'First Nations Principles of Learning.'
 - Incorporate time on a Pro-D Day around Indigenous content
 - Field trips to the Museum of Anthropology and Grouse Mountain (one led by an Elder)
 - Performances such as those offered by 3 Crows Productions who came this year.
- Outdoor education on Indigenous viewpoints on the land and indigenous plants
 - Urban hikes to connect to traditional stories about the territories we are living on
 - Continuation with the procurement of additional library and class resources

Below is some current data on Intermediate student understanding and thinking regarding Indigenous culture and traditions.





HOW WILL WE KNOW WE'RE ON TRACK?

As we move forward with our literacy goal next year, we will continue to monitor our progress and approaches through a variety of means such as the following:

Reading Assessments: K Protocol/Development Reading Assessment (DRA)/Benchmarks (Primary)/Gates-MacGinitie Assessment (Intermediate)

School-Wide Writes in the Fall and Spring

Collaborative Early Literacy Intervention (CELI) data

Class Reviews

Learning Updates data collection and review with staff using POWER BI

Student Self-evaluations

Profiles rubric/reading rubrics

One to One Reading Program results

Speech Language Pathologist support and assessment

School Based Team conversations and student reviews

2023-2024

School Learning Plan

SCHOOL STORY

Sir Charles Tupper has a population of over 1160 students. Our school population is ethnically diverse, with home languages that include English, Tagalog, Cantonese, Mandarin, Vietnamese, Amharic, Farsi, and Arabic. Six percent of our students are enrolled in English Language Learner (ELL) classes, and we work with fifteen International Students from various countries. We also have a cohort of thirty seven students with Indigenous heritage representing three percent of our total student population. In addition to a broad array of regular programming in the core academic and elective subject areas, Tupper offers several district educational programs for students with distinctly identified learning needs. These programs include:

- The Tupper Mini Program, provides students access to accelerated and enriched core academic studies for 150 students from grade 8 through 12.
- The Learning Support Program for a cohort of fifteen grade 8 and 9 students with learning designations and an IEP which supports their learning by providing access to an adapted curriculum in a supportive setting.
- The ELL Literacy Program (name changing to Junior Literacy for 2024-2025) for twenty students with interrupted education from across the district in grades 8 through 12. Each student works on building English language skills to then successfully transition into ELL studies. Students are also provided many opportunities to help learn about life as a Canadian citizen.
- The ELL Intensive English Enrichment and Development (name changing to Senior Literacy for 2024-2025) Program for eighteen ELL students who are 15 years or older who have experienced little success in school and continue to struggle with English acquisition.
- The Tupper Tech Program focuses on trades-based careers and pre-apprenticeship training for twenty grade 12 students from across the VSB.
- Two Life Skills Programs for up to thirty grade 8 through 12 students from across the district with moderate to severe cognitive difficulties, or autism.
- The Tupper Alternate Program (TAP) which is located on-campus for twenty grade 8 and 9 students who require support for social-emotional, behavioral or mental health reasons.

Tupper benefits from wide range of community partners (including Little Mountain Neighbourhood House, Mount Pleasant Neighbourhood House, Hillcrest Community Centre, and Mount Pleasant Community Centre) who offer educational support and extracurricular activities for our students. In addition, our Community Schools Team offers direct support to vulnerable youth allowing them to participate in activities both during and after the school day. These activities include athletics, camps, clubs, field trips, homework support, and mentoring opportunities. Student participation in these activities is correlated with overall student success through measures such as school connectedness, social equity, student conduct, and successful grade-to-grade

transitions.

Our Code of Conduct adheres to the VSB Code of Conduct in language and application. In addition, Tupper reinforces certain values with the ROARS (Respect, Ownership, Attitude, Responsibility, Safety) philosophy, which influences the culture at Tupper. The school-wide positive behaviour support program is well established and embedded in the operations and philosophy of our school. Each year, we have one half day, school-wide ROARS Day that focuses on certain aspects of ROARS. Staff meet to identify the year's theme and aspects they want to focus on during these school-wide events. This decision is based on what conversations staff have with students about the ROARS ethos. Additionally, staff use collaborative planning time to reflect on the overall climate in the school and then plan grade assemblies to address the positives and negatives and to provide direct instruction and feedback on the skills we want students to develop.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Strengths:

- Students are coming to Tupper with more well-developed fine arts skills and abilities because of outside extracurricular experiences.
- Over 80% Tupper students score in the Proficient/Extending range in both Literacy 10 and Literacy 12
- We are experiencing widely varying levels of family support, engagement in student learning and parental/guardian involvement in students' lives.
- Our Student Learning Conferences are well attended. Online access to Student Learning Conferences appears to have increased parent/guardian engagement.
- Surveys showed students trended toward being more likely to report spending time with friends in person at school.
- We are witnessing a growth in volunteerism and service, particularly among the junior (grades 8 and 9) students.
- Our school population is inclusive of diverse learners (in classrooms, office, hallways, shared spaces).

Stretches and Areas of Focus:

We have evidence of a decreased sense of belonging among some of our students. This is indicated by an increase in the following behaviors:

- Increased absenteeism.
- Substance use, such as vaping and cannabis. This behaviour is often accompanied by missed classes.
- Surveys and anecdotal evidence revealed a significant portion of the students population do not feel a sense of belonging to Tupper and do not feel there is an adult who really cares for them.
- COMPASS survey revealed a significant portion of students spend more time on online devices or watching TV as compared to other students across the country.

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.

Based on staff and parent input, student voice, identified areas for growth, and the VSB Education Plan, our goal is to increase students' sense of belonging to the school community.

Student belonging is foundational to successful learning outcomes. We will focus our efforts on students who experience the greatest challenges, including exceptional learners (identified through IEPs), Indigenous students, and students transitioning to the secondary system (grade 8s). Our aim is to increase belonging and academic success with caring, wrap-around support for students.

We will use the following strategies to achieve this goal:

- Team 2029

This is a team of teachers who work with grade 8 students in their classes and in extracurriculars and will implement consistent strategies in different classrooms to help students transition to the complex requirements of high school. These strategies may include daily class organizers, group collaboration techniques, and agenda book lessons, to name a few. Teachers will meet once per semester to address the needs of any students who may be falling between the cracks of school support.

- Teacher Collaboration Time

Teachers will form learning groups that will address school goals of belonging, equity, and our journey of Reconciliation. Teachers will self-select an area for professional growth, such as Assessment and the BC Reporting Order, Team 2029, or Reconciliation. Collaboration Time is called Tupper Instructional Planning (TIP) and happens eight times per school year for eighty minutes. Teachers will share resources and strategies, try new methodologies in their classrooms, and then report back to their collaboration group.

- Peer Tutoring Program

This new program will run through our Tupper Learning Centre and build student to student relationships. These connections will increase the network of support for our vulnerable learners and will help our vulnerable learners practice communication with their peers. Peer tutors are senior students who wish to give back to the learning community, and who have academic strengths to share. The tutors will be mentored by the Resource Teacher working in the Tupper Learning Centre during their Peer Tutoring block.

- LINK Crew

Already well established, the LINK Crew will foster belonging through targeted events and interactions between senior students on the crew and all grade 8 students. These interactions begin with a tour of Tupper when the younger students are in grade 7 and continue throughout the grade 8 year.

Improve equity

To improve student sense of belonging, we must address equity. Tupper's goal to improve equity is to review how students with diverse learning needs are supported.

We will focus our efforts on students who experience the greatest challenges, including exceptional learners (identified through IEPs), Indigenous students, and students transitioning to the secondary system (grade 8s).

Improving equity among students involves creating innovative systems to address disparities in access, resources, and opportunities. We will focus on inclusion policies and practices.

1. Tupper Learning Centre (TLC):

The redesign of Learning Strategies classes involves creating TLC blocks (Tupper Learning Centre) that prioritize students with the greatest need for executive functioning support and learning strategies to be successful in school. These classes will be small, and the curriculum will be the students' IEP goals and executive functioning skills. All students with designations will be supported by the team of Resource Teachers and/or Counsellors, who will case-manage students with IEPs throughout the year. Students with exceptional needs will be encouraged to access the support of their case manager or subject teacher during FIT (Flexible Instructional Time) periods and regular communication between the classroom teacher and case manager and family will create wrap-around support. This model will also increase student self-advocacy skills.

2. Peer Tutoring Support

Tupper will establish a Peer Tutoring Program, where students will support their peers in academics under the guidance of the Resource Teacher Team. Peer tutors will use the Tupper Learning Centre as their home base and will work closely with Resource Teachers to guide their efforts. This model will increase connection between students in different grades, as peer tutors will be in grade 10 – 12, and their efforts will focus on supporting junior students.

3. Flexible Instructional Time Strategy:

Students and teachers will maximize engagement and utilization of Flexible Instructional Time. Students will be encouraged to access their subject teachers during FIT, and communication home will inform families about the need to access greater academic support. Students who do not utilize their FIT blocks effectively will be directed to specific learning spaces.

By incorporating these strategies, Tupper can create an equitable environment where all students feel valued, supported, and fully integrated into the school community, promoting equity in educational experiences.

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

Sir Charles Tupper's goal is to include Indigenous perspectives in all areas of the curriculum and school community, so all students can celebrate Indigenous excellence and Indigenous students feel a greater sense of belonging to the school community.

The journey of reconciliation with First Nations, Métis, and Inuit communities requires a comprehensive and sustained effort. Incorporating Indigenous perspectives across all areas of the high school curriculum is a crucial step in the journey of reconciliation with First Nations, Métis, and Inuit communities. This approach not only promotes a more accurate and inclusive representation of Canada's history but also fosters cultural understanding, respect, and a sense of belonging among all students. Here are ways in which this can be achieved:

1. Integrate Indigenous Content Across Subjects

Tupper teachers will continue to infuse Indigenous perspectives, history, and contributions into subjects such as history, literature, science, and mathematics. For example, the Tupper English and Socials departments incorporate literature written by Indigenous authors and storytellers in all grade levels and the library is focused on expanding its collection of Indigenous literature, both Canadian and international. Tupper's ADST department has provided robust opportunities in weaving, red dress projects, and other projects in consultation with our Indigenous Education Teacher. Integrating Indigenous perspectives will provide students with diverse perspectives and help break stereotypes and misconceptions.

It is important to ensure that Indigenous knowledge is not limited to specific courses but is seamlessly integrated throughout the curriculum.

2. Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

School routines, such as daily announcements, assemblies, staff meetings, graduation ceremony, and athletic events have incorporated Indigenous Land Acknowledgements into the routine. We can continue this practice at Tupper and respect the pace at which staff and students to strive to pronounce the three nations names - xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation) properly. One of this goal's objectives is to ensure the actions are authentic and not performative. In addition, Indigenous content and perspective should be included in major assemblies such as Remembrance Day assemblies and graduation ceremonies. Whenever possible, Indigenous content should be presented by students or Elders.

HOW WILL WE KNOW WE'RE ON TRACK?

Measuring progress towards the three school goals outlined in a one-year school plan can be achieved through quantitative and qualitative methods.

We will compare baseline data to data gathered throughout the year, using:

1. Student Learning Survey Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.
2. COMPASS survey – supported by UBC, this tracks student well-being and health. This survey was completed in May 2024 and should be completed again in the spring of 2025.
3. Surveys with grade 8 parents - baseline survey completed on August 28th, 2024, with follow up in late fall and in June 2025. This survey can ask questions about their child's coping strategies, concerns about secondary school, and executive functioning skills.
4. Literacy and Numeracy Assessment results - these results will help us assess whether the students who have previously achieved a lower mark are having greater success.
5. Attendance records for targeted student groups, as well as overall student population
6. Surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.

Data collection can be collected in various ways. Just as teachers assess learning through products, observations, and conversations, there can be similar data collection with students, staff, families, and community connections. These will provide evidence of learning and growth in the Tupper school community and will direct further efforts.

2023-2024 School Learning Plan

SCHOOL STORY

Tyee is a dedicated Montessori school committed to creating an engaging, supportive, and emotionally safe learning environment. As a District Choice Program, we currently serve 192 students across eight divisions, using multi-aged classrooms for Primary 1/2/3 and Intermediate 4/5/6, while Kindergarten and Grade 7 have dedicated grades.

Students are encouraged to work independently, in small groups, and as contributors to the broader school community. The devoted teaching staff at Tyee ensures a vibrant learning environment grounded in Montessori principles, aligned with the Ministry of Education curriculum. Collaboration among educators supports students' continuous progress toward personal and academic goals. The learning philosophy emphasizes social and emotional learning, individual project-based learning, and the cultivation of critical and creative thinking skills.

At the heart of Tyee's philosophy is a commitment to programs focused on sustainability that encompass environmentally sustainable living, food cycles, and the promotion of healthy lifestyles. We emphasize hands-on experiences, including maintaining a school garden, engaging in outdoor learning opportunities, participating in community clean-ups, and exploring the salmon life cycle with a connection to Indigenous ways of learning. We integrate arts education and various outdoor experiential learning opportunities. Our philosophy includes a commitment to Peace Education and addressing social justice issues. We guide students to acquire knowledge, values, and skills that empower them to live harmoniously with themselves, others, and the environment. This commitment is reflective of the core tenets of Montessori philosophy and methodology.

Active parental involvement is a cornerstone of Tyee, with parents contributing to the Montessori program through community-building events, parent education, fundraising initiatives, and volunteering.

Tyee embraces multicultural and diverse perspectives, recognizing the value of a rich and inclusive learning environment. Tyee remains dedicated to providing a holistic and enriching educational experience for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students come from diverse backgrounds and have diverse abilities but share a common interest in our Montessori program. Our school population includes learners with varying needs, including Indigenous and English Language learners. Our learners are known for their curiosity, creativity, enthusiasm, and independence. With the freedom inherent in the Montessori curriculum, students learn to plan their own work cycles and are empowered to be critical thinkers and problem solvers who take ownership of their learning journey.

Our school staff is committed to fostering literacy skills from kindergarten to Grade 7. By closely aligning our teaching with the developmental stages of reading and writing, we aim to establish a solid literacy foundation. We prioritize enhancing our staff's understanding of reading traits and creating instructional goals at each stage of a student's reading journey. Tyee students demonstrate strength in their proficiency in literacy as seen in the Term 2 2024 CSL Reports with more than 75% of our students receiving a proficient or extending level of performance. This can also be seen in our 2023 Foundation Skills Assessment results as 100% of our Grade 4s who completed the assessment were on track or extending and 80% of our Grade 7 students were on track or extending.

Our recent Student Learning Survey conducted in February 2024 showed that 55% of Grade 4 students and 35% of Grade 7 students felt they were making strides in math. We aspire to see more students feeling empowered in their math abilities. We've noticed that some of our students struggle to stick with problem-solving tasks and often feel anxious about math. This is more noticeable as the students get older. Our 2023 Foundational Skills Assessment results showed that 80% of our Grade 4 students were on track with regards to numeracy proficiency compared to 60% of our students being on track in Grade 7.

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 focus for this year is on numeracy. Within our community of learners, we're fortunate to witness strengths that contribute to our numeracy goals. Through ongoing observations, discussions, and relationship-building, we have gained insights into our students' numeracy journeys. We see our students collaborate and explore mathematical concepts with kindness and independence. Generally, our students demonstrate an openness to new numerical ideas that fosters inclusivity and open-mindedness during numeracy experiences. We celebrate their curiosity and willingness to share numerical insights, recognizing these traits as essential to their growth in other areas of their numeracy development. We are thankful for our supportive school community, enriched by parental involvement and students' natural numerical curiosity. As we strive for improvements in numeracy, we recognize our biggest area for growth, which is cultivating critical thinking skills and fostering resilience in numeracy challenges.

We are working to ensure students grasp math concepts and develop solid foundational skills. Our approach includes interactive lessons and customized resources to support each learner, particularly those encountering difficulties with basic skills like number sense and computation. We aim to cultivate resilience and confidence, inspiring students to embrace challenges. We plan to integrate more open-ended discussions and number talks, enhancing critical thinking and numerical fluency. We are also working at expanding learning opportunities beyond traditional textbooks and encouraging diverse responses. We want to promote classroom environments that foster teamwork, exploration, and celebration of student success.

Improve equity

As part of our commitment to enhancing equity for all our learners, we ensure every student has access to the resources, support, and opportunities they need to succeed. Staff are equipped with various strategies to foster inclusivity and meet diverse student needs. Through tailored instruction and fair access to materials, we aim to create an environment where every learner can flourish and achieve their best.

We value the involvement of our students' families and the broader community in our educational journey. By forming partnerships with families and collaborating we enrich learning experiences. through extra practice of skills to reinforce understanding and to connect to authentic experiences. We're committed to infusing culturally relevant content into our curriculum to honour the diverse backgrounds and experiences of our students.

Prioritizing social-emotional support is important for nurturing our students' holistic development. By fostering a caring and understanding environment, we empower students to navigate challenges and develop resilience with a growth mindset. Our district staff and school counselors work closely with teachers and students, offering guidance and support. Professional development opportunities help us recognize and address equity issues, fostering inclusive teaching practices among our staff.

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

For us, reconciliation means fostering understanding, respect, and empathy towards Indigenous peoples and their cultures. To advance reconciliation, we integrate Indigenous perspectives into our learning through teaching culturally responsive content and land-based learning activities. This year, our students and staff are expanding their knowledge of Indigenous plants and their cultural significance, actively contributing to the development of our Indigenous Garden. We extend this exploration by learning about our local community, identifying Indigenous plants and landmarks, and delving into topics such as farming, waterways, and development within the context of our history.

We collaborate with Indigenous communities and cultural organizations to provide authentic learning experiences. Our staff engage in ongoing cultural learning, participate in district Indigenous Focus Days and other professional development opportunities, ensuring respectful and authentic integration of Indigenous content across the curriculum.

Through reflection, dialogue, and reconciliation projects, we cultivate a supportive environment for students to participate in the ongoing journey of reconciliation. In addition to academic learning, we embrace cultural traditions such as learning Indigenous songs and participating in schoolwide drum

and rattle ceremonies throughout the year. These initiatives collectively reinforce our dedication to reconciliation and the establishment of an inclusive and culturally vibrant learning environment at Tyee.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor the progress in developing students' knowledge, skills, and attitude to tackle all levels of math questions. Tyee staff will analyze various types of data to gauge progress. Over the school year, we will analyze class survey results to capture an understanding of our student's understanding and attitudes toward math. Teacher observation notes will also be used to document student interactions and engagement during math activities. Staff will use both formal and informal assessment data to track progress throughout the year. We are looking to use universal screeners across grade levels to have a common assessment tool amongst classes. Staff will continue to analyze schoolwide CSL data, FSA results, and the Student Learning Survey to gauge how our students are doing. We will aim to be consistent in the use of our math language and approaches. Staff will continue to populate our Tyee Teams math channel with math resources, participate in professional development, and collaborate to build our capacity for teaching to help us meet our goal.

2024-2025 School Learning Plan

SCHOOL STORY

University Hill Secondary School is situated on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) Nation. We are a multicultural, diverse, and inclusive community nestled in the Wesbrook Village area of the University of British Columbia's South Campus. We are made up of approximately 960 learners and 90 educators and support staff that are committed to the pursuit of achievement, well-being, belonging, equity, and reconciliation through teaching and learning based on communication, thinking, and personal and social responsibility. Our relatively new building is designed to inspire and embrace collaboration and innovation. Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts with a growing and flourishing athletics department. We are a cohesive and close-knit school community with learners, families, and educators working together to create and maintain high quality, well-rounded educational programs in a safe and supportive learning environment. We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At University Hill Secondary, we utilize the Student Learning Survey and the Youth Development Instrument (YDI), and feedback from our Student Focus Group. We also analyze learning updates and continuously track student attendance, following up with any learners not attending. Our survey results indicate that the majority of our learners feel welcome, safe, and supported at our school. At the same time, the majority of our learners indicated that school makes them feel stressed or anxious. When we asked if they could name two or more adults in our school that believe they will be a success in life, approximately 50% learners said 'yes,' approximately 10% of our learners said 'no,' and approximately 40% of our learners said they did not know. Many learners at UHill are involved in an array of extra-curricular activities. We have over 60 clubs that cover diverse areas of interest, including gardening, history, debating, ethics, culture, tennis, chess, engineering, science, entrepreneurship, music, climate, film, dance, community, and global affairs. The majority of our learners care deeply about their achievement, most graduates will go on to post-secondary studies, and our learners perform well on the Numeracy 10, Literacy 10, and Literacy 12 Graduation Assessments. We have approximately 90 learners in our English Language Learning program, 90 learners with diverse learning needs, 20 learners that identify as Indigenous, as well as approximately 150 learners in the International Education program.

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 goal is to foster a sense of connection, well-being, and belonging for every learner in our school. We chose this goal to help our students gain strategies for their wellness and so that we can welcome all learners to our school community.

- **Action 1:** We will focus on connection and take time to know our learners. During staff collaborative planning time, we will ensure that for every learner in our school, at least one or two educators know their name, know a positive story about them, and know a strength about them.
- **Action 2:** We will utilize Flexible Instructional Time (FIT) to support learning and well-being by enabling learners to have a choice in how, when, and where their learning takes place.
- **Action 3:** We will use the homeroom class structure as a place to connect and create community. Learners will meet in their homeroom classes in September and connect with each other and their homeroom teachers. It is the intent that the homeroom class feels like a 'home' and a place where everyone belongs. Three times over the year, learners will connect with their homeroom teachers during scheduled FIT periods for reflection and goal setting on aspects of the thinking, communicating, personal and social core competencies.

Improve equity

Our goal is to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership over their own learning. We chose this goal so that we can help our learners build their reflection, goal setting and resiliency skills.

- **Action 1:** We will focus on strengths-based descriptive feedback when communicating and reporting on student learning. This will enable our learners to be able to answer the following questions: *Where am I now? Where am I going? How do I get there?*
- **Action 2:** We will coach students on how to reflect and set goals in the communication, thinking, personal, and social core competencies during our school-wide core competency self-reflection and goal-setting activities.

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

Our goal is to encourage land-based learning across the school. We chose this goal as a way to follow the First Peoples Principles of Learning which state that "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" and that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)."

- **Action 1:** At every staff meeting and staff collaborative planning time, we will take turns as colleagues to start our meeting with the Indigenous Land Acknowledgement.
- **Action 2:** At every staff meeting, we will learn how to pronounce words in the [hə́ŋqəminə́m Language](#), following the guidance of the Musqueam teaching kit.
- **Action 3:** We will take classes on local field trips to Pacific Spirit Regional Park, UBC Farm, Wesbrook Village, and UBC Campus.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to participate in the Student Learning Survey and the Youth Development Index (YDI). We are particularly interested in the following questions and how the responses may change over time:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Is school a place you feel like you belong?
- Do you feel safe at school?
- How many adults care about you?
- Do you feel welcome at school?
- Does school make you feel stressed or anxious?
- Do you feel good about yourself?
- How would you describe your mental health?
- Can you name two or more adults who believe you will be a success in life?

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their own learning:

- At school, are you provided with feedback on how you could improve your learning?
- At school, are you taught to take ownership or control of your learning?

For our goal to encourage land-based learning across the school:

- At school, are you being taught about Indigenous Peoples in Canada?
- At school, do you go outside and learn about the land?

We will also continue to meet with our Student Focus Group to ask about how their learning and well-being is going. In conversations with students, we will ask:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Can you name two adults in this school who believe in you? How do they show you?
- How connected do you feel to our school?

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their own learning:

- What are you learning and why is it important?
- How is it going with your learning?
- What are your next steps?

For our goal to encourage land-based learning across the school:

- At school, do you go outside and learn about the land?

2023-2024

School Learning Plan

SCHOOL STORY

University Hill Elementary School, located in Pacific Spirit Park near Acadia Beach and the University of British Columbia (UBC), is a Kindergarten to Grade 7 school with a population of 385 students. We are honoured to work, learn, and play on the traditional, ancestral, and unceded territory of the Musqueam Nation.

The student population is composed of permanent residents in the catchment, as well as children of UBC employees, students, and visiting professors. It includes English Language Learners, as well as International and Indigenous students. Many of the students are multi-lingual and the school population has 33 different home languages. The cultural diversity of the school lends itself to meaningful, cultural learning.

Generally, the students have well developed background knowledge and are familiar with adult negotiated conversations and ask lots of questions. The parents are actively involved in the education of their children and have high expectations for academic achievement.

The Parent Advisory Committee (PAC) is very active with an elected executive that is committed to providing amazing opportunities for the students. The PAC holds parent education sessions on various pertinent topics and spearheads initiatives throughout the year to not only help support the learning of the students, but also the families in the school community. Volunteers are plentiful in the school and students benefit from the many learning opportunities and the sense of community.

The school offers unique learning spaces for students. Being in Pacific Spirit Park, University Hill Elementary School has direct access to a network of trails in the forest, a freshwater salmon stream, and Acadia Beach. We have two outdoor classrooms with large rocks arranged in a circle. These spaces are used to help facilitate class meetings, drama activities, cooperative games, and other activities. We have a Ready Bodies Learning Minds space, five small break out spaces, and a calming room. As a school we recognize that students learn differently and these spaces help provide students with the opportunity to regulate and be better prepared to learn.

The school also has an All Nations Room. This room is a breakout space for the Indigenous learners, a space for the Indigenous Education worker, and for Indigenous cultural teachings. Through the generous support of FuturePlay, we have redesigned the library into a modern learning space with flexible furniture, open space, large whiteboards for ideation, and technology to support inquiry-based learning. The diverse learning spaces are conducive to place-based learning, self-regulation, and implementation of an inquiry model of teaching and learning. Students are invited to ask curious

questions to drive their learning and understanding of the world. The teachers provide opportunities for students to refine their questions to engage students in making observations, predictions, creating and testing hypotheses, and using a variety of language skills to communicate understandings. They also provide opportunities for the students to participate in a variety of school programs, clubs and sports, such as cooking classes, Drama and Student Council, and Cross Country, Volleyball, Basketball, and Track and Field, for example.

The proximity of the school to UBC and downtown Vancouver provides easy access to extension opportunities at educational venues, as well as mentorship opportunities. This creates a multitude of unique conversations and learning opportunities. Mentors have included faculty from the Faculty of Education/Outdoor Education and Biodiversity Genetics Department at UBC, as well as a former Canadian World Cup Soccer player. Community partners include the Vancouver Public Library, Pacific Spirit Coastal Health, University Endowment Lands, and various organizations at UBC.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at University Hill Elementary School are engaged with their learning and enjoy being at school. They eagerly participate in a variety of extra-curricular activities provided throughout the year, including Cross-Country, Volleyball, Basketball, Badminton, Track and Field, and the Drama Club. The students are also actively involved in taking on leadership opportunities and making positive contributions to our school (e.g. Library and Daily Announcements Monitors, Assembly Leaders, Student Council). Based on data obtained from the Student Learning Survey (SLS), they also believe our school is a welcoming and safe community.

Data from this year's Learning Updates also reveals students possess very strong numeracy skills (Term 1: 70% of school Proficient/Extending; Term 2: 77% of school Proficient/Extending). It also indicates a large number of students are on track with their literacy skills (Term 1: 43% of school Developing and 42% Proficient/Extending; Term 2: 40% of school Developing and 48% Proficient/Extending). This is further reflected in SLS responses, where students expressed that they are continuing to improve in math, reading, and writing (72% of Gr.4 and 72% of Gr. 7 students feel they continue to get better at math; 66% of Gr.4 and 77% of Gr. 7 students feel they continue to get better at reading; 68% of Gr.4 and 83% of Gr. 7 students feel they continue to get better at writing) . However, there are still some students who are not yet consistently proficient in English Language Arts so as a staff, our goal is to determine how we can best support these students to strengthen their literacy skills. The students and staff have also identified that learning can be impacted by social-emotional challenges.

In addition to literacy and numeracy, the students at University Hill Elementary School continue to engage in activities which foster a deeper appreciation and understanding of Indigenous knowledge, culture, and history. For example, students write their own land acknowledgments, explore place-based learning through regularly scheduled outdoor learning opportunities, and participate in Orange Shirt Day and Red Dress Day. Even though the students have shown growth in developing a deeper appreciation and understanding of Indigenous knowledge, culture, and history, feedback from the SLS suggests they may not always be aware when they are learning about Indigenous peoples so we need to make their learning more explicit.

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

Anecdotal data and information obtained from the SLS and teacher led surveys last year revealed the students needed to develop a deeper sense of belonging and their social-emotional skills. To develop their deeper sense of belonging, this year Student Council organized a variety of events to build a sense of community, and to create a positive, welcoming, and inclusive school environment (e.g. theme days, and movies, face painting, dance party, and sports activities during *Magic Mondays*). We also formed a Community and Belonging Committee, which coordinated a week-long series of activities connected to our Code of Conduct (Be Kind to Yourself, Be Kind to Each Other, Be Kind to This Place, Hold One Another Up). Student-led assemblies were also held every month to acknowledge and celebrate the wonderful learning and fantastic activities that took place at our school. During these assemblies, students shared, for example, projects they worked on, sports teams and field trips they participated in, and actions they took to follow our Code of Conduct. These initiatives were successful in developing a deeper sense of belonging for the students, which was reflected in SLS results where they expressed that they enjoy being at school and believe it is a welcoming and safe community. We will continue to implement these initiatives and look for further avenues to enhance the students' sense of belonging.

To develop their social-emotional skills, this year we incorporated our Code of Conduct into various facets of the school (e.g. daily morning announcements, school-wide assemblies and events, including *Be Kind to Each Other* and *Be Kind to This Place* week). The students were also provided the opportunity to refine their social-emotional skills through leadership opportunities, such as being Library and Daily Announcements Monitors, Assembly Leaders, and part of Student Council, for example. Most importantly, established social-emotional programs were explicitly taught to them and intertwined in activities throughout the curriculum, and they also received targeted lessons focusing on the big ideas and curricular competencies from the Physical and Health Education (PHE) curriculum. Although the students have shown some growth, they along with the staff have identified that learning can be impacted by social-emotional challenges. Therefore, in order to further expand their social-emotional skills, we will continue to implement the aforementioned practices with the addition of the staff exploring the use of a common and consistent social-emotional program at both the primary and intermediate levels, and providing more lessons focusing on the PHE curriculum.

Improve equity

Even though this year's Learning Updates indicate a large number of the students at University Hill Elementary School are on track with their literacy skills, they also show there are still some students who are not yet consistently proficient in English Language Arts. To determine how we can best support these students, we will collaborate and engage in professional development discussions about instructional and intervention strategies, and resources to enhance the students' literacy skills (e.g. assessment to inform and guide instruction; consistent and cohesive writing, and phonics and reading comprehension instruction at the primary and intermediate levels; intervention strategies/learning support).

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

We have done the following to support the students in developing a deeper appreciation and understanding of Indigenous knowledge, culture, and history:

- Embedded Indigenous knowledge and perspectives into all curricular areas
- Indigenous Land Acknowledgement at the beginning of daily morning announcements, assemblies, formal meetings, and other events
- Embedded Musqueam knowledge into our Code of Conduct and using it as a framework to guide our practice
- Explored place-based learning through regularly scheduled outdoor learning opportunities
- Created two outdoor learning spaces, which include a circle of 12 stones to provide seating for a class of students to explore the power of using a circle for sharing, medicine wheel teachings, and other aspects of Indigenous culture
- Planned field trips to The Museum of Anthropology and Reconciliation Pole
- Collaborated with our Indigenous Education Worker to develop learning opportunities for students and staff on Indigenous themes
- Participated in National Truth and Reconciliation Day, Orange Shirt Day, Red Dress Day, and National Indigenous Peoples Day
- Purchased books and resources with Indigenous authors, illustrators, and information to support teaching and learning

Embedding these initiatives and practices into the fabric of the school has contributed significantly to the growth of the students having a deeper appreciation and understanding of Indigenous knowledge, culture, and history. We will continue to implement them and look for other opportunities to enhance the students' learning, especially acknowledging more often and making it more explicit when they are learning about Indigenous peoples in order to strengthen their knowledge and understanding.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know if the measures and practices we put in place have been successful if anecdotal data and results from the SLS suggest the students continue to feel safe, welcomed, and a sense of belonging at the school. This information will also indicate growth in the students developing social-emotional skills and a deeper awareness, appreciation, and understanding of Indigenous knowledge, culture, and history. In addition, Learning Updates results will reveal a larger number of students are on track with their literacy skills and consistently demonstrating proficiency in English Language Arts.

2023-2024

School Learning Plan

SCHOOL STORY

Sir William Van Horne Elementary School is located in a diverse neighborhood in the Oakridge - South Slope area of Vancouver. It is also on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation). and the Van Horne Community is grateful to be privileged to be learning and unlearning in this school on these lands.

It enrolls about 450 students across 19 divisions, ranging from kindergarten to grade seven. There are currently approximately 150 students who are designated as English Language Learners (ELL). Approximately 40 students have ministry designations for special needs.

Van Horne School is proud to work closely with our Van Horne Parent Advisory Council (PAC). We have a shared value focusing around building a thriving community. Over the last several years, the community has been working on: a growing recognition of our community's diversity, a commitment to tackling environmental issues and challenges (especially around the topic of transportation), and a working relationship between school and parents based on the values of transparency and cooperation. Additionally, parents are invited to become partners with the school through actions such as volunteering for PAC led initiatives like organizing and running hot lunches to becoming club leaders at school. Some of these include quiet lunch monitors, boardgame clubs, and tennis instructors. All these efforts are to make a difference in the lives of our students. [Click or tap here to enter text.](#)

Students are served by approximately 45 school-based staff ranging from teachers that work directly with students, resource and specialist teachers that support students and teachers, and School and Student Support Workers that support students with diverse learning needs. Administration, office staff and custodial staff support the smooth functioning of the school. The interests and skills of these individuals vary and this diversity benefits the student's education. Van Horne's diverse staff support a more holistic approach in the development of students, academic rigor, provide extra-curricular opportunities such as sports all motivated by moving students forward in their development of their core competencies. Students are challenged to become leaders and contributing members of society.

Staff work collaboratively to discuss students' needs, strengths, and how to best support students. Highly dedicated staff provide varied learning experiences, including project and inquiry-based learning to Van Horne students. During a typical school year, Van Horne Elementary School offers additional opportunities for students in arts, sports, and student leadership. Examples of this include student government, choir, cross country, volleyball, basketball, badminton, and track and field. Additionally, students can provide leadership through opportunities such as being PA announcers, library monitors, club leaders (origami club, Dungeons and Dragons club, Magic the Gathering club, and comic club), and big buddy/little buddy classes. The YMCA and Little Mountain Neighborhood House are typical partners of the school.

At Van Horne, “*Our school is a community*” is a phrase that is often used by PAC executives and school administration as a guiding value.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

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Students at Van Horne have strived to be productive members of society. Kids have historically been offered multiple avenues to contribute to the school community via leadership opportunities. The students are supported by active and caring families who place a high value on community building. Also, the students enjoy immense support from an organized and active Parent Advisory Committee who exercise a daily presence in the school. Students are aware of many of the members of the school PAC and approach them for support with ease. The students also have the support of caring adult staff, from teachers to school and support workers and this relationship is evident to them. Adults run after-school athletics, lunchtime clubs and other whole school activities that bring students together.

We recently worked on our new school code of conduct in which students had the opportunity to provide input which became reflected in our school’s values. The values that emerged are:

- Kindness
- Responsible behavior
- Hard work and effort
- Caring and empathy
- Fairness

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

This year our staff were interested in monitoring literacy data to see how our students were performing in the area of literacy. Around the middle of the fall term, teachers and students evaluated each of their students’ progress in literacy and assigned a level based on our current reporting language.

Students were either:

- a) Emerging
- b) Developing
- c) Proficient
- d) Extending

The staff researched and discussed how assessment practices can play a role in improving student learning. Most teachers were interested in developing a further understanding around how (and if) self-assessment as a practice can improve literacy for our students.

There was a strong desire among teachers to improve literacy skills as a pathway towards equity. Literacy is a top priority skill that employers are looking for in their hiring and staff felt this was the best way to help students

have the best chance in their future for success. The use of self-assessment gives agency to each student to use their own voice and decision making to monitor their own progress in learning. Furthermore, the use of self-assessment is a lifelong skill; one that will serve them as they continue their learning journey.

The staff developed a procedure that all teachers would follow in which each student would create a book review. Throughout the process students would continually evaluate where they were in relation to the class developed assessment rubric. Teachers would monitor their work and create mini-lessons that were asked for/needed by students. A continuous cycle of work and self-assessment would be followed until completion, at which point the student would give a final assessment, one in which the teacher would guide the student through.

Reflecting on the results, we noticed overall that over half of the students showed growth. When looking at just intermediate and primary groups, intermediates showed more success. This can possibly be attributed to older students being more cognitively ready to self-assess than younger students.

Showing growth is determined by comparing the initial level (represented by the teacher and student determining whether a student was emerging, developing, proficient, or exceeding) to the final achieved level of learning. Each step of the way students worked with their teacher to learn, unlearn, and relearn towards their own learning target.

Despite there being less success with younger students, the results with older students are promising. The belief is that teaching self-assessment at all levels should yield success for all students as students get used to the process and teachers become more comfortable teaching the process.

Improve equity

To improve equity, Van Horne conducted several actions:

- self-assessment
- parent access and involvement at school
- student involvement and increased opportunities

Self-assessment, which ties in with our literacy goal is not only an assessment practice, but an equity one as well. In a classroom where self-assessment is practiced, the active nature of this type of assessment practice is equity. Students are involved not only in their learning, but the active monitoring of their learning and the creation of their own learning targets means students are learning at a pace that is suitable for them.

Parents were actively offered opportunities to participate in the daily life of the school and the students. They were asked to either come up with activities/ideas they wanted to share with students and to create a club that can be run at lunchtime or they were provided with a list of activities that could be run as clubs and asked if they would participate in a supervisory position. While not all parents can participate as most parents work during school hours, some were able to as they did not work at all, did not work on some school days, or even took time off from work to participate or used their own lunch breaks to come over to the school to run activities. In addition to typical opportunities such as coaching, playing musical instruments for concerts, and helping with hot lunch, parent participation this year included quiet lunch club and Boardgame club.

Students were also offered more opportunities and choices this year. This is consistent with our previous school plans in which we pursued student choice as a means to improve student learning and experiences at school. This started out with our biggest initiative which is a revamp of our student council model to become student government. Membership and participation in student government was significantly expanded. Any student in

grades 3-7 that wanted to participate was automatically a member and participated actively in all meetings and student government events and initiatives. From these members, a democratic student election was run to find executive members who would have specific responsibilities. Student ideas were invited and enacted upon such as a request by some of our students to open up an alternative lunch area that was focused on noise level. They had recognized they were much happier, regulated, comfortable in a quiet environment and as such we were able to open up two locations to facilitate these kids that self-identified as needing a quiet space for eating. A group of students, some of which are identified as special needs and some with behaviour challenges, also requested an alternative space, for which we were able to accommodate, and they have had great success with no incidents over the course of the year compared to if they were not accommodated and expected to have lunch in our typical set-up.

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

A few years ago, at Van Horne, we initiated a Legacy Project with the help of our grade 7 students. This entailed each student participating in painting a mural painted on an inside wall of the school. This year, with the encouragement of our grade 7 parent committee, we approached this from an equity lens and chose to honour our the land we are on through our Reconciliation commitments by having an Indigenous artist work with our grade 7 students to create this piece. Over the course of 2 weeks, our artist engaged in a myriad of small group and large group activities, where he gave valuable knowledge, insight, and history to the students around meaningful context in the Indigenous culture. His passion for understanding the relationship with animals and Indigenous People gave purpose and clarity to the students. The result was a thoughtful and creative mural on the main wall as one enters the gym's main entrance. Every grade 7 student took part in learning the techniques of form and design. Our artist gave them meaningful feedback and anecdotal stories along the way. Once the animals were drawn, the students painted them in. The students and staff at Van Horne are extremely humbled and have gratitude for this experience that will forever remain in the hearts of all at Van Horne.

HOW WILL WE KNOW WE'RE ON TRACK?

The process of self-assessment was taught to students and included developing an assessment rubric together, using various pieces of literacy and matching/analyzing/discussing what each level looks like so student have a clear understanding of what the learning targets are, having multiple attempts to achieve the learning target.

The results of this are summarized in the table below.

	# of students that showed growth (max. 405)	% of students that showed growth
Primary Students	98	43%
Intermediate Students	122	69%
All Students	220	54%

54% of the students showed growth. While we can attribute this to other factors possibly, anecdotal evidence from staff suggests that many/most students showed growth due to this process and self-assessment.

Other actions, such as a new student government model, resulted in a great increase in student government participation by those students interested in this leadership opportunity. As a result, all interested students were given the opportunity to participate.

Considering increased student choice and voice resulted in implementing quiet and silent lunch areas, a student request. Each day, about 70 students sat in the silent zone or the designated quiet zone (whispering allowed) to eat lunch. A great number of students were much more regulated during and after lunchtimes.

Finally, a small group of students requested their own space separate from the mainstream population for recess and lunch each day. This group was granted this exception and as a result were very successful in regulating themselves throughout the school year.

As we reflect upon these practices throughout the year, we have noticed more harmony during unstructured times in the day, with a specific focus on recess and lunch time, when problems can occur. The staff in the office along with classroom teachers have also noticed that general problems that typically occur during unstructured time have gone down quite drastically. Weaving the autonomy of the student body in general has shown great improvement at Van Horne and the students should be proud for their efforts in making the space fair, equitable and engaging for everyone.

These stories of success were part of the story of Van Horne this year.

2024-2025 School Learning Plan

SCHOOL STORY

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), and səliłwətał (Tsleil-Waututh Nation).

Vancouver Technical Secondary School, established in 1916, initially served as a technical school located at 12th and Oak. The current building, constructed in 1928, boasts state-of-the-art technical facilities and originally catered exclusively to male students. However, in 1940, female students were welcomed, and subsequent major additions in 1954 and a seismic upgrade in 2011 have shaped the school's physical space to meet the evolving needs of our community. This year, the student group, Community for Care and Dignity, has been actively engaged in conversations around making the washrooms more welcoming for all students.

Van Tech thrives as a diverse learning community. Approximately 1650 students and over 100 staff members, including office and building support staff, multicultural workers, CST members, and VPD and VCH employees, contribute to its vibrancy. Our student body represents a rich tapestry of ethno-cultural backgrounds, spanning over fifty language groups. The programs and initiatives offered at Van Tech mirror this diversity, adapting to the ever-changing needs and values of our school community. Notably, we maintain strong partnerships with organizations such as Vancouver Coastal Health through our Leadership and Resiliency Program (LRP) and collaborate with Fresh Roots on our school farm. Additionally, our engagement with Frog Hollow Neighbourhood House further supports our students through the Community Schools Team (CST).

Van Tech's comprehensive school programs encompass Jr. and Sr. Learning Assistance (LAC), the Learning Support Program (LSP), Life Skills/DSP, Flex/Humanities Mini School, Summit Mini School, French Immersion, and English Language Learner (ELL) classes. We also welcome international students from Asia, Central and South America, and Europe.

The uniqueness of Van Tech lies in our commitment to social justice and reconciliation. We host annual an Indigenous Celebration week. Our schoolyard garden projects, including the Indigenous Garden, and Garden Club beds in partnership with Fresh Roots, contribute to our vibrant community. Notably, on September 27, 2023, we unveiled artwork by artist Xwalacktun (Rick Harry) at the front entrance—a tribute to the Squamish and Kwakwak'wakw nations. Students create works of art under the guidance and support of Indigenous artist mentors. Our Celebration of Champions recognizes students' Grit, Determination, Diligence, Improvement, Creative Measure, and Class Inclusion and Leadership. Leadership opportunities abound, both formally through PE Leadership and Mental Health Leadership courses and informally via school clubs and CST and LRP initiatives.

We actively foster community through events like the Grade 8 Family Welcome, program potluck evenings, music concerts, drama performances, Fine Arts week, and athletic events. This year we received a generous grant from the Vancouver Police Foundation to run a free FIT Boxing Program for Grade 8 and 9 students; the

intention of the program is to encourage students to be physically active and to foster a sense of belonging. Our commitment to community extends to supporting students from low-income families through the annual Holiday Hamper drive, which receives donations from local charities and Van Tech families. As we continuously seek innovative ways to foster student belonging and empower student agency and ownership, our Student Forum provides a platform for actionable change and student involvement in shaping the school's operations.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Van Tech, 251 of our students have Ministry designations. We support 86 Indigenous students, 30 of whom are in Grade 8, 76 English Language Learners (ELL) students, and 23 international students. This year, we collected student data from:

Van Tech Senior Student Survey – September 2023

- Grades 10 -12s were surveyed as part of our school start-up.

Student Learning Surveys – March 2024

- Completed by Grades 8-12
- We concentrated on the data collected from our Grads of 2025 because this is the only cohort from whom we have two years of data; we examined their responses from Grade 10 and 11.

Student Forum – April 2024

- This event provided an opportunity for students to engage in conversations about their school experiences and the 3 foci of the School Learning Plan.
- We hosted 35 students (invited and randomly selected) to ensure full representation of student intersectionality.

Van Tech student strengths:

- involved in a wide-range of school-based activities (clubs, athletics, events)
- care about the feelings, safety and fair treatment of other people in the building
- value diversity

Van Tech student support needs:

- dealing with mental health and wellness
- more opportunities for student-led initiatives (including during FIT)
- developing a greater sense of agency
- more teacher involvement in clubs and events

The evidence we collected tells us that Van Tech students are socially conscious and have a clear understanding of what they want in and from their school. The themes that emerged from students' voices are what shaped the development of this plan.

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 goal is to develop a sense of belonging amongst students and staff of the Van Tech community, working towards an increased sense of belonging. We aim to employ positive and sustainable practices to develop deeper connections, and feelings of belonging for our students and staff.

Why did we select this goal?

This goal is carried over from our 2023-2024 School Learning Plan. It connects to the Education Plan objective of improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families. A focus on belonging aligns with the Aboriginal Education Enhancement Agreement (AEEA) Belonging goal (to increase students' sense of pride, self-esteem, belonging, place, acceptance, and caring in their schools). The data we collected from students this year indicates a need to continue our pursuit. We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have a significant impact on their academic achievement. Similarly, we believe that a staff community that feels a strong sense of belonging will be better placed to foster a sense of belonging in their classrooms.

What are we doing to address this goal?

Action #1 (continue from 2023-2024): Share and implement classroom strategies that foster belonging.

In March 2024, the staff evaluated over 50 strategies to enhance classroom belonging and agreed on a unified approach to implement for the year's remainder. This involved greeting students by name or with a smile during class transitions. Some educators adopted an additional strategy. Each week since April, a new strategy was included in the WAAG newsletter for those wishing to further this initiative. Informal lunches in April and May allowed staff to exchange insights, which were also discussed at the April staff meeting. At the May staff meeting, feedback was sought through three questions about these efforts: *what did you try, how did it go, and what will you do next?* The feedback from March to May suggests that while there's been short-term success, ongoing and perhaps additional measures are necessary to achieve our objective. We'll be able to assess the long-term impact next year.

Action #2 (continue from 2023-2024): Increase staff's sense of belonging by offering ways for staff to connect.

During our regular monthly staff meetings, we conduct a recognition event called the Van Tech TLC draw. This event honours staff members who have been acknowledged by their peers for contributing to a collegial and positive school climate. The nominees' actions are posted on the staff Team for all to see. Additionally, in April, we began hosting 'Coffee Chats' every three to four weeks. These informal gatherings held before the start of class are designed to provide a social opportunity for staff members. The number of participants has been growing, and those attending have enjoyed connecting with their colleagues. We plan to maintain this initiative next year.

Action #3 (continue from 2023-2024): Host Student Forums to foster student belonging and develop student agency

Next year, Van Tech will host two Student Forums—one in December and another in April. During these half-day events, approximately 35 students from grades 8 to 12 will participate. The selection process will include both randomly chosen students and those specifically invited to ensure a diverse representation of student

perspectives. At the forums, students will discuss their school experiences, highlight priority issues, and provide feedback on the School Learning Plan.

How did we come to the specific actions we plan to undertake to address the goal?

The School Learning Plan team, which consists of a core group of 8 educators with an additional 10 staff joining regularly, met 8 times from December to May. We assessed the effectiveness of our 2024 plan and considered recently collected belonging data to determine these 2025 belonging actions.

Reference literacy / numeracy or achievement data

We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have significant a impact on their academic achievement. We will continue to monitor our students' literacy and numeracy results year to year and we'll add some questions to the Student Learning Survey to ascertain if there is a correlation between student achievement and our belonging actions.

Improve equity

Our goal is to increase the representation of equity-seeking groups in the school. We define equity-seeking groups (ESG) as those communities that face significant collective challenges in participating in society because of barriers to equal access, opportunities and resources due to disadvantage and discrimination. (Ex: BIPOC, 2SLGBTQ+, persons living with a disability)

Why did we select this goal?

This equity goal is closely tied to the Education Plan's objective of eliminating racism and discrimination in all its forms. It also intersects with our goal of enhancing the sense of belonging for both students and staff. Additionally, it aligns with the AEEA Aboriginal Education Enhancement Agreement goal of Culture and Community (to increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities). Effective strategies to promote equity, diversity, and inclusion include increasing the representation of equity-seeking groups in course materials and display cases. When we intentionally showcase diverse perspectives, identities, and cultures, it validates students' identities, provides positive role models, and enriches their overall learning experiences. Exposure to different viewpoints fosters critical thinking and empathy. Importantly, when students feel acknowledged, heard, and valued, they are more likely to thrive both academically and emotionally.

What are we doing to address this goal?

Action #1 (optional): Increase the number of staff and classes that create Indigenous-centered displays for the foyer-area display cases.

In September, staff members will receive a reminder about the sign-up process for utilizing the display cases in the foyer area. Additionally, they will be informed about which Indigenous Education Teachers from both the school and district can assist with this initiative. During the October staff meeting, we will engage in discussions about the significance of representation. We'll also share ideas for creating displays and explore potential collaborations with Indigenous Education Teachers. Notably, there is a dedicated group of teachers who

consistently showcase their students' work. Among them are educators who teach Indigenous Focused Graduation requirement courses and those who lead student social justice clubs. Their insights and contributions will be invaluable during these conversations.

Action #2 (optional): Increase representation of equity-seeking groups (ESG) in course content and materials.

During the November staff meeting, we plan to explore the district's Equity and Anti-Oppression Sharepoint site alongside school leads or district Equity and Anti-racism DRTs. We will invite interested departments and/or staff to review their collection of ESG resources. If there's interest, after personal and/or department inventories are complete, we will organize an informal session for sharing resources and invite Equity and Anti-racism DRTs to support staff in the collection of further ESG resources.

Action #3: Ensure school announcements highlight topics and events that raise awareness of the history and lived experiences of equity-seeking groups. (e.g. National Truth and Reconciliation Day, Black Excellence Day, International Women's Day, Asian Heritage Month)

This action will be spearheaded by our student communication team and supported by our Administration and other equity-minded staff. The team will meet in June to create a purpose statement and they will meet regularly to select ESG announcement topics.

How did you come to the specific actions you plan to undertake to address the goal?

When the School Learning Plan Team considered actions to build and increase a sense of belonging for all members of the Van Tech community, we considered how to best serve equity-seeking groups. We believe that increasing the representation of ESG in our school community demonstrates our belief that everyone matters and will ultimately improve student engagement and achievement.

Reference literacy/numeracy or achievement data

When students feel seen, heard and valued, they are more likely to thrive academically and emotionally. We will continue to monitor our students' literacy and numeracy results year to year and we'll add some questions to the Student Learning Survey to ascertain if there is a correlation between student achievement and our equity actions.

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

Our goal is to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners.

Why did we select this goal?

Our goal is the same as a district Education Plan objective. It aligns with the aforementioned Aboriginal Education Enhancement Agreement (AEEA) Culture and Community goal as well as BCTF Professional Standard 9 and the BCPVPA Leadership Standards. Interest in Indigenous histories, traditions, cultures and contributions is strong at Van Tech and continues to grow in our community. Reconciliation - engaging in the work of reconciliation through action - by students and staff is ongoing at Van Tech and the actions they have taken in this regard over the last several years are too numerous to list here.

What are you doing to address this goal?

Action #1: Increase use of First People's Principles of Learning when planning for student learning (curricular & extra-curricular)

In May, staff members were invited to participate in a survey assessing their comfort level and preparedness for utilizing the FPPL in designing learning activities. The data collected from this survey will inform the planning of professional learning opportunities by Indigenous Education teachers, our DRT and administrators. These opportunities will be offered during optional monthly lunchtime conversations and regular mini-learning sessions at staff meetings. Our professional learning initiative will begin in June with the distribution of key resources to staff. In the fall, each staff member will be asked to select one FPPL to explore further and intentionally engage with throughout Semester 1. Teachers will then be asked to plan learning experiences through the lens of this FPPL during Semester 2.

Action #2: Organize an Indigenous Celebration Week to be held in June.

We will build on the 2023-2024 ICW, with an eye to increasing student involvement. June 2024 activities and events included:

- daily announcements with songs by Indigenous musicians and profiles of Indigenous role models;
- display cases highlighting Van Tech's Indigenous Grads, student art work made with the guidance of Indigenous artists, and student research projects;
- in-school field trips to view the display cases and QR codes posted around the school that connect to student projects about Indigenous poets, authors, artists and more, *en français*;
- FIT time activities for all students including Indigenous Math Games, an opportunity to learn the Coast Salish Anthem and the Women's Warrior Song, a tour of Van Tech's Indigenous Garden, an opportunity to hear a TedX talk on the power of Indigenous storytelling, and a chance to plant their very-own "three-sisters";
- classroom events, including Powwow dance lessons in PHE with Nyla Bedard.

In April, we'll strike an Indigenous Celebration week organizing committee and invite Indigenous students to join.

How did you come to the specific actions you plan to undertake to address the goal?

Van Tech teachers prioritize Indigenous knowledge and worldviews and are committed to learning more about culturally responsive pedagogy. Approximately 20 interested staff members received copies of Jo Chrona's book "Wayi Wah!" in November. Additionally, a small group of teachers collaborated with our school's Indigenous Education teacher and a CAM team DRT during dedicated Collaborative time focused on place-based learning. The next beneficial step is to invite all staff members to engage more deeply and plan using the FPPL. The Van Tech staff actively collaborates with Indigenous artists and speakers, fostering whole-school participation. By intentionally involving Indigenous students in the planning and execution of Van Tech's ICW, we aim to amplify their voices and enhance their sense of agency.

Reference literacy / numeracy or achievement data.

When students feel seen, heard and valued, they are more likely to thrive academically and emotionally. Van Tech's Indigenous teachers, Learning Hub teachers, and administrators will continue to work together to support our Indigenous students and monitor their literacy and numeracy results year to year. The additional questions we plan to add to the 2025 Student Learning Survey are intended to ascertain if there's a correlation between our School Learning Plan actions and Indigenous student achievement.

HOW WILL WE KNOW WE'RE ON TRACK?

To assess the effectiveness of our actions, we'll compare baseline student data from the 2023-2024 and 2024-2025 academic years, including the Student Learning Survey and Student Forums. We'll add some questions to the 2025 Student Learning Survey related to student achievement. The purpose is to investigate whether there is a correlation between student achievement and their sense of belonging. We'll facilitate two Student Forums – one in December and another in April, and lastly, a Senior Student Survey, to be issued in September and April, will focus on students' feelings around belonging and equity and their understanding and appreciation of Indigenous cultures.

We'll continue to share news, activities and events that connect to our School Learning Plan with the Van Tech Community in the monthly Family Bulletins and at PAC meetings.

Some of our actions will require additional progress checks:

Belonging

Action #1: Share and implement classroom strategies that foster a sense of belonging.

- We'll collect staff-generated anecdotal evidence through FORMS at the January and May staff meetings and offer informal conversation opportunities during staff meetings as needed to share ideas and gain inspiration.

Action #2: Increase staff's sense of belonging by offering ways for staff to connect.

- We'll track staff involvement in both our TLC draw and Coffee Chats over time and adjust accordingly.

Equity

Action #1 (optional): Increase the number of staff and classes that create Indigenous displays for the foyer display cases.

- During the 2023-2024 year, our school's foyer-area display case, which highlights Indigenous culture, was utilized by five different teachers for four distinct courses and a significant school-wide event commemorating the National Day for Truth and Reconciliation. We expect that the emphasis on the FPPL across the school, coupled with our new Indigenous teacher's second full year of teaching here, will lead to achieving our goals by June 2025.

Action #2 (optional): Increase representation of equity-seeking groups (ESG) in course content and materials.

- Interested teachers will use at least one new ESG resource with their class(es), monitor the results, and participate in an informal share-out about their experiences at a time determined by the group.

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

Action #1: Increase use of First People's Principles of Learning when planning for student learning (curricular & extra-curricular)

- Staff will be invited to informal monthly lunch-time conversations to learn with and from each other and gain inspiration. At the April staff meeting we'll use a FORM to collect staff-generated anecdotal evidence regarding their experiences.

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation). Waverley Elementary School is located in the community of southeast Vancouver, British Columbia. Waverley School enrolls 385 students from Kindergarten to Grade 7. Learners attending Waverley Elementary School have diverse backgrounds and speak many different languages. Waverley School has approximately 62 dedicated staff, and several have worked at the school for many years. Waverley classroom teachers, a Resource Team, and a large team of student support workers work collaboratively to support the inclusion of students with diverse and complex learning needs. Waverley's Indigenous Education Enhancement Worker (IEEW) and Youth and Family Worker (YFW) work closely to support students, families, and staff. Waverley students, staff and community members are expected to follow the School's Code of Conduct – Be Kind, Be Safe, Be Your Best.

Waverley School values strong partnerships with local organizations. These currently include Arts Umbrella, the National Council of Jewish Women, Earthbites, and Indigo. South Vancouver Neighbourhood House has an Out of School Care Program at Waverley School and generously provides staffing for extracurricular activities such as the Grade 6/7 Global Citizen's Lunch Program. Unique to Waverley is the Taiko Drumming Program. Students involved in this program practice after school and perform at school assemblies, at the school's annual Terry Fox Run and in parades locally around Metro Vancouver.

Waverley School community has many assets. Waverley School has a Strong Start Centre Program, welcoming infants and preschoolers and their caregivers and introducing them to the school community. Waverley School has a garden which actively engages learners, staff, and parents/guardians. Waverley has an active and supportive Parent Advisory Council (PAC). Parents and guardians meet monthly to organize community building activities (eg. Bingo Night) and fundraising activities (eg. weekly lunch program and bottle drive) to support the school and the school community. The school garden and special events such as Sports Day, and the Grade 7 Leaving Ceremony are also strongly supported by Waverley PAC. Waverley School staff endeavors to align its school plan with the VSB's 2026 Education Plan. Waverley School staff is committed to Equity, Student Achievement and Reconciliation, and has been part of the VSB's Collaborative Early Literacy Initiative (CELI) Program for over a decade.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Of the 385 learners at Waverley, 165 are primary students in Kindergarten to Grade 3 and 220 are intermediate students in Grades 4 to Grade 7. At Waverley this year, around 40% of learners are

identified as English Language learners, 10% students have Special Education Ministry Designations and 4% of students are identified as Indigenous.

Learners at Waverley Elementary are diverse in their cultural and linguistic backgrounds. Many students proudly speak a number of languages. Students at Waverley Elementary are from all over the world. In fact, a significant number of intermediate age learners and their families arrived between August 2023 and May 2024 who are new to Waverley and to Canada just this year.

Literacy data collected over the past few years has indicated that Waverley students need support with improving literacy achievement levels. Through data collected from the Benchmark Assessment System (BAS), on average 30 % of student 's reading scores fall below grade level standards. Waverley staff also report that following the very isolating years of the Covid-19 pandemic, Waverley students seem less connected with each other and with the school. As such, staff have been using different approaches for the last two years to intentionally improve the overall sense of belonging for learners at Waverley School. When Grades 6 and 7 were asked at the outset of this school year what they like most about Waverley, a common response was, "friends".

Waverley students, overall, seem to respond positively to school-wide events, co-curricular opportunities, field trips and after school activities. Great excitement fills the school on special days like the Terry Fox Run/Walk, the Young Entrepreneur Fair and Sports Day. The joy of buddy classes being together can be heard down the halls – primary and intermediate students laughing and learning together. Students who participate in athletics at Waverley seem to appreciate teams offered such as volleyball, basketball and cross country. Primary and intermediate students repeatedly remark in term end about their enjoyment and learning from local field trips to places like Science World and from programs such as the Artist In Residence Studio Program (AIRS) and the Earthbites Garden Program.

The staff and students remain committed to the journey of Reconciliation. This year, efforts included refining the pronunciation of the three host nations with the land acknowledgment in staff meetings and with students during assemblies. Additionally, we collaborated with the YFW and IEEW to incorporate indigenous drums not only in assemblies but also within classrooms for student use. Staff are actively exploring further opportunities to integrate First Peoples' principles of learning into their teaching practices through literacy and the arts and has been visible throughout the school.

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

For the 2023-2024 school year, Waverley staff focused on improving student achievement in literacy and improving belonging within the school community. These areas of emphasis were identified by Waverley staff because of what is known about Waverley's learners and to align with the VSB Education Plan 2026.

While Waverley staff have been focused on improving literacy achievement levels for all learners at Waverley this year, data collection and analysis has been focused on literacy results for Kindergarten to Grade 3 learners. Staff meetings and Resource Team meetings were held monthly to discuss literacy

instruction and assessment approaches. In addition, professional conversations have taken place all year between teachers, Resource Teachers, support staff and parents/guardians to ensure literacy needs are being met. Two literacy programs have been piloted this year by Resource Teachers at Waverley – the Story Champs Program and the UFLI (pronounced ‘you fly’). The Story Champs Program has been used primarily in Grades 2 and 3.

Waverley staff collaboratively attended two VSB Literacy Days this year and the staff as a whole were introduced to the VSB Responsive Literacy Framework at a staff meeting. As well, Waverley teachers attended VSB Professional Development with renowned literacy leaders and authors such as Robin Bright, Jan Richardson and Adrienne Gear. In-class support with literacy lessons as well as literacy lunch professional development was offered by Waverley’s Literacy Enhancement teacher and enthusiastically received by primary and teachers.

In terms of belonging, Waverley staff have been intentionally working on both enhancing and creating structures to improve a sense of belonging for students in Kindergarten through Grade 7. Efforts have also been made to provide opportunities for parents/guardians to attend school-wide activities, assemblies and field trips to improve connections and a sense of belonging for parents/guardians with Waverley school.

Improving Literacy Achievement Levels

As mentioned at the outset of this report, Waverley is a CELI school. Waverley Elementary has a Reading Recovery Teacher who leads the collection of this data from classroom teachers and resource teachers. The Reading Recovery Teacher’s work is supported provided by the VSB Literacy Team for the work. During 2023-2024, literacy data was collected and analyzed for Waverley students in Kindergarten to Grade 3 which guides instruction and intervention in classrooms and determines support services for students.

In January 2024, Kindergarten students were administered the Kindergarten Protocol Screening. Waverley had a total of 38 Kindergarten students at the time of assessment. 18 out of 38 students were identified as English Language Learners (47%). Of the total 38 Kindergarten students, 17 Kindergarten students (45%) were identified as vulnerable on the January Kindergarten Protocol Screening in January 2024. After small group support, for 9 learners from January to May 2024, these learners were reassessed and 15 out of 17 learners were still ‘at risk’. *To summarize, 15 out of 38 students or approximately 40% of Waverley Kindergartens (Grade 1s in 2024-2025) will need to be supported with very intentional and targeted literacy instruction next year. Overall, 60% of Kindergarten students at Waverley are functioning at at proficient or above literacy level as of June 2024.*

In June 2024, 43 Grade 1 students at Waverley were assessed using proficiency scales based on the Benchmark Assessment System. 60% of Waverley Grade 1 students are identified as English Language Learners. Of our 43 Grade 1 students, 9 were assessed as emerging (21%), 5 were assessed at developing (12%), 6 were assessed at proficient (14%) and 23 were assessed at extending (53%). *Overall, 67% of Grade 1 students at Waverley are reading at proficient or above as of June 2024.*

Delving deeper into literacy data for Waverley Grade 1 students, 20 Grade 1 learners of the 43 Grade learners who were assessed at the emerging reading level in September 2023 were reassessed again in June 2024 to determine growth in their reading achievement levels. Of the 20 learners, 9 of the 20

Grade 1 students assessed at the emerging level (45%) continued to be emerging, 5 of the 20 students assessed at the emerging level moved to the developing level (25%), 4 of the 40 Grade 1 students assessed at the emerging level moved to the proficient level (20%) and 3 of the 20 students assessed at the emerging level moved to the extending level (15%). Of importance to note was that Grade 1 students who did not attend school regularly did not make as significant gains overall in their literacy achievement levels. Regular school attendance will need to be an area of focus next year for Grade 2s to improve literacy levels for this cohort of learners.

In terms of Waverley Grade 2 literacy data, in June 2024, 38 Grade 2 students were assessed. 53% percent of Waverley Grade 2 students are identified as English Language Learners. Of these 38 Grade 2 students, 6 were assessed at the emerging level (16%), 5 were assessed at the developing level, (13%) 11 were assessed at the proficient level (29%) and 16 were assessed at the extending level (42%). *Overall, this means that 71% of Grade 2 students at Waverley are reading at proficient or above as of June 2024.*

In terms of literacy achievement for Grade 3 students at Waverley, in June 2024, 46 Grade 3 students were assessed. 61% percent of Waverley Grade 3? students are identified as English Language Learners. Of these 46 Grade 3 students, 4 were assessed at the emerging level (9%), 3 were assessed at the developing level (7%) 19 were assessed at the proficient level (41%) and 20 were assessed at the extending level (43%). *Overall, this means that 84% of Grade 3 students at Waverley are reading at proficient or above in June 2024.*

Improving Belonging at Waverley Elementary

Waverley School held monthly student-lead assemblies, supported by the Vice-Principal and classroom teachers, where the school community was brought together around a chosen topic. Other school wide initiatives included A Terry Fox Run/Walk in September 2023, a Winter Concert in December 2023, and an Entrepreneur Fair held by three classes of Grades 6 and 7 for the school in May 2024 and Sports Day in June 2024. Two other successful school wide events took place this year which were organized collaboratively between Waverley's Parent Advisory Council (PAC) and school staff. These included a PAC 'Bingo Night' in January 2024 which brought out over 200 students, parents/guardians and staff, to school and a wildly successful school-wide Move-A-Thon in May 2024 which concluded with an afternoon of movement for the whole school as well as parents and guardians.

A structure that parents identified at a PAC meeting in October 2023 that they view as improving belonging at Waverley are 'buddy classes. Buddy classes are common at Waverley. Intermediate classes pair up with a primary class to read, play and do seasonal and/or recreational activities together. Parents and guardians explained that they can see the results of these connections during nights like PAC Bingo Nights where the younger and older students at Waverley know each other and seem safe and comfortable being together.

Initiatives such as Waverley Peer Helpers were run and expanded significantly this year to include Grades 4 and 5 students. The Peer Helper Program was supported by Waverley's Youth and Family Worker as well as the Vice-Principal and Principal. The total number of peer helpers at Waverley in September 2023 was approximately 36 student peer helpers. By June 2024, the number of peer helpers grew to 60 student peer helpers. We have so many peer helpers now, we need to buy more peer helper vests!

A lunch time Equipment Monitor Leadership Program was initiated this school year as well. The purpose of this program was to provide sports equipment to students at lunch twice a week to help positively connect students with each other outside during play time. Funding for this was strongly supported by Waverley's Parent Advisory Council and through one of the VSB Student Leadership Grants.

Improve equity

Improved equity for students starts in classrooms at Waverley. Access to learning for all and the inclusion of students with diverse learning needs is a priority. Classroom teachers, resource teachers, and 15 support staff at Waverley work collaboratively to ensure the inclusion of students with diverse learning needs in classrooms, outside on the playgrounds and on field trips. Conversations in staff meetings have taken place this year about Cross Cultural Responsiveness and how to make Waverley classrooms increasingly equitable, inclusive and safe for students to speak up, ask questions and take risks with their learning.

In addition to classroom approaches to improving equity, several initiatives were continued or enhanced by staff this year to improve equity at Waverley Elementary. The first was to continue to provide programs such as the Walking School Bus Program, the VSB lunch program and BC's Fruit and Vegetables In School program. The second was to initiate a Before and After School Reading Literacy Program. The third was to work on selecting and purchasing more diverse schoolbooks for Waverley's library. The fourth was ongoing collaborative efforts to provide food and snacks to students in need, to run high quality after school programming at Waverley school and to support more vulnerable students with Winter, Spring and Summer Break programming. Finally, students were actively supported to make announcements over the school wide announcement system to acknowledge different holidays and occasions, especially those of relevance to Waverley students and their families.

VSB breakfasts and lunches are provided daily for Waverley students who need them. Through the BC's Fruit and Vegetable School Program, fresh fruit or vegetables are delivered to the school every six weeks. All students receive a serving of the produce. The Fire Fighter Charity delivers snacks to school and these snacks are available to students in need. Delivery of food at Waverley is coordinated by the Youth and Family Worker and supported daily by the Supervision Aides. Students with Ministry Designations with individual goals which include helping around the school community will also work with staff to support food and vegetable/fruit delivery at Waverley.

This was the second year that the Walking School Bus Program was run at Waverley Elementary by the Youth and Family Worker (YFW) and the Indigenous Education Enhancement Worker (IEEW). Fewer than 10 students participated in this program. However, this important program supported more equitable student attendance and an opportunity for weekly positive connection with Waverley parents/guardians. Students involved were brought to school and home once a week by the YFW and or the IEEW. In addition to being supportive of families, this program allows positive connections to be made between the students who participate in the program and between the students and the staff who run the program.

A very successful program was initiated by Waverley staff this year to improve more equitable literacy achievement levels at Waverley. This program was the Before and After School Literacy Program. This program was developed for primary students needing more 'time with text' and greater time with an adult to listen to them read. Approximately 15 Grade 2 and 3 students were supported by this program between December 5, 2023 and May 17, 2024. This program was a team effort which was run by a Resource Teacher leader and involved the engagement and mobilization of Resource Teachers, Classroom teachers, parents/guardians, support staff and students.

The goal of this literacy initiative was to improve literacy levels for early primary students (mostly Grades 2 and 3) who were not meeting expectations in reading in September 2023. While the program started with 15 Grade 2s and 3s, in early April 2024 we expanded the program to include several Grade 1 students, another Resource Teacher, 2 more classroom teachers and a few more support staff. Students were pre-tested on the Benchmark Assessment System in October/November 2023 and post-tested on the Benchmark Assessment System in May 2024. In terms of literacy achievement levels, the following levels were achieved for Grade 2 and Grade 3 students involved in the program this year:

Waverley Grade 2s – Pre and Post Levels on Benchmark Assessment System (BAS):

Grade 2 (A) – 12 – 24; Grade 2 (B) – 6 – 22; Grade 2 (C) – 6 – 20; Grade 2 (D) – 10 – 20

Grade 2 (E) – 4 – 20; Grade 2 (F) – 14 – 28; Grade 2 (G) – 10 – 24

Grade 2 (H) – 16-20; Grade 2 (I) – 16-28; Grade 2 (J) – 10 - 24

Waverley Grade 3s – Pre and Post Levels on Benchmark Assessment System (BAS):

Grade 3 (A) – 24 – 34; Grade 3 (B) – 10 – 30; Grade 3 (C) – 3 – 24; Grade 3 (D) – 16 – 24; Grade 3 – 20 - 34

At the end of Waverley's new Before and After School Reading Program, students were celebrated with certificates at a and involved support staff were acknowledged with thank you notes by students. The strong improvements in literacy results of this program were also attributed to the initiation of a new and collaboratively implemented research based program called 'Story Champs' that was implemented this year in several Grades 2 and 3 classes at Waverley.

In Waverley's school library, a significant effort was made this school year to select and purchase thousands of dollars of books that students could identify with and 'see themselves in'. A group of teachers including the Teacher Librarian and the Principal worked together to select current, diverse and engaging picture books and novels for Waverley's library collection. Older books were culled in the process to remove dated materials. The Teacher Librarian at Waverley also received student feedback on books to select and purchase. Diverse new books were highlighted at staff meetings, used in assemblies and used in classrooms and the library for literacy instruction. They were also put on display in Waverley's library at certain times of the year.

In terms of more equity of books families and for learners reading below grade level, hundreds of dollars of books were intentionally purchased this year to support primary K-3 home reading programs. Specific teachers spent many hours organizing, labelling and cataloging these materials for home reading. More current and diverse books were also purchased for intermediate learners who are reading below grade level for use in Resource Centres, in classes and at home.

Earthbites Gardening Program and the Artist In Residence Studio program have been important programs which serve to improve equity at Waverley. This year 6 classes in Grades 1-5 were fully involved with the planting and harvesting of the school garden and participated in learning about gardening and nutrition from Earthbites staff and their teachers. Waverley's upper intermediates (6 classes of Grades 5-7 students) had the experience this year of having the Artist in Residence Studio Program. This year's program was a huge success as students learned about fashion, clothing creating and upcycling a collared shirt and put on a fashion show displaying their creations at the end.

Interestingly, teachers involved in the Waverley's Garden Program and AIRS program explain, students who may not be working at proficient levels in areas like reading, writing and numeracy highly engage and excel at hands-on activities in the garden or related to the garden – from digging up carrots to making salad from lettuce grown in the school garden. When involved students weigh in, they are frequently cited in Written Reports as enjoying learning in the school garden and being part of the AIRS program.

Deeper work will need to continue to be done to improve equity in Waverley classrooms and around the school next year in classrooms, on the playground and on field trips. Professional development related to improving equity (eg. Universal Design for Learning, SOGI, EARND etc.) and student workshops (eg. on empathy, respect and online safety) will need to be provided to further growth in this critical area.

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

We continued our journey of reconciliation with First Nations, Metis and Inuit peoples this year at Waverley.

The year started with a moving Truth and Reconciliation Day assembly at the end of September 2023. The gathering was led by one of Waverley's Grade 6/7 classes. At this assembly the Coast Salish Anthem was introduced and taught to Waverley students. As with most school gatherings at Waverley, the event closed with a Grade 7 drumming circle which led students, staff, parents/guardians and guests out of the school gym.

As the year progressed, students and staff at Waverley have been learning and practicing the proper pronunciation of the three host Nations in Indigenous Land Acknowledgements. Emphasis this year has been on connection with land and the importance of understanding the kind of reciprocal relationship that people can have with place. Primary classes received local grants and were able to take classes to nearby parks. Other classes went on walking field trips to community parks or on walking tours around Waverley community to learn about the land and the place.

Waverley staff participated actively in an Indigenous focus Day on November 24, 2023, which shared teachings from the xwməθkwəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) and had a keynote on Land-Based Learning by Dr. Jan Hare from the University of British Columbia. Time was also spent reviewing beautiful Indigenous picture books given to the library and school by the VSB Indigenous Education Department.

Waverley teachers and Resource Teachers actively and intentionally weave Indigenous perspectives, stories, art and authors into different curricular areas as well as teach about the history of Residential

schools in age-appropriate ways. Throughout the year and across the school, lessons have also been provided in classrooms by Waverley's Indigenous Education Worker and Youth and Family worker to bring Indigenous teachings and ways of knowing to all Waverley students. The YFW and IEEW also work to bring Indigenous students and their families together to Waverley in the Community Room.

Community events such as the Truth and Reconciliation gathering, Terry Fox Annual Run/Walk Learning conferences, Winter Concert, PAC Bingo Night, Move-A- Thon and Sports Day bring families together, including Indigenous families, to make connections with each other. After school programming as such as Taiko Drumming, Arts Umbrella, Schools Out (SVNH), as well as Winter, Spring and Summer Break programs engage Indigenous students at Waverley and support families with childcare.

HOW WILL WE KNOW WE'RE ON TRACK?

As we head into the 2024-2025 school year, Waverley staff intend to continue to focus on improving student achievement in literacy as well as improving belonging, equity and reconciliation.

Waverley staff will continue to focus on improving student achievement in literacy achievement in 2024-2025. In addition to Kindergarten to Grade 3 data, next year, literacy achievement data from Grades 4 to Grade 7 will be included in Waverley's School Learning Plan. Conversations and decisions will need to be made by teachers regarding common intermediate assessments. Regular primary and intermediate teacher meetings will be added to ensure that the service delivery approaches are meeting student needs effectively and equitably. Qualitative data (student voice) will be collected throughout the year to add to quantitative data collected.

Professional development opportunities related to literacy assessment and instruction will continued be offered to primary and intermediate teachers in meetings, in classrooms and at the school level by the Literacy Enhancement Teacher and at the district level by the VSB Literacy Team. Classroom Teachers and Resource Teachers will be given enhanced opportunities to visit other schools and to connect with other VSB educators about literacy assessment and instruction.

Waverley will continue to be a CELI school and have a Reading Recovery Teacher for the 2024-2025 school year. The CELI teacher will be working collaboratively with the Kindergarten teachers to set up a K-7 data tracking system for Waverley students. This will begin in June 2024. This system will assist with collecting data results over time which will help staff be 'on track' with meeting student needs and ensuring improvements over time in literacy achievement levels. The 'Story Champs' Program which was initiated at the Grade 2/3 level and found to be highly effective at improving literacy levels will continue to be used and implemented into more primary classes. Home reading books will continue to be purchased for the primary book room and for primary classrooms. Student attendance will be respectfully emphasized across the school. Better school attendance tends to lead to better academic achievement in literacy!

School-wide community-building opportunities like regular school gatherings will continue next year and buddy classes. The Peer Helpers Program and the Lunch Equipment Monitors are expected to continue as well. Waverley staff will need to find creative ways to support the continuation of these programs without a Vice-Principal next year. School wide initiatives such as the September Meet and Greet for parents/guardians on the first day of the year, Waverley's annual Terry Fox Run/Walk and other fun and connecting PAC /school initiatives will take place.

An area of focus for 2024-2025 will be to survey and collect information directly from students, especially the intermediate students, about how to improve belonging at Waverley school. Staff who regularly supervise outside at Waverley report a need for more break activity options for students. Peer helpers and equipment monitors, while excellent for developing student leaders, do not tend to support students who wish to read, draw and play quieter games.

The Before and After School Reading Program started this year at Waverley and will continue in 2024-2025. This program will start up again in October 2024. Data will continue to be collective as we did this year with more qualitative data collected (student voices) next year. The Walking School Bus Program will continue to be provided next year at least one day each school week. The Waverley Earthbites Gardening Program and the Artist in Residence Studio Program will both continue. Professional development for teachers and workshops for students around equity will be provided. Waverley staff will continue their commitment to reconciliation and ensure efforts to improve stay on track by forming a Reconciliation Committee.

2023-2024

School Learning Plan

SCHOOL STORY

Dr. George M. Weir Elementary School is situated on 44th Street East between Killarney and Rupert Streets. This site enjoys close proximity to the Killarney Community Centre which includes the recently added Champlain Seniors Centre, as well as Killarney Secondary School. Many of our families have always been very involved in activities offered at the Community Centre.

Many of our students complete their entire elementary school years at Weir, as did their older siblings, and even some of their parents. Most grade seven students attend Killarney Secondary when they graduate from Weir. It is very typical for these graduates to regularly return to Weir to visit staff, volunteer for school functions, or play basketball. Additionally, many of the grandparents of our students participate in morning exercise programs on the Weir site under our covered area including Tai Chi, aerobics, and Hackey Sac. Generational connections at Weir are deeply rooted within our larger community.

The home languages represented are predominantly English, Cantonese, Mandarin, Vietnamese, Tagalog, with Spanish, Russian, Portuguese, and Punjabi also represented. Many of these students receive ELL support. Students with a Ministry Designation who have an IEP are fully integrated at all grade levels, some with support from SSA staff. We continuously seek opportunities to welcome these rich home cultures into our school.

Weir is committed to both the academic and holistic, socio-emotional development of all students. We strive to provide a supportive learning environment where students demonstrate social, emotional and academic growth. We value student agency and enjoy creating opportunities for school-wide leadership. We also recognize that school is an important part of a larger community that nurtures and supports our learners as they grow. Our aim is for the entire Weir community to feel connected to our school and feel that they can participate and contribute in ways that highlight and nurture their unique identities and strengths.

Since our return to Weir last fall, we have adopted the learning community model. Our school is divided into learning communities by similar grade groupings. The staff within each community is provided with weekly release time to collaborate. A large part of this collaborative time is dedicated to our school goals. This model is guided by research that consistently shows the most significant impact on student achievement at school is through staff collaboration.

Weir is a digitally enhanced school, allowing students to thrive in this digital age. Grades K to 3 have access to school iPads. Grades 4 to 7 not only have access to school iPads but can bring their own mobile devices to school. Students are provided opportunities to engage with the B.C. Curriculum by designing and creating projects of their own. Weir has developed an inclusive program that allows students to engage in personalized inquiry-based learning. Each year, online curriculum opportunities for students to access at school and home (e.g. Mathletics, Raz Kids) have been available, which many parents have come to appreciate.

Typically, our parent community has been active and present in the daily happenings at Weir. Since last fall when we returned to our newly rebuilt school, we have made great efforts to revive many of the past activities and practices with our parents through our PAC council. Their ongoing, meaningful support contributes greatly to the positive school climate and enriches the school experience for all students and their families, and staff members. Their dedication is appreciated and their participation plays an important role in the cultural fabric of our community.

Further, we have brought some practices back from the past that supported our students and families including:

- Morning homework club where students are provided a quiet space and supervision to work on their assignments.
- Family reading mornings in our library commons.
- Chess club where intermediate students gather to play chess over several lunch times per week.

It can truly be said that the uniqueness of this time with all the challenges of being spread among three sites, as well as the implications and restrictions brought about by the pandemic, have been a catalyst for positive change. This has been an opportunity to reflect on what we value most – to see things with a new perspective. We look forward to this coming school year with renewed appreciation for being together as part of such a strong and positive school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Weir historically has had learners that love to learn and are curious about the world around them. They show excitement for new concepts and opportunities, show care and attention for learning, and are motivated by growth and accomplishment. They are supported by families who place high value on education both in and out of school. Our teachers have high expectations for our students as readers and writers and in turn, the literacy experiences in our classrooms are comprehensive, responsive, and dynamic. This spring we conducted a literacy survey of our students which provided some insightful results. Over 75% of our students expressed a wish to read even more. When asked what they wanted their teachers to know about them as readers, responses included many comments acknowledging the value of reading (e.g. “I like reading because you get smart”) as well as comments indicating that skills are important to help you to make meaning (e.g. “sometimes I skip words but I still understand”). Alongside this interest in reading for meaning, our fall assessments (conducted by classroom and resource teachers) show that some of our young readers are still at early stages of learning skills that support their ability to read words. Both this culture of reading and supporting our early learners in developing greater skill are goals that we will continue to work on.

Weir benefits from having a wonderfully diverse school community. Our students come from a range of backgrounds and speak many home languages. Each year, we welcome a growing number of families who have recently immigrated to Canada from many places around the world including Vietnam, the Philippines, Ukraine, and many South American countries. As a school, we place high value on including the home cultures of our students in our school activities. We often find that students and families come forward to volunteer for events that represent their culture including the Lion Dance during Lunar New Year and our recent Vaisakhi celebration. In addition, we have noticed more grade seven students request to have their cultural names included on their elementary school leaving certificates.

Our students, particularly in intermediate grades, show a strong sense of student agency. This agency can be shown through volunteer work in and out of our classrooms including assembly crews, morning announcement

hosts, and hall, lunch, and equipment monitors. Our students are also strong social advocates and allies. In recent years, we have held many student run fundraisers to support the victims of natural disasters and international conflicts. Also important to note is a growing interest in Indigenous education and Pride month.

Our staff place a high value on connecting with all our students as individuals. When asked how many trusted adults our students have at school who care about them and believe in their ability to succeed, Weir regularly shows results significantly above the district average each year across many different metrics. What is interesting; however, is that in a recent student learning survey of grade four and seven students, students at Weir showed significantly lower results when asked what is expected of them at school. Although staff anecdotally observe that our students are typically polite and well-behaved, it is interesting to note that clarifying expectations will be an area of focus for us.

Our students continue to walk alongside us as school staff on our reconciliation journey. Together, we have learned how to correctly pronounce the names of the three host nations. Students and staff both take opportunities to acknowledge the land and share their personal connections and understandings. We look forward to creating personalized land acknowledgements this fall. Many students are passionate about undoing past wrongs in relation to residential schools in Canada. Our students take turns using our Indigenous drums appropriately when we open our monthly assemblies. We learn Indigenous songs both publicly shared and personally gifted to us through ceremony. Indigenous knowledge and world views are woven throughout our curriculum and can be seen in every classroom.

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 will continue to focus on developing student agency, responsibility, and growth through creating and monitoring Core Competency goals. We will continue collaborating on effective ways to unpack vocabulary, structures and activities for establishing goals, and effective ways to celebrate growth at the end of each term. We will weave these goals into our everyday life and routines at Weir including displays, announcements, assemblies, staff meetings and parent communications.

Our literacy work will focus on two specific areas: targeted skills and establishing a culture of reading. Our targeted skill work will focus on early intervention using data-driven assessments to determine supports for both small groups and whole classes. Our resource team and primary classroom teachers will continue to explore and implement literacy programs that provide essential early literacy skills to striving readers and writers. To nurture a rich culture of reading, we will establish weekly and monthly school-wide literacy routines (e.g. Drop Everything and Read, school-wide reading and writing activities). We will carefully select texts and prompts that represent diverse issues and our diverse community.

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Improve equity

We will continue to use narratives, stories, and cultural events to highlight diversity as a strength within our community. As a school, we want to include the home cultures of our families by seeking and supporting opportunities for authentic sharing and learning (e.g. Vaisakhi, Lunar New Year). We will continue to hold school-wide read alouds at our monthly assemblies selected from timely and authentic sources related to diversity, equity, and inclusion topics. Supplemental literacy activities will be provided for all classes. In our classrooms, we will continue to expand our toolkit of Universal Design for Learning strategies to ensure all students can access the learning in their classrooms.

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

We will continue this important work both with our students and amongst ourselves as professionals. Staff will continue to volunteer to explore one of the specific 94 Calls to Action at each staff meeting. We will also focus on opportunities to reflect appropriate Indigenous culture and ceremony including the use of our Indigenous drums to open our monthly assemblies and ensure that we follow appropriate protocols this fall when unveiling our cedar Wolf panels from our Indigenous carver in residence. We will also continue to deepen our circle work to both nurture community and restore relationships when harm has been caused. We will ensure that we seek authentic sources for our work.

HOW WILL WE KNOW WE'RE ON TRACK?

We will use both satellite data (district and provincially gathered) and street data (anecdotal and conversationally gathered through student interaction) to monitor our progress with a particular emphasis on structures that highlight the voices of Weir students including school-wide writing, student focus groups, and surveys. We will hold data in shared documents and pay careful attention that the accurate and full picture of our progress can only be learned through understanding the qualitative stories behind the data collected.

2023-2024

School Learning Plan

SCHOOL STORY

wək'wəhəs tə syaq'wəm Elementary was gifted a Musqueam name that means “the sun rising over the horizon”. It enrolls over 320 students in 14 divisions, from kindergarten to grade 7. The school is a newer build and one of two mass-timber, seismically safe schools built in Canada. There is a new playground where students can sign out equipment for play during recess and lunch. The open-concept and wood tones provide a warm and welcoming environment for students and staff. The roof is covered with an array of solar panels that provide more than enough energy for our school.

The community is culturally diverse, and families represent a wide range of cultural and linguistic groups. Parents are supportive and actively involved in the school through the Parent Advisory Council (PAC) hosting many community events and fun fundraising ventures that support extracurricular needs within the school. The YMCA provides before and after school care onsite. Teachers work to enrich the experience of students beyond the classroom to include a range of field studies and student leadership groups. Older students have leadership and service opportunities as members of student council, library and lunchtime monitors. We have a gorgeous gym, and students have opportunities to compete in cross-country running, pickle ball, basketball, and track and field.

We have implemented various programs and initiatives to enhance students' learning experience. An Artist in Residence program provides opportunities for students to explore the importance of the watershed in our community through art, in a partnership with the City of Vancouver Parks Board. Staff is attentive to the social and emotional needs of students, and we are fortunate to be situated close to regional parks which allows us to utilize community resources like the Pacific National Exhibition (PNE), local parks, and outdoor spaces. We foster active engagement from parents and families, creating a multigenerational and multicultural environment. We value and celebrate the diverse home cultures of our students.

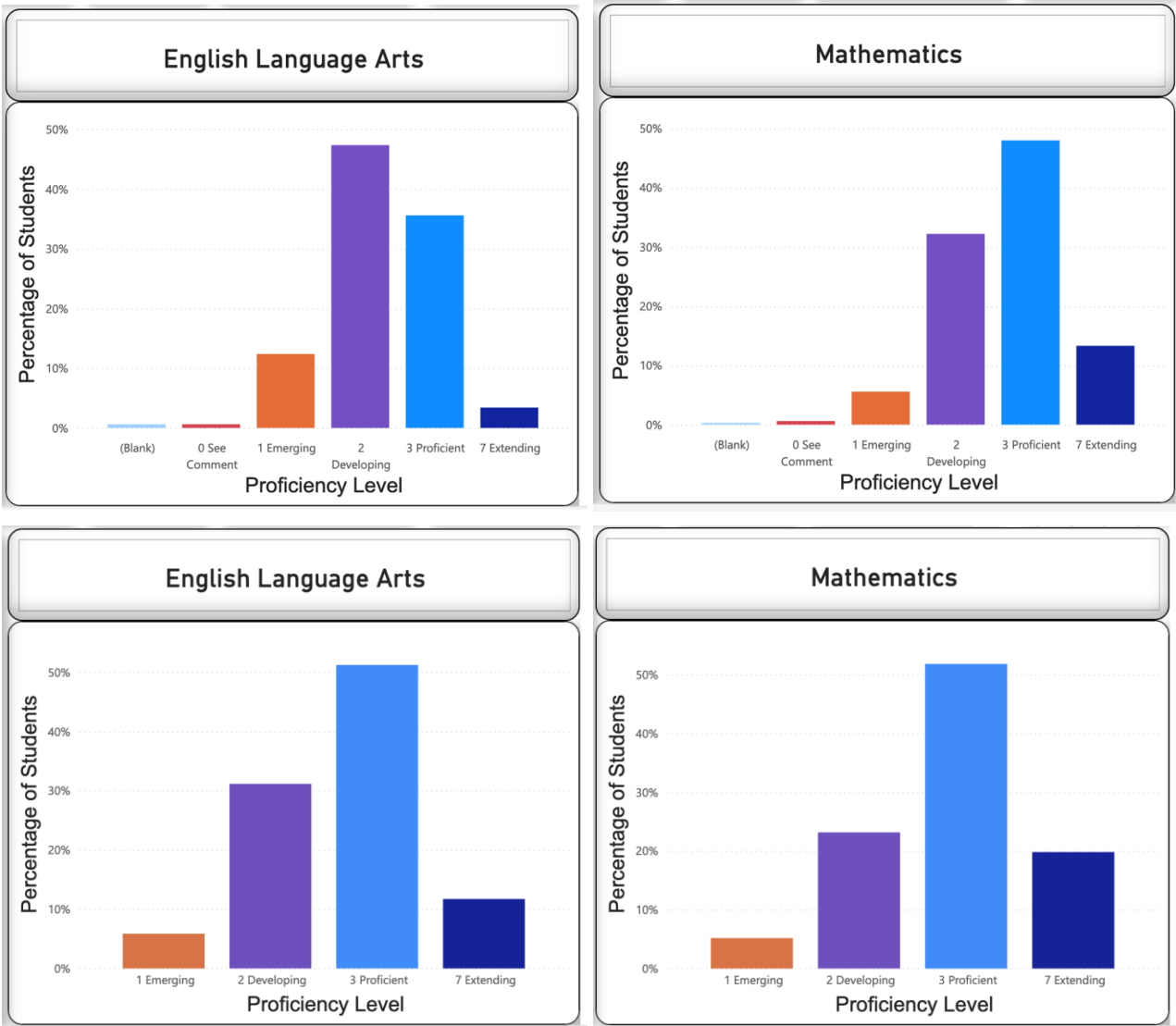
We emphasize socially responsible global citizenship through activities such as the Terry Fox run, Orange and Pink Shirt Days, food bank contributions, and the clothing drive for the Reaching Home Program. Environmental stewardship is also a priority with programs like the BC Vegetable and Fruit Nutrition + Milk Program, a bike to school initiative, and stewardship of the street rainwater filtration basins at each corner of the school city block. We are fortunate to have many Indigenous art pieces within our school and welcome Knowledge Keepers to share their teachings with students and staff.

Students are known for their artistic talents, good manners, and respect for each other and school property. We promote inclusivity and collaboration by creating a supportive and inclusive environment. We celebrate student learning through open houses and portfolios, and we acknowledge and appreciate the diverse celebrations that reflect students' heritages.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We have found that students are willing and work hard to continue to grow as learners. Though many students start the year as emerging or developing, most students become proficient or even extending in their courses as the year goes on. Students are hardworking and teachers work at helping students improve. Our school has 29.4% English Language learners, a few at the reception level recently coming to Canada. 7.4% of our students have Inclusive Education designations. Less than 1% of our students identify as Indigenous.

Here is analysis of our Term 1 Learning Update for English Language Arts and Mathematics for the entire school, then Term 3 analysis of the Summary of Learning directly below:



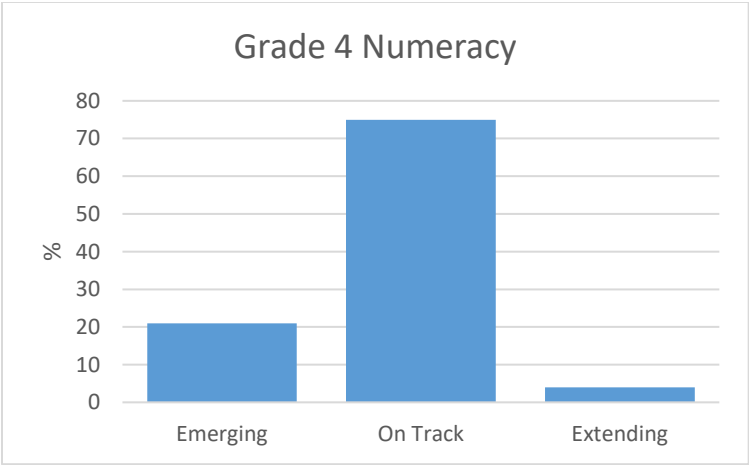
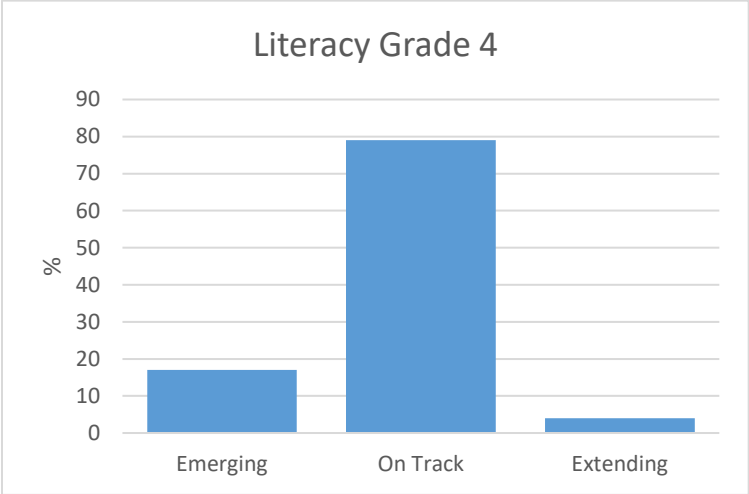
Every year the BC Ministry of Education provides a province-wide Foundation Skill Assessment of academic skills, primarily literacy and numeracy at the grade 4 and 7 levels in elementary schools.. Here are our FSA results this year for our Grade 4's and Grade 7's:

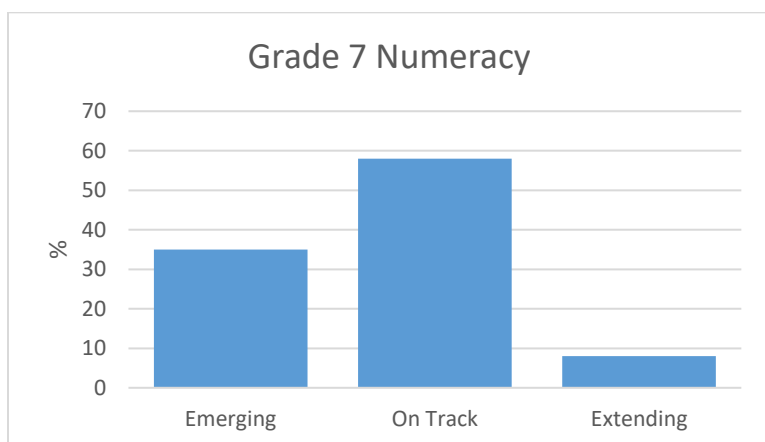
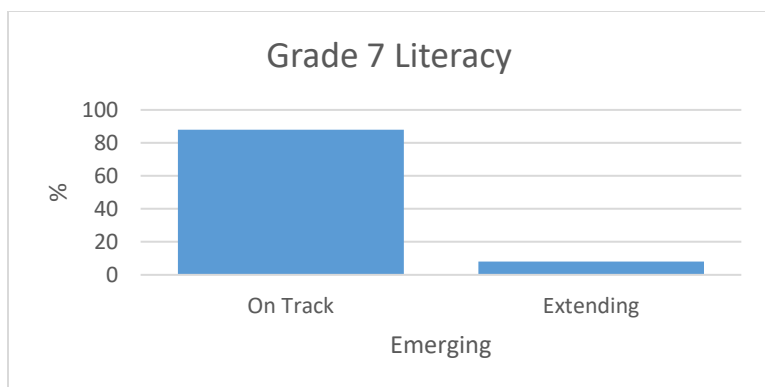
In Grade 4, 24 students and in Grade 7, 26 students wrote the assessments. Their scores were summarized as follows:

Emerging: Students demonstrate an **initial understanding** of the concepts and competencies relevant to the expected learning.

On Track: Students demonstrate a **partial to complete understanding** of the concepts and competencies relevant to the expected learning.

Extending: Students demonstrate a **sophisticated understanding** of the concepts and competencies relevant to the expected learning.





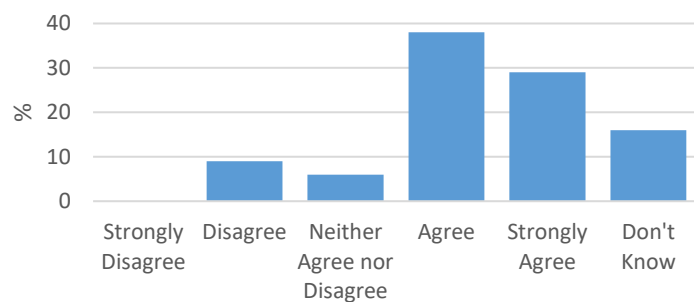
As shown, the majority of the students are “On Track” with a smaller portion “Emerging” and just a few “Extending”. The students appear to be on the right track for the most part.

We are a school where students choose to read if our library circulation is any indication. A reported 68,904 books were circulated this past year. The collection grows to include more and more Indigenous content. Writers and themes from and about other people from around the world help students see themselves in what they read.

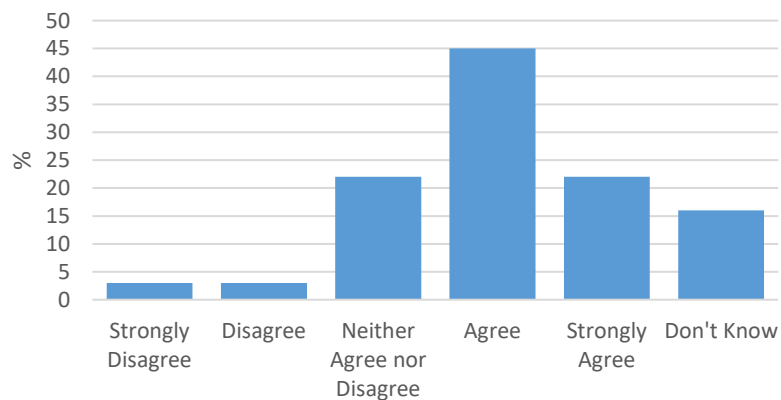
The annual BC Student Learning Surveys covers a range of topics, providing a comprehensive picture of the educational experience in B.C. public schools. It is a survey administered to grade 4 and 7 students. Here we see where consistently students self-report that they are improving in English and Math.

Our Grade 4 and Grade 7 students themselves reported as follows:

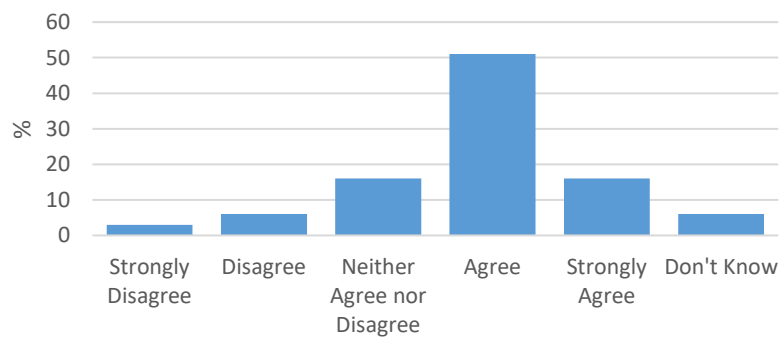
Grade 4 - "I feel I am better at reading."

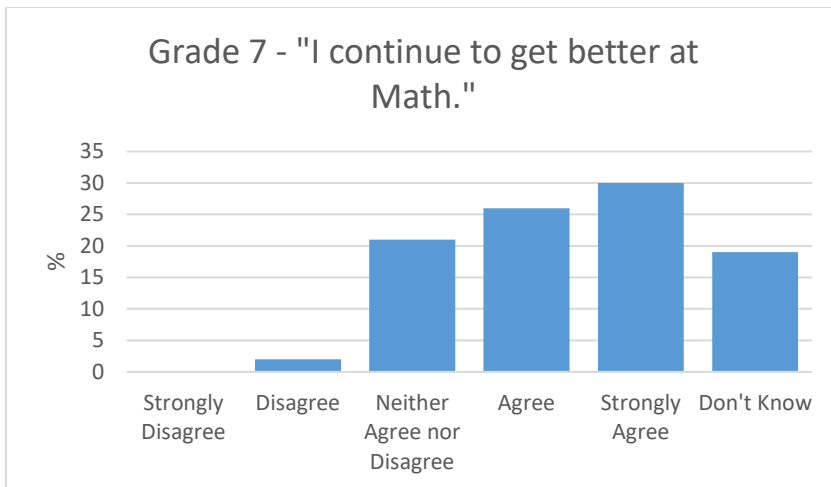
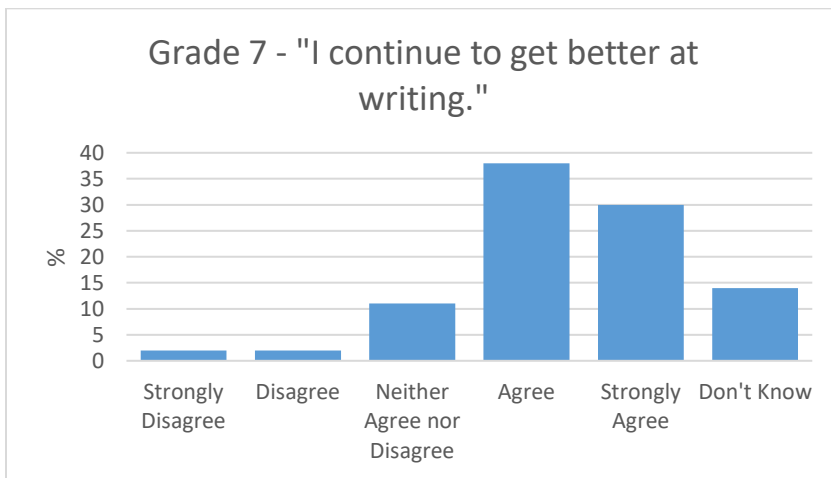
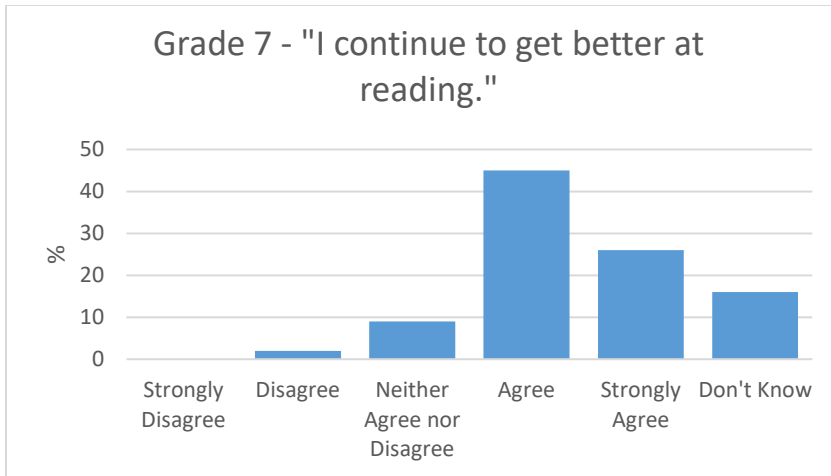


Grade 4 - "I feel I am getting better at writing."



Grade 4 - "I feel I am getting better at Math"





Further overall, 88% of Grade 4 students say that they feel welcome at our school and 89% say that they like school. This is similar where 89% of the Grade 7 students report they feel welcome at the school and 75% say that they like school. 82% of Grade 4s and 67% of Grade 7's say that school is a place where they feel like they belong.

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 are working at seeing growth in literacy at our school from the practices that we are undertaking. Though this a school-wide goal, much of the work is establishing good practice in the primary grades. While classroom teachers focus a lot on their students in class, we could improve on collaboration to best utilize the strength of a team approach. We are a Collaborative Early Literacy Intervention (CELI) school, that has recently re-committed, with an expert who works with the students identified with the most literacy intervention need. The CELI teacher works with small groups of students as well as a small number of students one-to-one in a concentrated intervention. The primary classroom teachers and resource teachers are using the VSB's Literacy Framework as well as University of Florida Literacy Institute (UFLI) resource materials. We also are lucky to have the return of the One To One , children's literacy program, where volunteer tutors work one on one to support young readers.

We will be scheduling a common literacy time where all primary students will be grouped with students identified through assessments with similar literacy profiles and work with a teacher to support their specific literacy needs. Groups will change periodically as students may progress at a different pace. Continuous, diagnostic assessment using a variety of assessment tools will target need and monitor student progress to guide practice.

Improve equity

We are looking at ways to give student equitable access to learning opportunities at our school. This can take many forms. It starts with the promotion of Universal Design for Learning (UDL) in lesson and classroom planning. By providing flexibility in lesson design and learning spaces we are better prepared to meet the diverse learning differences of our students.

We are looking at equity in our playground to provide learning opportunities for all our students, especially our younger ones so that they can experiment and grow through experiential learning. We have re-introduced athletics, allowing students to participate in sport while in school through extracurricular sports teams, intramural sport, or bringing in guests to introduce sports like we did with field hockey, pickle ball, and tennis this past year.

We will build on the success of our Artists in Residence Studio (AIRS) Program continuing to provide high level art education to all of our students. We will offer expert music instruction and look at ways to introduce dance and movement where possible. Outside performers will introduce and expand the world of art.

Young students were working on mindfulness through the yoga leaders that were brought in to lead the students. The expansion of field trip learning opportunities, with the support of the Student and Family Affordability Fund to ensure that everyone has access to these trips. There is also the promise that food will be available to students that need it through our lunch program.

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

We continue to find ways to include reconciliation in how our school moves along their learning journey. It starts with the effort our students put forward in daily announcements to correctly pronounce the Nation's names in our agreed upon wording of the Land Acknowledgement.

We will continue to recognize significant Indigenous days and events, take advantage of local events like the Hoobiyee New Year Festival, and welcome special guests like Candice Hall, Cease Wyss and Brandon Peters. Our AIRS program aims to incorporate Indigenous teachings in the art that students create.

77% of Grade 4 and Grade 7 students say they are being taught about Indigenous Peoples in Canada with 63% of Grade 4s and 65% of Grade 7s learned about local Indigenous Peoples. We will work to improve on these numbers in the coming year.

HOW WILL WE KNOW WE'RE ON TRACK?

We will look at what evidence that we are able to gather to see if we are on track. We will know we are on track from the Learning Updates from classroom teachers, the varied assessments by our CELI and resource/ELL teachers and the voice of the students through discussion or the Student Learning Survey. We can use external assessment like the Foundation Skills Assessment to monitor overall progress.

The common literacy time could expand both in time and into the higher grades. We can learn from literacy experts, Indigenous knowledge keepers, and District staff versed in equity and inclusion. The library will continue to be a centre of learning to support literacy, enhance Indigenous education, and promote equity and inclusion. We will celebrate success through events, assemblies and participation in District themes .

2024-2025 School Learning Plan

SCHOOL STORY

Neighbourhood

Windermere is located on the east side of Vancouver in a neighbourhood primarily composed of single-detached and detached duplex housing, the majority of which are occupied by the owner. Other housing in the area include apartments under five storeys, apartments five or more storeys and row houses. The rising cost of living is impacting our families and there is greater financial need and food insecurity than in the past.

Programs

In June 2023 there were 1009 students enrolled at Windermere. This included 44 students in Special Education Programs, 30 Indigenous students and 18 International students. The Special Education Programs include Life Skills, Learning Support and Pre-Employment. The school's Leadership Program is a District Specified Alternative Program with an enrollment of 110 students. We also have a variety of curricular and extra-curricular programs that help support students based on their personalized needs.

Students

The student body comprises of a diverse population originating from more than 40 different countries. There are 38 different languages identified as the language spoken in the home. The most common are Chinese, English, Vietnamese, and Tagalog. The total number of ELL students is 85.

Our student body is also diverse in terms of learning needs and goals. Almost 80% of current Grade 10 students indicate plans to attend post-secondary school.

Community School

Windermere's Community School model, that has built strong links with community agencies such as Collingwood Neighbourhood House and Renfrew Community Centre, has been used as a model for the district's Community School Teams that were established in September 2004. Our school has a vibrant culture of service and community involvement.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The information that we know about our learners has come from school and district data, and data collected from surveys with students, parents and staff. The information is also gathered through conversations with our learners.

Our learners value school and are motivated to learn and complete school with goals of continuing their education at post secondary or entering the workforce. There is strong participation in school extra-curricular activities in fine arts, athletics and school service. There are a few different segments of the student population that should be highlighted and noted - new students to Canada who are adapting to the culture and their new environment; students with limited adult support at home; and students who have a job and who may be contributing to support the household.

Strengths of our Learners

- kind, respectful, inclusive
- hardworking, motivated, and conscientious
- service, volunteer oriented
- strong peer support
- strong student-teacher relationship
- high community involvement
- high graduation rate
- enjoy hands-on, experiential learning especially when there is student choice

Challenges for our Learners

- social and emotional needs
- anxiety, depression
- low self-esteem
- inconsistent attendance
- distracted by electronic devices, cell phone use
- lack good self-care strategies, e.g., poor sleep
- family & work responsibilities

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

Continue building collective capacity and utilizing engaging instructional strategies to support the improvement of literacy and numeracy achievement rates, especially for students with academic learning or language learning needs to ensure that all students are meeting graduation requirements. Initial exploration will target grade 8 students to determine baseline support and help understand their literacy and numeracy levels.

Continuing to provide experiential, place-based, and hands-on learning through classroom activities and field studies.

Continuing to work with external sources on workshops and presentations for students and families on self-care and mental health and continuing to provide mental health awareness and mindfulness activities for students. Initial work with focus on cyber safety, equity and anti-oppression workshops organized by the District Equity and Anti-Oppression team and Safe and Caring Schools departments.

Support grade 8 transition to secondary school through our Community Building & Leadership course. This course is supported by the Community Schools Team LINK Crew.

Continuing to hold engaging and inclusive school-wide & community events such as environmental clean-ups, a fun run, etc.

Improve equity

Encouraging students to work with peers to build connections and provide more opportunities for creation and collaboration. This work will be initially supported by the District EAO team.

Developing a scope and sequence across departments to encourage character education and fostering the habits of mind needed for success and social-emotional growth and learning. Ministry of Education and Child Care Core Competencies, which are components of every MECC course, form the foundation of this work. In addition to regular focus during all classes, the school will support this work via sessions during Flexible Instructional Time.

Continuing to work with district staff to develop Windermere student workshops on topics such as anti-racism and sexual orientation/gender identity.

Providing differentiated and personalized learning that is culturally responsive through workshops with the Curriculum and Instruction team to support Universal Design and Learning (UDL) for staff.

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

Continue our work embedding the First Peoples Principles of Learning in all curricular areas and explore place-based learning. The Truth and Reconciliation Commission Calls to Action include specific actions related to education. Authentically embedding this work in staff practices, including lesson planning, course design, and assessment requires on-going professional development. This work is the responsibility of all staff.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to:

- Compare student learning survey data over the years and look for improvement and progress related to belonging and well-being.
- Track attendance, achievement, and graduation data including report data, graduation numeracy and literacy assessments to measure literacy and numeracy progress.
- Engage district staff to support our staff and students with literacy, numeracy and mental well-being.
- Support and track activities and events that promote physical and mental well-being.
- Provide curricular and extracurricular activities which promote school belonging and pride.
- Anecdotal evidence gathered from staff through department head and staff meetings with respect to implementation and adaption of UDL and Indigenous Ways of Knowing.
- Feedback from staff who attend workshops and professional development sessions.
- Feedback from staff with respect to implementation of new practices in classrooms.

2023-2024

School Learning Plan

SCHOOL STORY

General Wolfe Elementary is a vibrant learning community of students supported by passionate educators and engaged families grateful to be located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.

As envisioned by the Vancouver School Board Education Plan 2026, goal one (the Vancouver School Board will improve student achievement, physical and mental well-being, and belonging), the Wolfe staff is committed to the development of all learners through active and engaged learning. Student learning is supported both in and outside of the classroom. Up to date library resources, learning through technology, a music program, field studies, and outdoor learning spaces, all support curriculum learning. Students are encouraged to follow their passions and explore their interests in open-ended activities such as choosing their own science fair projects, composing rhythms and melodies in music, deciding how to use their time on Play Days, writing personalized Land Acknowledgements for the daily announcements, and leading monthly school assemblies. Extracurricular sports and clubs, sponsored by staff, provide additional learning opportunities. In the spring of 2023, student initiative led to a Climate Action Fair and the formation of a Newspaper Club. This year, students are engaged in conversations to reimagine a structure for student voice. Ongoing staff professional development, which in recent years have included sessions on outdoor learning, Indigenous art, and math, provide staff with opportunities to enrich their practice to support student learning. Wolfe students take on leadership roles in the school by volunteering as Kindergarten Monitors, PA Announcers, Office Monitors, and Library Monitors. Each division has a buddy class where intermediate and primary students work together to build community bonds throughout the grades. A monthly assembly is student-led and an opportunity for all classes to share their learning with one another.

Student learning is supported by an active and generous parent community. The Parent Advisory Council (PAC) events create a larger sense of community and raise funds for school activities and resources. Recent community events have included Welcome Back Nights in September, Halloween Dances in October, Walkathons, and Movie Nights. PAC fundraising has supported activities such as skating at Hillcrest for the entire school, school performances, digital literacy presentations for intermediate students and all parents and caregivers, and additional technology resources. The PAC has also sponsored parent education nights focused on anxiety and another on anti-racism. The PAC and Wolfe staff worked together in past years on a plan for outdoor learning spaces to be funded from

the PAC Legacy Fund. The spring of 2023 saw the implementation of the plan with the addition of picnic tables, new concrete and wooden benches, and replaced wooden benches in the forest area.

Many Wolfe alumni stay connected to the school and come back to volunteer. Alumni help at Sports Days, provide leadership for special events such as the 2023 Climate Action Fair, and volunteer in classes.

In addition to the PAC, the school community is supported by the Hamber Community Schools Team and Spare Time Child Care Society which provides out of school time care before and after school and during school breaks.

The Wolfe School Code of Conduct is taught as PAWS, which reminds students to be Polite, Accountable, Welcoming and Safe. Direct teaching as well as posters, a school song, a hand sign, and a PAWS pathway outside all support students in understanding and remembering PAWS and the overall behaviour expectations.

The school facility was seismically upgraded between 2019 and 2021. In September 2021, the school community returned to the Ontario Street site after two years at the South Hill swing site.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

A diverse student population of 400 students is divided into 17 divisions, with almost even numbers in primary (K-3) and intermediate (4-7) grades. Wolfe students include Indigenous children and children with citizenship from 23 different countries. While most students speak English at home, the Wolfe community also speaks 26 other languages. At Wolfe, 18% of the students are English Language Learners. Wolfe welcomes all people and, in particular, has warmly greeted children from homelands immersed in conflict. A number of students have BC Ministry of Education special education designations. In literacy, using the new proficiency scales, students at Wolfe have improved over the course of the year. In term one over 45% of students were at proficient or extending in English Language Arts. In term two, that number had risen to 48%.

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

Wolfe School has been working to improve student achievement in literacy and belonging through story. Students have learned through both diverse stories and different story-telling genres. Diverse stories have included stories about different cultural celebrations (e.g. Diwali, Eid, Hanukkah), stories with characters from a variety of backgrounds with different world views and perspectives, and stories told in classes by students' families. Stories have been shared through literature circles, class read-alouds, memoirs, drama, puppetry, readers' theatre, song, and poetry. Students have engaged in numerous ways to tell their own stories: diary entries, daily journal writing, personal poetry, and story workshop, where students create stories using a mat and "loose parts."

A group of teachers developed, with support from the VSB Equity and Anti-Oppression Department, literacy lessons to support student learning through stories with themes of equity and anti-oppression.

The Wolfe library is the hub of literacy and includes a diverse collection that is continually being curated and updated by the Teacher-Librarian.

Three school performances, supported by a generous donation from PAC, showcased different stories from different perspectives: (1) *Herstory of Music*, (2) *Popping Toads and Lion Skins*, a collection of African and Afro-diasporic folklore oral stories, told by Shayna Jones, and (3) *The Flight of the Hummingbird: A Parable for the Environment*, an opera based on an Indigenous parable from the Quechuan people of South America which became well known within Haida culture.

Improve equity

This is connected to our work with respect to story. We want to ensure that each child sees themselves in the literature and resources used at school.

As already mentioned, the library collection is regularly being curated and updated. New novels for study in class were purchased in consultation with the VSB Equity and Anti-Oppression Department.

Wolfe is building a home reading library for the primary students and, through a generous PAC donation, have purchased books with stories about diverse people and cultures.

The stories told in the grade 6 and 7 Heritage Fair projects this year were focused on oppression and resistance in Canada. These projects were shared with the school community at the Heritage Fair. Some students also presented their projects at the Regional Heritage Fair.

Students' work in learning about diversity resulted in students beginning to understand and recognize micro-aggressions. Students have been heard identifying behaviours they see in the media and in the school as examples of different types of micro-aggressions. Discussions in classes followed about why these behaviours classified as micro-aggressions and the harms the behaviour caused.

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

We continue our journey of reconciliation with First Nations, Metis, and Inuit in numerous ways.

The school community has been learning the new VSB Land Acknowledgement. Students in many classes have written about their own connections to land and shared them at assemblies and on the announcements when doing the Land Acknowledgment.

Staff continue to learn and broaden the lessons and resources used in their teaching about Indigenous peoples. Staff look for stories by Indigenous authors to ensure authenticity.

Teachers are also working with students to learn about the significant Indigenous histories including Indian Residential Schools, MMIW&G, and the effects of colonialization.

Staff and students are also learning the locations of different Indigenous territories, the proper pronunciation of Indigenous groups, and about Indigenous plants.

A number of staff participated in a book club that studied *Wayi Wah! Indigenous Pedagogies: An Act for Reconciliation and Anti-Racist Education* by Jo Chrona.

The home reading library purchase included books about Indigenous peoples and culture.

Students created a number of art projects to learn about the important histories, including a display of knitted orange shirts with writing about Indian Residential Schools and a display of red dresses alongside information about MMIW&G. In another class, students learned about Indigenous mathematics through weaving.

HOW WILL WE KNOW WE'RE ON TRACK?

We know we are on track by the work students create, the questions they ask, and the deepening sophistication and understanding observed in class conversations.

Student assessments, as shared with families in the Communicating Student Learning reports, also show us that there was student growth in literacy over the course of the year.

Next year, we will continue to learn through story with some increased focus on the Personal and Social core competency which is the set of abilities that relate to students' identity in the world both as individuals and as members of their community and society.

We will know we are on track when we hear students describe their identities in specific ways such as "I am a reader" or "I am an artist." We also will know we are on track when we hear students asking their peers to treat them with respect, and seeking adult help when needed.

2023-2024

School Learning Plan

SCHOOL STORY

As an Indigenous Focus Choice School, xpey welcomes both Indigenous and non-Indigenous students from across the district. In 2017, the school was rezoned and its catchment was re-distributed to neighbouring schools. Macdonald Elementary was renamed xpey Elementary School to honor local Indigenous communities on which the school is built, on October 23, 2017. xpey means “cedar” in the hə́ŋqəmiḥə́m language of the Musqueam People.

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) & sə́lilwətaʔ (Tsleil-Waututh Nation).

xpey Elementary is located at the corner of East Hastings and Victoria Drive and currently serves 85 Kindergarten to Grade 7 students. Of those, 74 identify as Indigenous. Families are an integral part of our school community and are welcome in our All Nations Room throughout the school day. xpey staff are committed to working with families to facilitate the intergenerational learning of Indigenous knowledge and ways of being. xpey also works closely with several external agencies and individuals who support students’ academic, social-emotional, and physical wellbeing. xpey hosts a Strong Start Program for children ranging from 0-5 years old and shares its grounds with Eagles in The Sky and Eaglets who provide both pre and before/after school daycare. In addition, several rotating lunch or after school programs run at xpey such as skateboarding, basketball, soccer and Writer’s Exchange while there are also permanent programs like Kids Safe that offer programming after school and during school holidays.

xpey celebrates its unique status as an Indigenous Focus Choice School within the VSB. Our two goals include social emotional learning, and fostering pride in and knowledge of Indigenous cultures, languages and ancestry. We move toward achieving these goals within Indigenous curricula, structures, and strategies as well as through a focus on literacy. Our vision is to foster academic excellence, strength of self, and pride in Indigenous ancestry and teachings.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

xpey’ students are relationship-based social learners. 92% of xpey’ students self-identify as Indigenous. Fewer than 10 students are English Language Learners and approximately 17% of xpey’ students have ministry designations that describe and support their diverse needs. xpey’ students learn best when adults connect with them as individuals and facilitate a school environment that accounts for how culture and trauma influence learning differences and preferences. xpey’ students benefit from time to connect with each other, their families and school staff at the beginning and end of each day. Their natural time for focused learning is the middle portion of a school day. xpey’ students thrive when learning through Indigenous ways of knowing, being and doing. They gravitate towards hands on activities and presenting their learning orally, including by storytelling. xpey’ students who find aspects of learning challenging prefer to work on their personal skill development (i.e., reading level, writing to communicate learning and math facts) in small groups or with one-on-one support from an adult or student pairing.

Data collated from our Learning Update reports (Term 1 and Term 2) and our Summary of Learning reports (Term 3) provides further insight about learners at xpey'. For Language Arts and Math, the graphs below compare the percentage of students achieving at each performance scale indicator across the three terms (C = students who did not receive a performance scale indicator, E = Emerging, D = Developing, P = Proficient and Ex = Extending).

Term Comparison by Percentage: Language Arts

Language Arts	Gr. 7					Gr. 6					Gr. 5					Gr. 4				
	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex
Term 1		36	57	<10		<10	41	47	<10			83	16.7				50	50		
Term 2		36	33	40		<10	14	57	22		14.3	71.4	14.3				43	57		
Term 3		14	29	57		<10	21	43	29			86	14			14	29	57		

Language Arts	Gr. 3					Gr. 2					Gr. 1					Gr. K				
	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex
Term 1		30	60	10			12	56	11	11			38	54	<10		42	<10	50	
Term 2		20	40	40		30	20	30	20		17	17	<10	58		<10	30.8	30.8	23.0	<10
Term 3	<10	18	55	18			16	42	42			27	18	55		<10	14	36	36	<10

For Language Arts, the data between term 1 and term 3 indicates there is a slight but steady increase in the number of students achieving proficiency in most grades. Exceptions include Grades 4 and 5. In Grade 4, growth is evident between the emerging and developing indicators, suggesting these students need more time to achieve proficiency. The lack of growth in Grade 5 warrants investigation into the barriers.

Term Comparison by Percentage: Math

Math	Gr. 7					Gr. 6					Gr. 5					Gr. 4				
	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex
Term 1	14	36	43	<10		<10	47	47				67	33				75	25		
Term 2		13	47	40		<10	21.43	57.14	14.29		14.3	14.3	57.1	14.3			43	43	14	
Term 3		<10	43	50		<10	21	43	29			43	29	29		12	25	25	38	

Math	Gr. 3					Gr. 2					Gr. 1					Gr. K				
	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex	C	E	D	P	Ex
Term 1		30	40	30			56	22	22			23	31	31	15		25	17	33	25
Term 2	20	40	20	20		30	20	20	20		17	17	<10	50	<10	<10	23.1		46.1	23.1
Term 3	14	14	29	43			40	30	30			18	27	45	17	<10	14	14	57	7

For Math, the comparative data illustrates a slight but consistent increase in the number of students achieving proficiency between term 1 and term 3 across all grades. Given that Math can be taught as a hands-on subject in reference to Indigenous knowledge (i.e., weaving and art) and everyday life (i.e., cooking), Math can be described as a relative strength for xpey' students.

The progress celebrated by the overall increase in the number of students reaching a level of proficiency in Language Arts and Math is tempered when the data is presented as percentages. In this form, the data points to the work that

needs to be done towards supporting a larger percentage of students in achieving levels of proficiency. As the data exemplifies, at every grade level, we are striving to have more students (85 % or more) achieve academic proficiency.

The results of the student learning survey (SLS) also point to the work that needs to be done towards supporting a larger percentage of students in achieving levels of academic proficiency. These results are perhaps most important because they represent student voice. Grade 7 and Grade 4 students completed the SLS on behalf of our school community. Our goal is to increase the percentage of students who agree (A) or strongly agree (SA) they are getting better at Math, Reading and Writing and that they are being taught how to improve.

Student Learning Survey Question Comparison by Percentage

	Gr. 4	Gr. 7
Math	28 (SA)	40 (A)
Reading	57 (A)	27 (SA)
Writing	28 (SA)	18 (A)
Taught to Improve	28 (SA)	54 (SA)

As well as information about academic achievement, our SLS results provide measures about Indigeneity and social emotional learning (SEL). Again, the data provides baseline measures as percentages that call for increase. It is interesting to note how the certainty of responses changes between Grade 4 and Grade. 7.

Student Learning Survey Question Comparison by Percentage

	Gr. 4	Gr. 7
Taught about Indigenous knowledge, being and ways of doing.	57 (All the time)	45 (Most of the time)
SEL- self-awareness (Do you feel good about yourself?)	42 (All the time)	36 (Some of the time)
SEL - self management (When stressed there are things I can do to feel better.)	57 (All the time)	45 (Some of the time)
SEL – social awareness (When you make a choice do you think about how it might affect other?)	28 (All the time)	36 (Most of time)
SEL – relationship skills (I make new friends and meet people at school.)	40 (All the time)	40 (Most of the time)
SEL – responsible decision making (Can you explain to others how you solve problems?)	42 (Some of the time)	36 (Some of the time)

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

A sense of belonging is foundational to the student's mental well-being and ability to engage with academic learning. We continue to work towards making school a positive and welcoming place for families. Throughout the day, the Indigenous Education Enhancement Worker (IEEW) welcomes students and their families in our All Nations room that is strategically located by our main entrance. Families are invited to stay for coffee on Thursdays to connect with our school counsellor who is also Indigenous. Donations allow us to offer breakfast, lunch and snacks. We are also inviting families to participate in land-based learning, such as our recent trip to Grouse Mountain, and to learn about land-based

trauma from Norm Leech who will provide information for families and professional development for staff, in September. To further support a sense of belonging and mental well-being for students, we also have spaces such as our Sensory Room, Quiet Room and Ready Body Learning Minds Motor Lab where students can connect with staff and ready themselves for learning.

Considering our data, we will make Literacy a focus next year. For Math, we will continue to develop our practice of including Indigenous ways of teaching as well as other hands-on activities as the data suggests this approach is working for xpey' students. For Literacy, we will build on our current structure of having classroom-based reading groups to having groups across classes that can be taught by a classroom or learning support teacher. In addition, we will have a story studio to support students in developing their literacy skills. We have learned that our students prefer to work on their literacy skills one on one so we will also move to increase this kind of learning opportunity through staff, student helpers, and volunteers.

Improve equity

Social Emotional Learning is the foundation of equity and learning at xpey'. We strive to foster strength of self and an appreciation of others for every student. We are proud to have a SOGI club and are committed to developing greater representation in our Library of cultures, races and marginalized groups. As a staff, we continue to develop our working knowledge of culturally sensitive pedagogy, trauma and neurodiversity through professional development and through working with our district colleagues and community partners. We also continue to update our understanding of assistive technology and other supports such as up and down regulation strategies and visual prompts that can be applied to reduce barriers to learning and help students understand themselves and others.

At xpey' we strive to Indigenize our curricula, strategies, structures and practices. Viewing every child as a gift, we approach each child's learning profile by first recognizing their strengths and then identifying and addressing barriers to their learning. One ongoing barrier for many students at xpey' is regular attendance and lateness. Differentiated Instruction (DI) within a Universal Design Learning (UDL) framework fits well for our students as they can work on their individualized assignments in one on one, small group or whole class settings and be supported by a team member (Resource Teacher (RT), Curriculum Enhancement Teacher (CET), Classroom Teacher (CT), IEEW, School and Student Support Worker (SSA or SSB), Principle (P) or peer) with whom they have a trusting relationship. Our approach respects the First Peoples' Principles of Learning, the VSB's Responsive Literacy Framework and the VSB's Responsive Tiered Intervention (RTI) Framework.

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

Our school embodies the journey of reconciliation. We aim to foster knowledge of and pride in Indigenous cultures, language and ancestry by Indigenizing our curricula, strategies, structures and practices. For example, our Library has a dedicated section for Indigenous books that we refresh yearly, and we use a restorative circle model when meeting for planning, discussing ideas and problem solving. We also have a pipe ceremony each term to recognize the change of season and we acknowledge the moving forward of our Grade 7 students with a Coast Salish blanket ceremony. In addition, our students, families and staff join with our larger community to recognize some significant days including Orange Shirt/Truth and Reconciliation Day (Sept. 30), Red Shirt Day (May 5), and Indigenous Peoples Day (June 21). Moreover, throughout a school year, we welcome Indigenous guests and elders to share teachings in areas such as weaving, drumming, singing, graphic art, and storytelling – to name a few.

HOW WILL WE KNOW WE'RE ON TRACK?

There are several measures that will let us know we are on track in fostering academic excellence as well as a strength of self and pride in Indigenous teachings and ancestry for xpey' students. We will continue reviewing data from the Learning Updates and Summary of Learning reports and from the Student Learning Survey. Individual reading

assessments from Fountas and Pinnell and writing samples would further illustrate some specific learning needs of students as well as trends across grades that could support more students reaching proficiency levels in Language Arts. Similarly, data from the short Devereux Student Strengths Assessment (DESSA) could provide more information about social emotional learning that can influence planning for individual students, classrooms, grade groupings and whole school learning. Collating data from these multiple sources will provide a more robust perspective on what is working and not working in terms of advancing student learning.

In addition, there are three indicators that will suggest we are on track in creating a sense of belonging and well-being for students and families. One is improved student attendance and lateness. Another is for the recent family participation in land-based learning and other school activities to continue at the current or an increased level. A third is for the Parent Advisory Council (PAC) to maintain its current or increased membership number and its involvement with the school.