

2024-2025 School Learning Plan

SCHOOL STORY

Strathcona Elementary is located on the traditional and unceded traditional lands of the x^wməθk^wəyəm | 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.

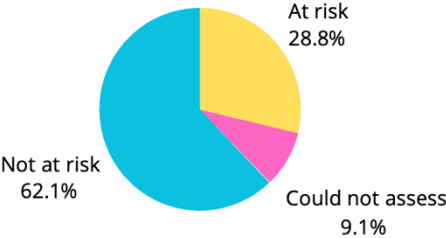
Classroom assessments, report card data and formal literacy assessments echo classroom and resource teacher observations that Strathcona needs to continue to focus on literacy: both reading and writing. Over 50% of students are considered at-risk for foundational literacy skills based on classroom evaluations

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.

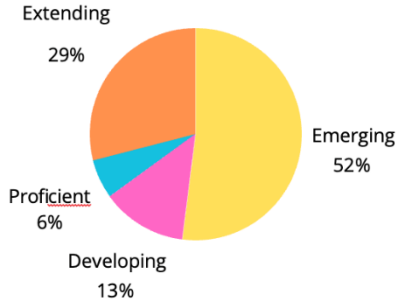
This, along with student observation and expressions, shows that students and the community look to the Strathcona as a safe and supportive place.

Literacy Data from 2023/2024
Kindergarten - May / June 2024

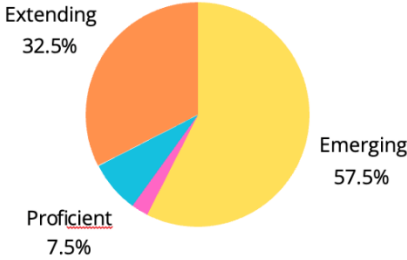


*Assessment tool was the Kindergarten Protocol

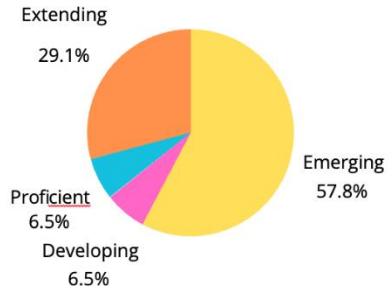
Grade 1 - May / June 2024



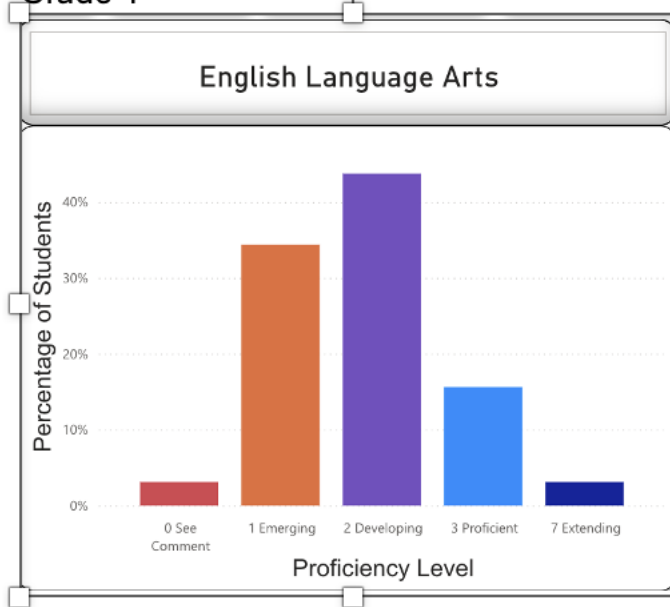
Grade 2 - May / June 2024



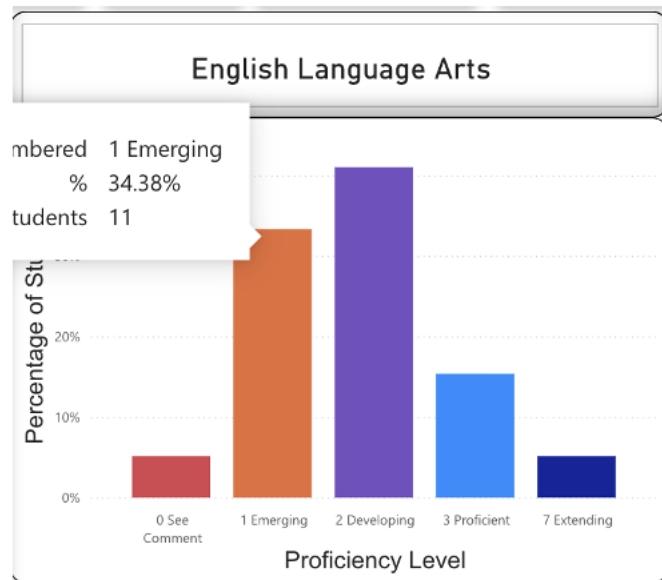
Grade 3 - May / June 2024



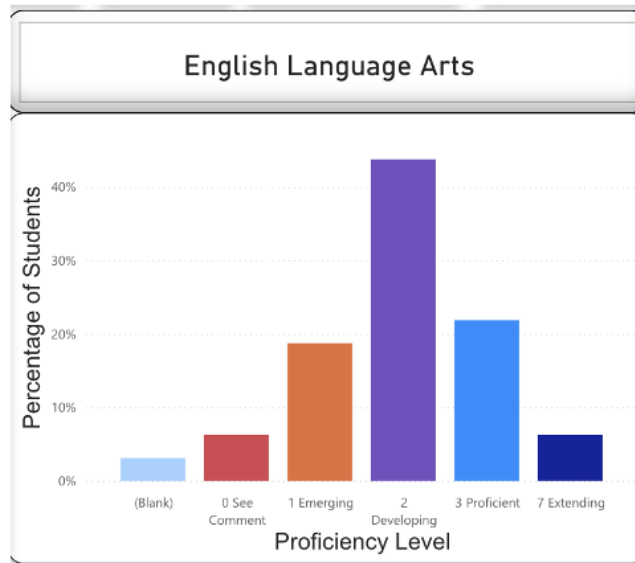
Grade 4



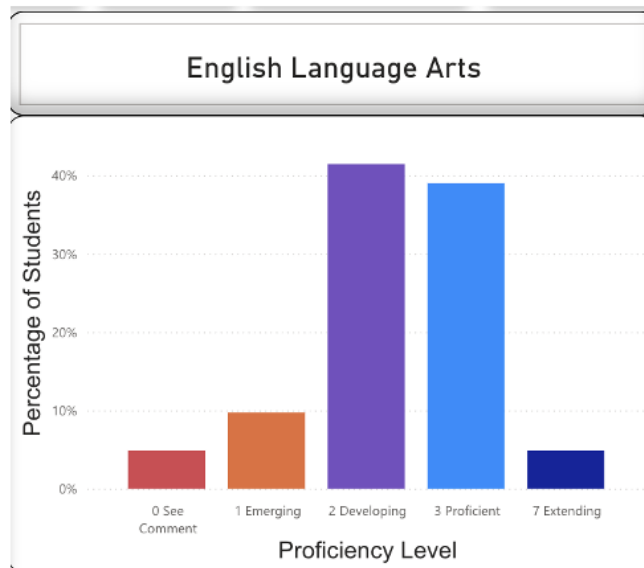
Grade 5



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.