

2023-2024 School Learning Plan

SCHOOL STORY

wək^waḥəs tə syaq^wəḥ 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.

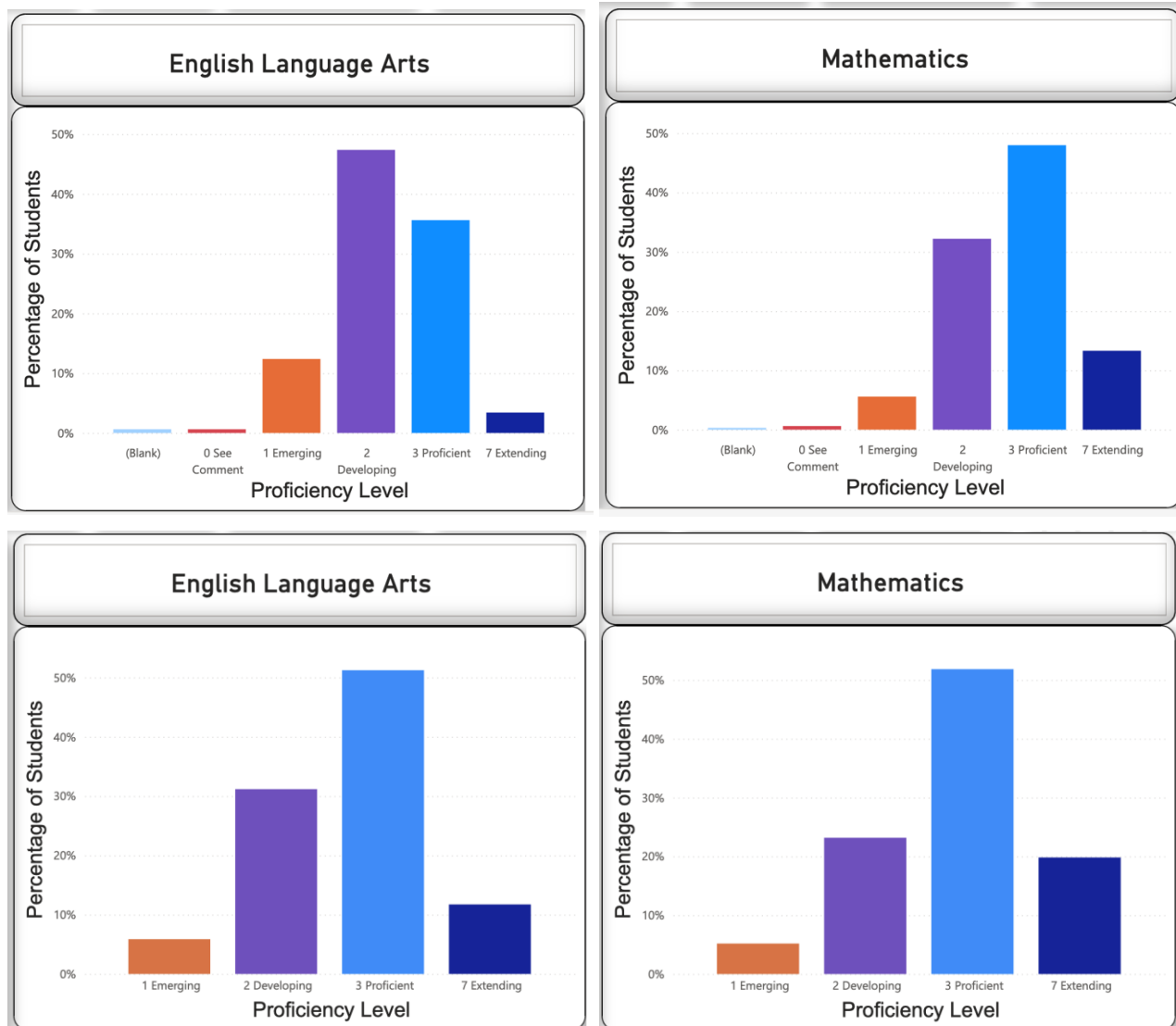
We emphasize socially responsible global citizenship through activities such as the Terry Fox run, Orange and Pink Shirt Days, food bank contributions, and the clothing drive for the Reaching Home Program. Environmental stewardship is also a priority with programs like the BC Vegetable and Fruit Nutrition + 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:



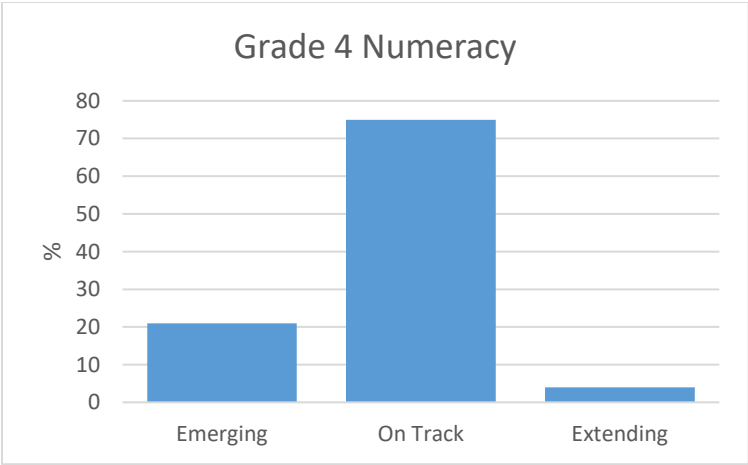
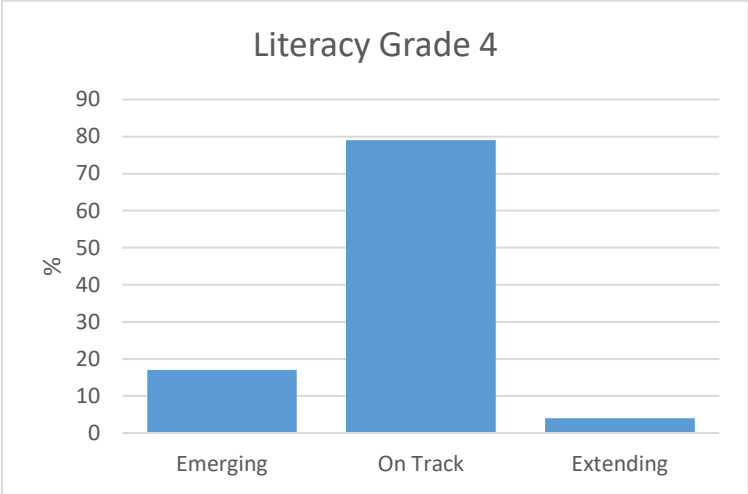
Every year the BC Ministry of Education provides a province-wide Foundation Skill Assessment of academic skills, primarily literacy and numeracy at the grade 4 and 7 levels in elementary schools.. Here are our FSA results this year for our Grade 4's and Grade 7's:

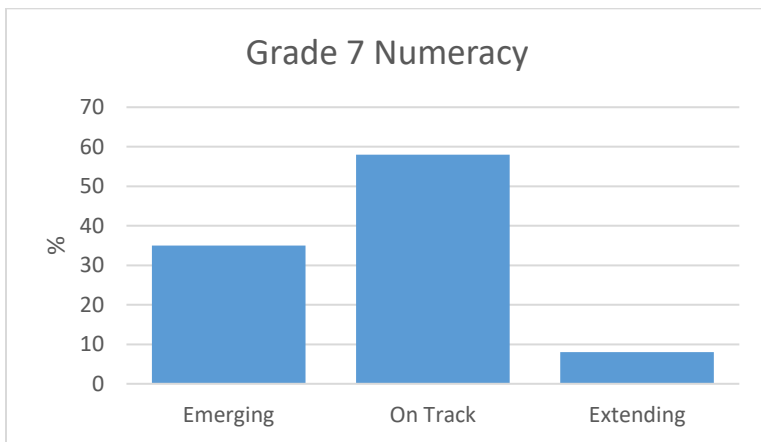
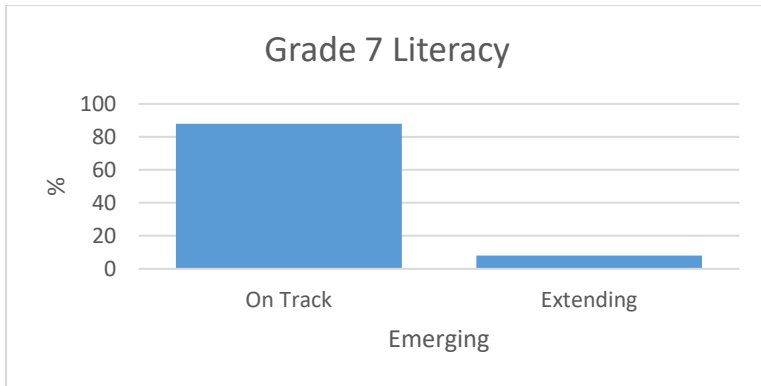
In Grade 4, 24 students and in Grade 7, 26 students wrote the assessments. Their scores were summarized as follows:

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.



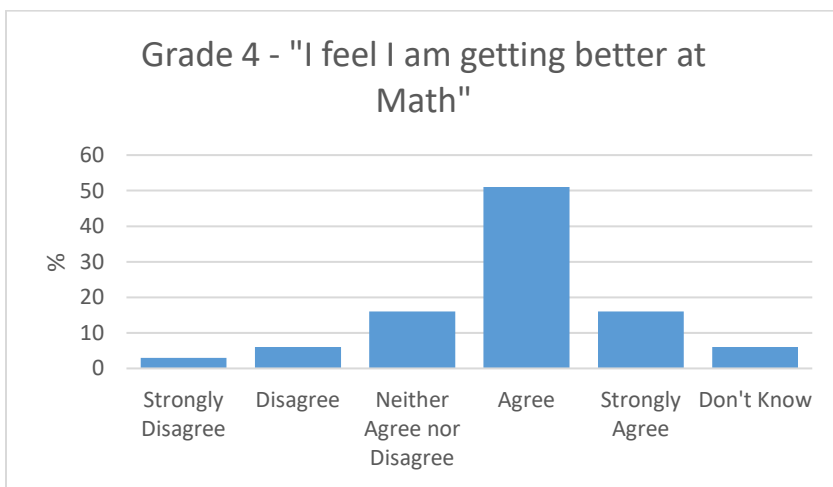
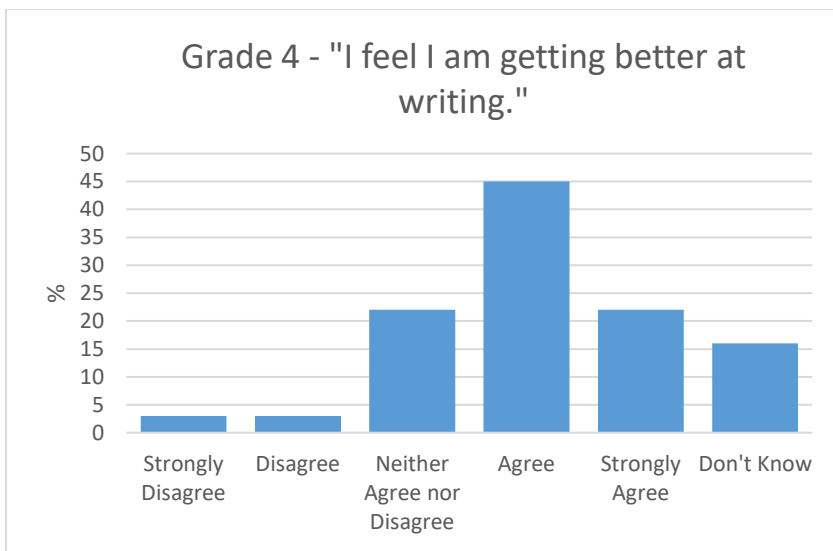
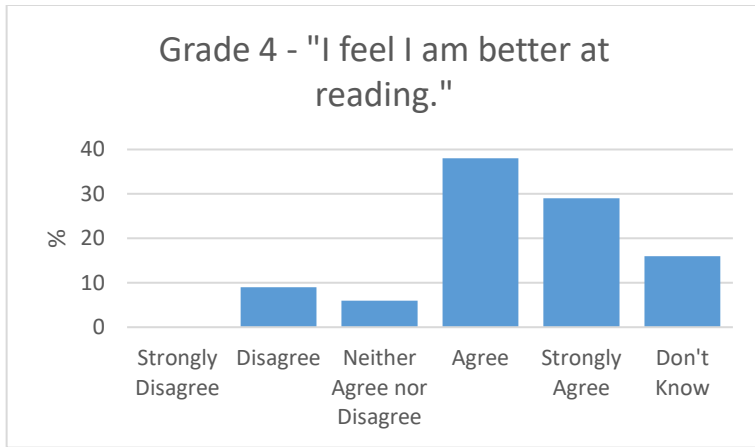


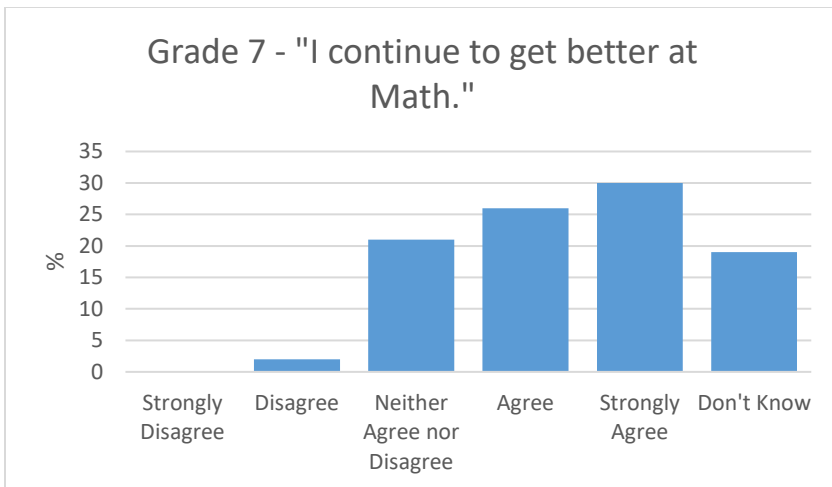
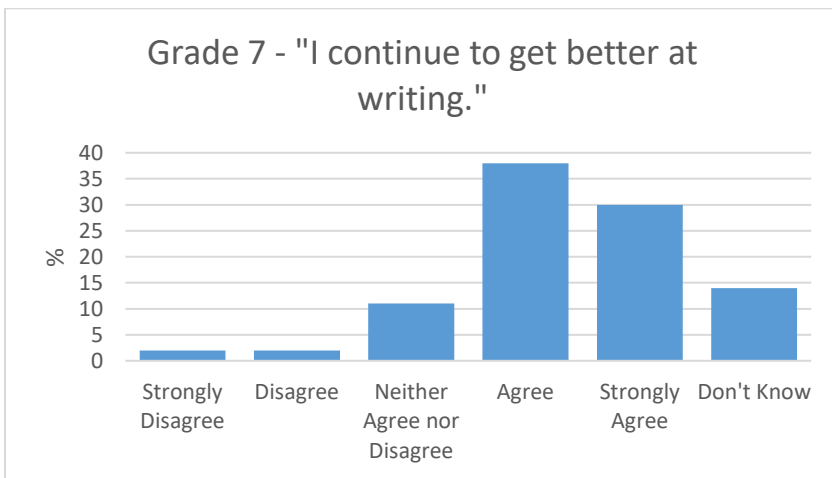
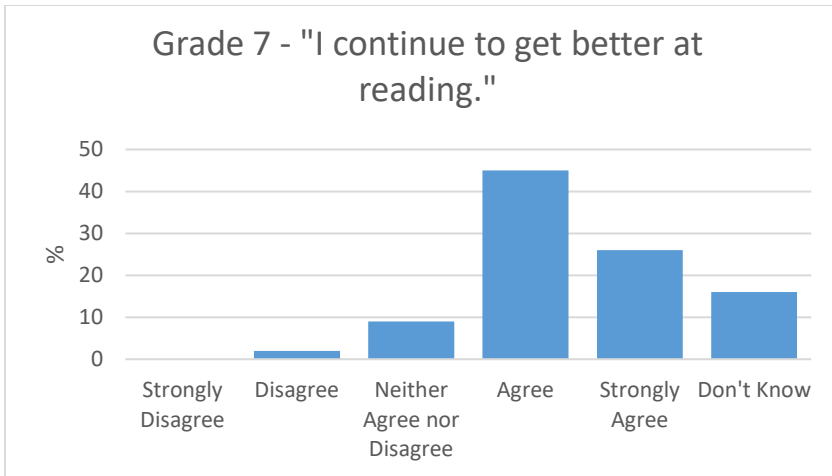
As shown, the majority of the students are “On Track” with a smaller portion “Emerging” and just a few “Extending”. The students appear to be on the right track for the most part.

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:





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 .