

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) & səlibwətal (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. Waverly 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), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwəta† (Tseil-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.