

2024-2025 School Learning Plan

SCHOOL STORY

General Brock Elementary is located on Main Street, 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 ‘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 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 program and a 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 to students in grades 6 and 7. 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?

Overall, 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 are respectful.

The staff really focused on literacy. You will see the Language Arts data from the final term below. Then in the fall, the staff collected data on reading and writing. Strong performance in literacy is a key to student success, and we would like to see most of our students in the Proficient or Extending scores. This data shows that only about one-third of our students are Proficient. We would like 70% of our students to be either Proficient or Extending. The School Wide Write and a reading assessment was administered again in May 2025, and we will be looking at those results to plan for the upcoming school year.

Language Arts Report Card Marks - Final Term - 2023 - 2025 School Year				
	Emerging	Developing	Proficient	Extending
Spring 2023	5%	33%	44%	18%
Spring 2024	8%	25%	48%	19%
Reading – Assessment Results				
	Emerging	Developing	Proficient	Extending
Fall 2023	16%	27%	35%	22%
Spring 2025	9%	17%	42%	31%
Writing - School Wide Write Results				
	Emerging	Developing	Proficient	Extending
Fall 2024	24%	36%	37%	4%
Spring 2025	8%	33%	51%	15%

Interpretation of the Data

Report Card Final Term Marks – Overall, the data shows a positive trend with more individuals moving from the "Developing" stage to "Proficient" and "Extending" stages. This suggests improvements in overall proficiency and skill levels over the year.

Reading – Overall, the data shows a positive trend with more individuals moving from the "Emerging" and "Developing" stages to "Proficient" and "Extending" stages. This suggests significant improvements in reading proficiency over the period.

Writing – This data suggests a notable improvement in student writing performance from Fall 2024 to Spring 2025, with more students moving from "Emerging" to higher performance categories.

When you look at all the data together, a marked improvement across reading and writing and general literacy skills is apparent. This could be in part to a concentration of professional development opportunities in this area, collaborative time given for teachers to mark and analyze student work together in grade groups and more conscious tracking of students with the use of individual literacy files.

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

Teachers have been participating in Professional Development in many areas of literacy. The primary teachers have focused on the Science of Reading and the intermediates on writing. All teachers have assessed their students on reading and writing. To improve our consistency across the school, teachers are participating in grade group marking of School Wide Write. We are tracking students from year to year with individual Literacy files. Next year we are planning on continuing with more Professional Development in the area of literacy, specifically assessment and writing.

Improve 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 food donations from our Community Link department.

Sports - During the 2024/2025 school year we offered 7 sporting opportunities: Cross-Country, Soccer, Volleyball, Basketball, Badminton and new this year - Flag Football and Pickleball. Pickleball was offered to the entire school. This allowed for increased involvement and appealed to different skill sets. When compared to last school year, there were also notable increases in Cross-Country, Soccer and Volleyball this year. We also continued to offer school wide hip hop dance classes. Thus, all students participated.

Clubs - For the 2024-2025 school year we two new offers, a Baseball Club and Hockey Club. We noticed these clubs appealed to a new demographic of students who don't usually participate in our standard sports teams. The Chess Club also doubled in participation this year. The school musical, Finding Joy, maintained the same high level of student participation, with a notable increase in students auditioning for parts. As a way to include more students this year, we ran two full casts. Thus, almost doubling the number of actors who had a chance to perform. We also invited neighbouring schools to attend performances, thus increasing the number of performances from three to four this year.

Service - This year there was an increase in participation in Library Monitors (30 to 35). Also, there was a notable increase in participation in Peer Helpers (34 to 49). Their duties increased as they were asked to run stations for the entire school between recess and lunch. This event was to

allow teachers to collaborate in grade groups to mark School Wide Writes together. Peer Helpers were also given the responsibility of refereeing the younger students recess and lunch games. This resulted in a large decrease of disagreements and fights on the soccer field.

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

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, to start each day with the Indigenous land acknowledgement and provide opportunities for staff and students to learn about Indigenous cultures.

This school year all students participated in cedar weaving projects led by Indigenous instructors, and classes read indigenous books, learned about Indigenous plants and herbs and participated in Indigenous art and drumming activities. Next year we are hoping to bring in an Indigenous artist to paint a mural on the exterior North facing gym wall.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure you are on track we will continue to monitor several indicators including report card data, reading assessment 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.