

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 (Squamish Nation), and salilwatał (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 22% of our population and speak a variety of home languages including Japanese, Dutch, Spanish, Mandarin, Cantonese, Serbian, Arabic, Swedish, French, Portuguese, Armenian, Turkish, Croatian, Hindi, Vietnamese, Russian, Farsi, Hungarian, Shona and Korean.

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, family dances, movie nights, parent socials, walk-a-thon, silent auction, and the spring carnival. During the 2024-25 school year the installation of an addition to our playground was completed by our PAC. 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, a 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 such 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, in June of 2024 72.1% of our grade 4s and 69.2% of our grade 7s in English Language Arts were at the Proficient or Extending levels. In June 2025, this score increased. 78.3% of grade 4s and 83.9% of grade 7s were now scoring at the proficient or extending level across English Language Arts.

We will track progress across all three Learning Updates, remembering that we are aiming to have students meet the Proficient level.

Standardized tests indicate growth in early literacy skills. The Dibels Reading Assessment was delivered school wide both in the fall of 2024 and late spring of 2025. The scores indicate that approximately 70% of Cavell primary students have improved their reading levels by 5 or more reading levels. In intermediate, approximately 65% of Cavell learners increased their reading scores by at least one grade level. Most notably Cavell students feel that they belong over 80% of the time at our school and felt that many adults cared about them in our building.

Beyond academics, our learners are actively engaged in community arts and sports. According to our Student Learning Survey in Grades 4 and 7, our students are involved in after-school activities

over 70% of the time. Our students feel that social and emotional wellness is very important as the 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 participated 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. Close to 50% of our grade 6 students do report that they feel stressed at home and school a lot of the time. Our continued work on mental well-being and belonging will continue to focus on this area.

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. Our grade 6 students reported on the MDI survey that 65% of them feel very important and valued at our school. 94-97% of our grade 6 students felt that Cavell had minimal bullying present at our school during the 2024-2025 school

year. The work being done by staff around Social Emotional Learning helps to foster the community we have at Cavell.

Continue on 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. Based on our School Learning Survey data we found that 80% of our students recognized they learned about local First Nations at least some of the time at school. 25% of our grade 4 students acknowledged that our school participates in Indigenous (First Nations, Inuit, Metis) celebrations or activities. As a school we will continue to provide, and explore, learning opportunities for our students and staff.

HOW WILL WE KNOW WE'RE ON TRACK?

As a school we continue to monitor our data and progress across our achievements in literacy and numeracy. During this school year we were able to begin to track progress from our initial baseline data from 2024. Moving forward we will dive deeper into comparative data across literacy programs.

As a staff we will continue to work collaboratively and foster an increased understanding of collaborative practices across the curriculum. Equity for and across our population continues to be a focus of our work as a school. Social Emotional Learning will continue to support our learners and their feelings of anxiety and stress. We will work together to create an equitable and sustainable community.

As a school we continue to work on our goal of reconciliation with the First Nations, Inuit and Metis peoples. By continuing to weave our stories with Indigenous learnings we will continue to learn and unlearn on the ancestral and unceded territories that Edith Cavell is situated upon.