

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 x^wməθk^wəy' əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Champlain Heights Community Elementary School's teaching staff consists of a Resource Team, Teacher Librarian, Music, French and Physical Education specialist teachers, a Curriculum Enhancement Teacher, and a team of a Youth and Family Worker, Indigenous Enhancement Worker, and School and Student Support workers. The school demonstrates how students, parents and staff work together to create a positive, inclusive learning environment within a diverse context. Some of the unique characteristics of the school include the expansive outdoor area surrounding the school within which students enjoy creative play in the forest on a daily basis, gardening activities at the cedar garden boxes, body breaks, soccer and basketball in the field and courts, and active play in the two sections of the playground. There is a before and after school care facility on site run by the YMCA.

Students demonstrate a sense of care for and connection to the land. In September 2022, a new accessible sensory playground was opened at the school which includes a We-Go-Round, interactive musical instruments, a large-scale communication board, braille and sign language displays, a We-saw, and monkey bars with rubber surfacing on the ground. The Champlain Heights neighbourhood has a lot of green space with trees and park land such as Sparwood Park, Captain Cook Park, Champlain Heights Park and the very large Everett Crowley Park. The school itself has a small forest that is encircled by long gravel paths enjoyed by many community members.

Students at Champlain Heights have many learning opportunities to treat others with respect and work cooperatively with each other, and they take pride in and show a commitment to school engagement through extra-curricular activities such as cross country, track and field, volleyball, and basketball, as well as service oriented activities such as Kindergarten monitors, lunch room monitors, a wide variety of student leadership activities, big and little buddies, daily student announcements, weekly shared grounds clean up duty, Safety Patrol, and school spirit initiatives. The school sees a high participation rate in the athletic opportunities as well as service-oriented commitments throughout the school year. There are also a few school clubs open to students at lunch hour, such as the pride club, chess and checkers club, sewing club, music club, floor hockey club and soccer club. The clubs have a high student participation rate. There is a strong

student leadership dynamic both formally in the form of playground leaders and many volunteer roles, as well as informally in the sense that older students are very kind and welcoming with the younger students and are often looking out for younger students by assisting them if they are hurt or upset while outside on the playground.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students attending Champlain Heights Community Elementary School are drawn from a catchment area of moderate to higher density housing. The student population is diverse in its learning needs. In the 2024 -2025 school year, there are a little over 320 students from kindergarten to Grade 7 distributed into 14 divisions. Approximately 30% of the student population speak English as an additional language, and among these students, Spanish, Cantonese, Korean, Mandarin, Vietnamese and Russian are the home languages spoken with the highest prevalence. Almost twenty students were self- identified as Indigenous while over fifteen percent of our students are identified as students with inclusive education support needs.

Some of the identified Champlain Heights School strengths are the commitment of staff to learn and grow, the staff's dedication to connect with and demonstrate great care for the students, and a school wide commitment to equity (nutrition support, equitable opportunities, support in accessing outside community organizations). The Grade 7 students enjoy unique experiences in the Outdoor Education program. Community Schools also offers after school targeted student leadership programming. The staff work very well as a team and have dedicated efforts in making the school a place where all learners feel safe to learn and thrive. Parents work as active partners with the school. The Parent Advisory Council (PAC) at Champlain run a variety of community events and fundraisers to bring our community together and support the school such as ongoing hot lunch programs, Spring Fling, Halloween Dance, and other after school social activities. The staff and students at Champlain Heights are committed to continuing our Reconciliation journey by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

At Champlain Heights, the students and staff are committed to our Reconciliation journey in many ways such as student engagement in the process of giving the Indigenous land acknowledgement, integration of First Peoples Principles of Learning throughout the curriculum, the unlearning and relearning of history in the Social Studies curriculum, and Indigenous content in school wide events such as a dedicated annual Truth and Reconciliation assembly, the Remembrance Day assembly, and the winter concert. In the 2024/2025 school year for the first time, the whole school participated in a Silent Walk.

Curricular Competency *Strengths*:

- In the 2024/2025 school year in Math, many more students were at the Proficient or Extending range of performance as opposed to Emerging or Developing (around 60% overall throughout term 1, 2 and 3 based on the CSL Written Learning Update data

Curricular Competency *Needs*:

- In the 2024/2025 school year, the number of students across all grades who were at the Proficient or Extending range of performance in Language Arts was lower than the number of students who had Emerging or Developing in English Language Arts each term over the school year (the average over the school year across all grades was about 44% in the Proficient and Extending category, based on the CSL Written Learning Update data.) However, the percentage difference between students whose proficiency scale was emerging/developing and proficient/extending became smaller each term. By the third term in the 2024/2025 school year, the difference between the total in the emerging/developing range versus the proficient/extending range was only 2%.

Core Competency *Strengths*:

- Strong sense of social responsibility: valuing diversity, contributing to community, building relationships
- Strong positive cultural identity
- Sense of belonging

(Evidence is observational, anecdotal, and extracted from pertinent student responses in the Grade 4 and 7 Student Learning Survey data and the Grade 6 Middle Years Development Instrument)

Core Competency *Needs*:

- Self-regulation
- Well-being
- Self-determination
- Communication and body/objects to self during unstructured school time

Student voice has been incorporated both formally in the form of the structured surveys, and student self- assessments, incident logs by students, and informally in the form of observations, conversations, walks and talks, and indirectly from a lot of staff input.

The body of evidence shows that the students have a lot of strengths and a foundation in terms of academic and social strengths, and areas for growth and support are also evident and identifiable. Evidence from the Grade 6 Middle Years Development Instrument reveals that the Grade 6 student population has a significantly lower self-reporting result in the area of nutrition and sleep.

Evidence from the Student Learning Survey results at Champlain Heights demonstrates a couple areas that require focus. One of the areas is having one or more adults who care about them at school (Grade 4 and 7) and the sense of feeling happy about school for the Grade 4s. The school's Grade 4 results show a lower self-reported sense of happiness occurring sometimes and most of the time, however, there was a higher occurrence of a sense of happiness all of the time. At a collaborative staff wide professional development day, staff identified the students' sense of resilience as an area for growth, as well as mental health, self-regulation, social emotional learning, readiness to learn and taking responsibility for one's own actions as areas for student growth.

The data from the Grade 7 Student Learning Survey also demonstrates areas in which Champlain Heights has a higher area of assets such as a strong sense of being able to care for one's own physical and mental health, as well as self-identifying being able to learn to communicate well.

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 school staff is committed to collaboration and ongoing updating and improvement of our practice as we align with the three goals of the VSB Education Plan 2026. The staff is committed to professional development in the areas of literacy and math instruction, as well as Social Emotional Learning. We are continuing our successful work in numeracy by ongoing collaboration with a Learning Services District Resource Teacher who has collaborated with many of the classes to focus on Math instructional practices and facilitated a school wide Math festival in which every class took part. As a staff, we are working on updating and expanding literacy resources at the school, especially for at risk learners. We have accessed special grant funding to assist with resource acquisition. The resource team has reviewed the support model for more efficient and effective interventions. The school conducted a reading assessment for all students at the onset and closing of the 2024/2025 school year and has updated the resource team's organization and intervention response plan as a direct result of the data analysis of the reading assessments. More thorough assessments and interventions took place for identified at-risk learners.

The Professional Development Committee planned a session in September for all staff that addressed social emotional learning and supporting social emotional needs. The school also held a shared professional development day in November that focused on writing instruction and assessment. In April the whole staff spent the time planning for professional development that aligns with the school goals of Literacy (in particular, writing), Social Emotional Learning, and Indigenous Education and reconciliation. A shared professional development day is being planned for September 2025 to support the Literacy goal on the topic of effective and inclusive writing instructional practices.

In order to support students in their overall sense of well-being and personal safety, the Youth and Family Worker programming incorporates learning opportunities for students who may benefit from specific topics including healthy relationships, positive communication, positive self-image and self-talk, mindfulness, managing anxiety, conflict resolution, and self-awareness throughout the upcoming school year.

Education presentations on topics such as pedestrian safety, online safety, body science and sexual health and personal safety have been offered to students throughout the school year from various presenters. Students in grades 6 and 7 took part in the Watari Star (Vancouver Coastal Health) learning series that teaches students about impacts of personal choices on health and well-being and students learn strategies to prevent substance use. Also, in partnership with Vancouver Coastal Health, a community health nurse was invited into primary classes to teach a physical health literacy unit.

Students in all grades learn about healthy living and the benefits of regular physical activity at age-appropriate levels within the regular curriculum. The school has regular extra-curricular sports available to students in specific age groups including cross country, volleyball, basketball, pickleball and track and field. In addition, throughout the school year, special programs are brought in to supplement the physical education curriculum with offerings such as hip-hop dance, field hockey, and pickleball, with some variety year to year.

The school fosters a sense of belonging through school wide activities and events such as assemblies, clubs, opportunities for students volunteering, PAC community events, and spirit days. Almost every class contributed to the school assemblies with presentations that were either visual or performative, and each class performed in the winter concert and hip-hop performance. The data supports the success of these activities. The Grade 4 Student Learning Survey results indicate a higher level of students who feel they belong to school most of the time, and the Grade 7 Student Learning Survey results indicate a higher level of students who feel they belong at school all of the time.

Improve equity

The school is committed to ensuring equitable access and support for all families. The Family Affordability Fund was accessed to help cover school and activity fees and supplies for families experiencing financial challenges to remove barriers for student learning outcomes. Supports such as an online reading program, the One-to-One Children's Literacy Program, and opportunities to read at recess and lunch with staff supervision and support have been established to support student learning outcomes. The resource team's review and adjustment of the support model for more efficient and effective interventions is also a shift to support student learning outcomes in an equitable way. The school wide reading assessment at the onset and closing of the 2024/2025 school year has informed the resource team's organization and intervention response plan as a direct result of the data analysis of the results.

The Parent Advisory Council (PAC) plans community events through an equity lens, ensuring that all families can participate fully. No admission is required for families facing financial hardship, and activities are designed to be welcoming and accessible to all.

Spirit Days at the school have celebrated creativity and community while being mindful of preparation demands. These days are designed to be inclusive, culturally sensitive, and easy for families to participate in, without added pressure or cost.

The school actively seeks to listen to and reflect the voices of all members of our school community. For example, if there is a language barrier, district cultural interpreters are called on for support. The school staff works to reduce barriers to attendance and learning by setting up modified schedules to support individual student needs, offering targeted support and partnering with community organizations where helpful.

Above all, the school team is deeply committed to maintaining a school environment that is safe—both physically and emotionally—for every student. Issues of safety and well-being are addressed promptly and with high priority. District Resource Teachers as well as the Principal of the Equity,

Antiracism and Oppression department have been invited to many classes to support, teach and collaborate with staff to address areas of concern or areas which require learning growth. At the intermediate level, learning took place about history and topics such as anti-Black racism, anti-Jewish racism, and other oppressive ideology. In classes ranging in grade from Grade 3 to 7, students learned about different forms of discrimination and racism, gender stereotypes, the difference between equity and equality, and how to be upstanders.

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

There are many teachers on staff who are very committed to teaching and learning Indigenous knowledge, history and awareness. The school invites Indigenous parents and caregivers in to share knowledge and cultural teachings with students and has the opportunity for collaboration and engagement with the Indigenous Enhancement Worker.

In the Student Learning Survey, the school's Grade 7 students reported a higher response for being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada all the time. At the Grade 4 level in the Student Learning Survey, students reported being taught most of the time about Indigenous Peoples (First Nations, Inuit, Metis) in Canada

In addition to the abundance of Indigenous Education that takes place in the respective classroom learning that is integrated in the curriculum, the whole school took part in presenting a very meaningful Truth and Reconciliation assembly. All classes also took part in a Silent Walk, drumming, and Indigenous content in other school wide assemblies such as the winter concert and the Remembrance Day assembly. Some intermediate classes accessed a learning grant and took part in some Indigenous learning and a poppy beading workshop with an Indigenous presenter in November. A few of the primary classes had an enhanced Indigenous learning experience of visiting the Grouse Mountain Cultural Program. Those classes also learned about the salmon life cycle through an Indigenous lens. Some of the classes also learn Math with Indigenous content integration.

The school is committed to continuing to expand our learning and deepen knowledge as we continue our journey of reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

- Use of baseline data (Middle Years Development Instrument, Student Learning Survey, The Childhood Experiences Questionnaire and case studies) and compare with newer data gathered
- School wide reading assessment data
- Anecdotal information from students (walking interviews)
- Monitoring concerns shared by parents
- PSR Marks (English Language Arts)
- Written Learning Update performance data
- Attendance analysis
- Anecdotal comments from students and families

- Anecdotal observations of students
- Staff meetings to check in, share data, revisit plans to discuss
- Check ins at PAC meetings to hear parent perspectives
- All students and community members feeling welcomed and sense of belonging at Champlain Heights Community Elementary School
- Celebrate successes as a school at school wide assemblies
- Pivot and adjust if a positive difference is not observed