

2024-2025

School Learning Plan

SCHOOL STORY

It is with deep gratitude and respect that Collingwood Neighbourhood School (CNS) is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) and səlilwatał (Tsleil-Wauthuth Nation).

Collingwood Neighbourhood School (CNS) is a kindergarten to grade three school that serves as an annex to Graham Bruce Elementary School, where most of our students transition to grade four for their intermediate years. CNS is part of the Windermere Family of Schools. Currently, there are 144 students in eight divisions and 29 staff members. The district TEIR (Targeted Early Intervention Resource) program is also part of our school, providing targeted reading instruction for a group of grade two students from across the district identified with delays in acquiring literacy skills.

CNS is located close to the border of Burnaby and near Joyce Skytrain Station, a major transit hub. The neighborhood is a growing, bustling mixture of new commercial development and tower housing alongside long-time businesses and single-family homes. The stores and restaurants are diverse in their offerings, showcasing the neighborhood's different cultures. The school makes use of Gaston Park for outside playtimes.

Physically connected to Collingwood Neighbourhood House Community Centre, CNS is very much a community hub. We host a popular Strong Start Program, which also runs an I-PALS (Parents as Literacy Supporters in Immigrant Communities) program for 3–5-year-old children and their parents who have permanent residency or refugee status. As many of these students attend kindergarten at CNS, the two teams work closely throughout the kindergarten transition. Additionally, CNS is home to an Out of School Care Program for before and after-school. CNS also has a strong relationship with our local Vancouver Public Library and Public Health Nurse. Relationships and belonging are central to our work at CNS and reflect the First Peoples' Principles of Learning that "learning is not an individual act but happens in relationship with people, materials, and place."

CNS has a long-standing tradition of several weekly runs around Gaston Park. Rain or shine, this fifteen-minute exercise time involves all grades 1-3 classes and contributes to our students' sense of belonging and their physical and mental well-being. Because of this program, we have many strong runners, many of whom join our Cross-Country running team.

The school garden, enclosed in our back courtyard, is a place for teaching, gathering, eating, playing, and learning to be together in the community. In our six raised garden beds are indigenous plants, a mud kitchen, and edible plants and herbs.

CNS continues to be committed to a school-wide Music program that introduces all students to the fundamentals of music, including rhythm, beat, movement, song, and simple instruments. There has also been a commitment to decolonize the school experience through song choice and including student voice.

Student achievement is seen as an opportunity for belonging and celebration. Each Spring, all classes engage in an Applied Design Skills and Technology (ADST) project, culminating in a school-wide activity.

Our PAC is a group of parents who meet regularly at the beginning of each month. Recently, the PAC has supported school-wide initiatives including gymnastics, Bollywood, hip hop, school-wide field studies, as well as improvements to our school garden. This commitment to providing opportunities for all students works towards our common goals of equity and belonging for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of young learners is a mixed population. The majority, 60%, of our students identify as having a Home Language other than English, with the two most identified home languages being Tagalog and Mandarin/Cantonese. Twenty-five different languages have been identified as a first language within the school community. Students with diverse needs make up 10% of our student population and fewer than 10 students identify as Indigenous. With such diversity, one of Collingwood's strengths lies in its inclusivity. Students take responsibility for their peers, and the sense of community is visible. Additionally, we often have many students joining our school community throughout the school year bringing new perspectives and energy.

Most of our students belong to families with working parents and caregivers, so grandparents, extended family, baby-sitters, or Out of School Care support parents and caregivers by caring for our students before and after school. Dental health is a need for our community.

Communication skills and general knowledge are a need for the learners in our community. Students' ability to successfully engage with peers, display expected play skills and participate in group learning have been identified by both teachers and the Early Developmental Index (EDI) as specific areas of need. While teaching problem solving skills and positive behaviour expectations do happen in classrooms, we are working towards a school-wide approach for consistency.

Based on EDI data collected between 2019-2022, we have identified an opportunity to support 40.4% of kindergarten students in Renfrew-Collingwood. The primary focus will be on enhancing Communication Skills and General Knowledge, which includes developing English language skills and general knowledge, such as the ability to clearly communicate needs, participate in storytelling, and foster a general interest in the world. The kindergarten screener, administered mid-year, highlights that half of our kindergarten students would benefit from targeted literacy support in phonological awareness and oral language. To address these needs, we will implement comprehensive literacy programs and engaging activities designed to boost communication skills and general knowledge.

However, the kindergarten screener did indicate that concepts of print and letter identification are strong. Additionally, according to the EDI, one of our relative strengths is language and cognitive development which measures children's basic and advanced literacy skills, numeracy skills, interest in numeracy/literacy and memory.

From Communicating Student Learning data from term 3 in 2024, 45% of students are developing in English Language Arts and under 40% of students are proficient. For Mathematics, 30% of students are developing, whereas 50% of students are proficient.

Reading and writing data are also regularly collected for all our older students (grades 1-3). Reading data from the DIBELS assessment indicates that half of our students are reading well and at negligible risk for future reading difficulties and half of our students are struggling with one or more components of reading. From regular school wide writes, we know that most of our students' writing skills are either developing or proficient. Students not in these categories have emerging writing skills.

At Collingwood, our students are familiar with the land acknowledgement. Each day begins with a school-wide land acknowledgement that students read over the PA, and a second one is delivered by students in their classrooms. All students at Collingwood are familiar with VSB's current land acknowledgement that honors the traditional territories of our three host nations. Students know that learning takes time, and this is also communicated in parent conversations. During our Orange Shirt Day Assembly all students learned about promoting reconciliation and the importance of understanding the legacy of residential schools.

While our staff diligently integrate Indigenous ways of knowing into the curriculum, deliver and support daily land acknowledgments, expand library resources, and organize engaging activities, we acknowledge the importance of further enhancing visibility and understanding of Indigenous learning among our students. At Collingwood Neighbourhood School, we strive to maintain an inclusive environment for all our students and celebrate our different abilities and cultures in a variety of ways throughout the school year, providing opportunities for cultural exchange and learning.

Equity in primary schools is a crucial topic, and there are several key areas where evidence of equity can be observed at Collingwood: inclusive curriculum, teacher-student relationships, equitable leadership, support systems and professional development. Teachers at CNS strive to deliver a culturally responsive pedagogy and implement a curriculum reflecting our school's

diverse cultures, histories and perspectives which helps ensure all students see themselves represented in their education. Strong, respectful relationships between teachers and students are vital. According to data collected through an informal classroom survey, 95% of all Grade 2 and 3 students could identify at least one supportive staff member.

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

A school wide focus on evidence-based practices has been adopted by teachers to improve student achievement. Continuing from the previous school year, staff continued to implement structured literacy and taught reading consistently across all settings. Many of the teachers, especially the resource team, used the decodable readers supported by the PAC and school fundraising. DIBELS assessments were used to track school-wide reading assessments. Having this data from the previous year allowed teachers to have a record of growth and improvement in reading scores. School-Wide Writes were used as writing samples for all students.

This year, we also had a Curriculum Enhancement Teacher that led students through Story Workshop as an opportunity for additional literacy support. In discussion with teachers, they noted that students that were reluctant to write were excited about the opportunity to work with loose parts. Through Story Workshop students practiced oral storytelling. English language learners found a starting point for their stories, which helped generate writing ideas and reinforced classroom lessons. The workshop broke down the structure and parts of a story, providing enrichment opportunities for students to extend their learning.

Using culturally responsive pedagogy within the context of literacy is one way to improve belonging. We continually build our collection of books that represent all children in classrooms and in our library. We use literacy to explore identity and have tied this to celebration and representation. Through library lessons, there was a focus on highlighting stories from celebrations and recognition, for example, books about truth and reconciliation, Diwali, Kwanzaa, Black history month and stories from the Asian diaspora for Asian Heritage month.

As a school community, we are working on the following to improve numeracy achievement: We are implementing a consistent, evidence-based approach to math instruction across all grades, supported by diagnostic assessments to guide teaching and identify student needs. Teachers are engaging in professional development to strengthen their math pedagogy and use culturally responsive strategies. We are also providing targeted intervention and enrichment opportunities, integrating math into real-world contexts. Our goal is to build a strong, positive math culture where all students feel confident and capable.

This school year we began school-wide assemblies and opportunities to foster belonging and student leadership. Once a month the school gathers in the Gym to listen and learn from (mostly) student presenters. Some of the highlights this year were our Pink Shirt Day Assembly, Indigenous Heritage Month Assembly, Remembrance Day Assembly, Earth Day Assembly, Asian Heritage

Month Assembly and anything that features a practice performance from one of the Music Classes. We also had a Winter Concert, and a Collingwood Variety Show to showcase students' talents. All grade three students have a school leadership role and contribute to the school community. Everything from delivering the morning announcements to recycling to advertising to lunchroom monitors, library monitors and playground leaders. When writing their memories about Collingwood Neighbourhood School, students often referred to these leadership opportunities.

Improve Equity

Equity in classrooms and schools means making sure every student has the resources and support they need to be successful. At Collingwood, we strive to ensure that all students have equal opportunities to achieve their full learning potential. This commitment drives our approach to selecting instructional tools that accommodate various learning styles, supporting staff in navigating the emotional and cognitive complexities necessary for fostering equity, and making inclusive decisions regarding school resources and funding.

We use data to identify disparities in performance and determine what interventions are most urgently needed. This includes providing targeted support, interventions, and assistance to students at risk of falling behind. Collingwood strives to be an inclusive learning environment and models this early on to the benefit of our entire school community. Accommodations, individualized programming, adaptations, and modifications to support positive behaviour and meaningful school experiences are developed and implemented when needs are identified regardless of diagnosis and designations.

Building equity is a process and staff have taken steps to examine their teaching materials. Conscious and visible efforts to cull classroom libraries and work towards building a more representative collection are underway.

Communicating with and supporting parents are two of our top priorities. We take the time necessary and implement various strategies to reach all parents. Whether that is through Google translate, using our district interpreters and settlement workers, providing multi-lingual links and a diversity calendar in newsletters. We aim to be adaptable, individually focused and fair in targeting supplemental funding to families when available, such as the Fresh Produce Backpack Program.

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

Collingwood's journey of reconciliation happens on many levels. There is personal, classroom, and school learning that happens throughout the school year. Personally, staff have engaged in understanding proper reconciliation and meaningful land acknowledgements. In our classrooms there have been focused lessons and units of specific topics while weaving the First Peoples Principles of Learning through all units of study. The theme of *Learning From the Land* provided a school-wide focus for student learning. In some classes this looked like learning about the importance of rivers and salmon. In others there was learning about indigenous shapes and totem animals, seasonal rounds, icons and touchstones. There were lessons on taking care of the land using the land and the connection between communities, shared values and understandings.

Students in the Grade 2/3 classes did inquiry research projects about different indigenous groups in Canada utilizing materials from our school library. Students applied this learning to written responses, drawings, and projects. We have noticed more students have been independently seeking out and noticing Indigenous books in the library and they are able to identify First Nations art around the school and in the community. Student announcers have been delivering the land acknowledgement daily, and classes have developed their own extensions and understandings around land acknowledgments. Students have reported enjoying learning about indigenous cultures and specifically Coast Salish culture.

Going forward, staff have decided to work towards increasing resources and continue the school-wide focus on *Learning From the Land*. Having a larger and diversified collection of Indigenous Guided Reading books, units of study, multi-media lesson supplements, and workshops/performances will support new learning. The idea of oral storytelling and encouraging students to tell their stories has been explored as a way the First Peoples Principles of Learning can come to life within the context of teaching and learning within literacy. There is also a goal amongst staff to align our school's direction and develop a whole school project with an indigenous focus.

HOW WILL WE KNOW WE'RE ON TRACK?

To focus on our goals of supporting student achievement in literacy and numeracy, physical and mental well-being and belonging we will:

- Continue training and support for all staff with structured literacy and ensure consistent literacy instruction in all classrooms
- Expand decodable reader resources by assessing the current inventory and identify gaps and have resource teacher support in implementing reading groups
- Utilize DIBELS for Data-Driven Instruction by conducting DIBELS assessments three times a year and use results to inform small group instruction and interventions
- Enhance Writing Instruction and Assessment-continue collaborative planning and assessment of school-wide writes
- Adopt a School-Wide Numeracy Framework-choose and implement a consistent research-based instructional approach e.g. Number Talks or Building Thinking Classrooms
- Use Diagnostic and Formative Assessments like BC Numeracy Performance standards
- Professional Development for teachers to learn about differentiated math instruction, teaching math through problem solving
- Math Intervention and Enrichment- establish groups for students below grade level
- Continue to expand diverse book collection and purchase books that represent student identities and cultures
- Continue Monthly School-Wide assemblies with student-led presentations
- Review and expand Grade 3 leadership roles
- Connect with Windermere high school students and the Collingwood Neighbourhood House to provide enrichment opportunities at recess and lunch

To improve equity to ensure that every student has the resources, support and inclusive environment needed to reach their full learning potential we will:

- Equitable Access to Learning Resources-review and select instructional tools that support diverse learning styles and needs
- Data-Informed Interventions-use academic and behavioural data to identify disparities and prioritize interventions
- Inclusive Programming and Supports-develop and implement accommodations, adaptations and modifications based on student needs
- Culturally Responsive Teaching Materials
- Staff Capacity Building-provide professional learning on equity, trauma-informed practices and inclusive education
- Family Engagement and Communication-use culturally relevant communication strategies to reach all families, have opportunities to connect with one another

To support our journey of reconciliation with the First Nations, Metis and Inuit and to deepen understanding and respect of Indigenous cultures and histories and perspectives we will:

- Strengthen professional and personal learning through land acknowledgments and reconciliation
- Embed Indigenous learning across the curriculum-integrate the First Peoples Principles of Learning into all subject areas
- Enhance Indigenous Learning Resources-books, guided reading materials, multimedia resources and culturally relevant units
- Promote oral storytelling and student voice-incorporating oral storytelling into literacy instruction and encourage students to share their own stories and connect to the land
- Celebrate and reflect on learning opportunities to showcase their learning through art, writing and presentations