

2024-2025

School Learning Plan

SCHOOL STORY

False Creek Elementary School is a Vancouver public school situated between Granville Island and Olympic Village. We are honoured to be working and learning together on the traditional, ancestral, and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). With approximately 304 students from Kindergarten to Grade Seven, False Creek is located in a densely populated urban setting near the False Creek seawall and Charleson Park. Most families reside in condominiums, apartments, townhomes, cooperatives, or on boats moored in the area. Our school population is diverse with more than 24 language groups and approximately a quarter of students having a first language other than English. We fully integrate the less than 10% of students who have a Ministry Designation for disability or diverse ability.

Parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) and make generous contributions to fundraising, organizing school events, and aiding students' academic, social, and cultural growth. The PAC has continued to support in-school programs such as African Dancing and Hip-Hop dance, several storytelling, music and martial arts experiences, as well as inclusivity and diversity initiatives.

False Creek Elementary is part of the Kitsilano Family of Schools and maintains ties with Kits Community Schools Team and we are grateful for this partnership. For the past three years we have been focused on maintaining a strong connection for students transitioning from Grade 7 to Grade 8. We have also been focused on applying for sustainability grants which helps shift focus to areas such as outdoor learning and the environment. Achievement, physical and mental well-being, belonging, equity and reconciliation have been and will continue to be a focus at False Creek.

The school has a dedicated staff that has a strong community focus. We are regularly taking students on local field trips and neighborhood walks. Many staff are focused on outdoor education, making use of our school garden and we have partnerships with some community organizations to make use of the community gardens as well.

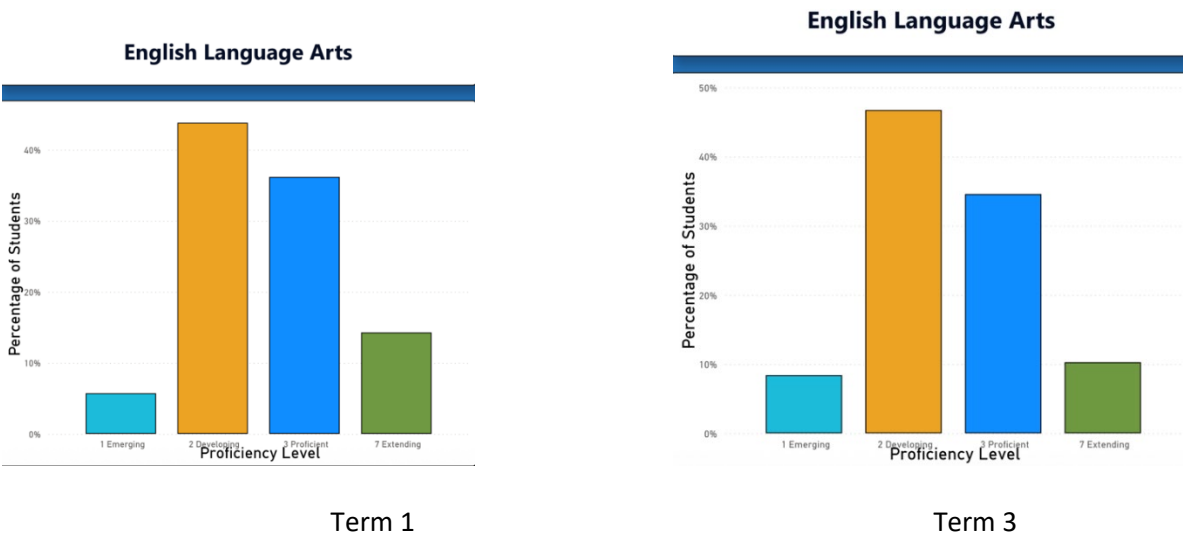
The school has active clubs and leadership such as chess, knitting and needle felting club. False Creek Students also participate on many sports teams offered, which varies year to year such as soccer, cross country, volleyball, basketball and track and field.

We continue to improve our technology and design skills to enhance the experiences of students already thriving and challenge and instruct students who may need support in this area. Currently our focus is on coding, graphic design and use of different software applications

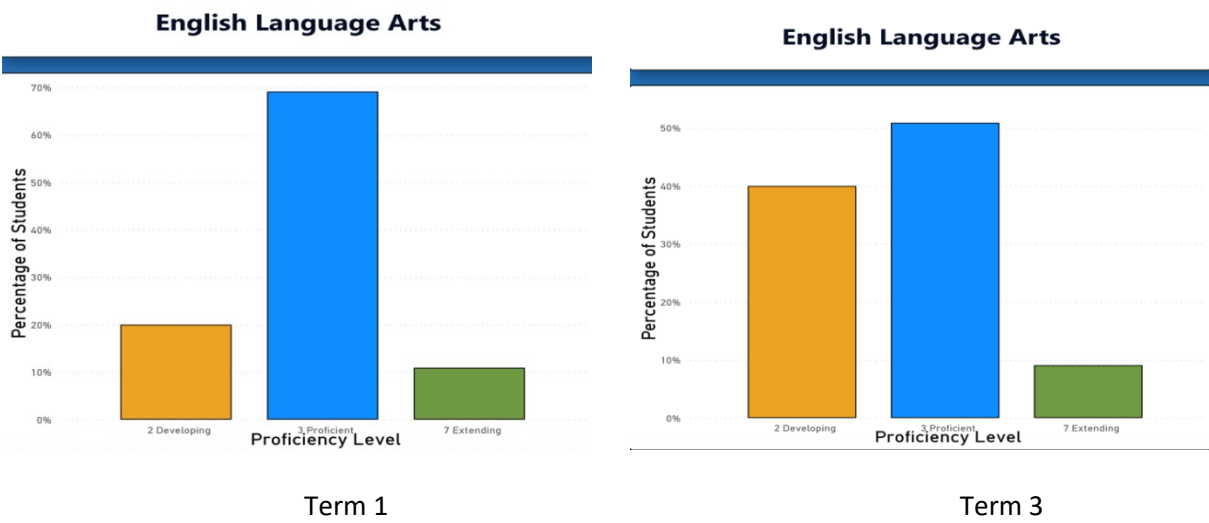
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from a variety of cultural, spiritual, linguistic, and socio-economic backgrounds. False Creek students are spirited and represent diversity in identity and learning. Our staff work extremely hard to develop and provide learning opportunities for all students and take pride in addressing neurodiversity, cultural awareness, arts, as well as athletics. False Creek students come to school with a wealth of learned and lived experiences. They have rich vocabulary, sentence structure, literacy knowledge, and an established love for stories and books. The staff want to continue to build off the strengths of our learners and improve literacy outcomes for the whole school.

Below is Comparative data for K-3 English Language Arts in 2024-2025 (Term 1 vs Term 3):



Below is Comparative data for Gr 4-7 English Language Arts in 2024-2025 (Term 1 vs Term 3):



ANALYSIS:

As we look at our report card data from the 2024-2025 school year we are able to see that there have been improvements but the question remains: how can we continue to improve literacy outcomes?

52% of primary students in the data are either proficient or extending in English Language Arts in term 3 while only 46% of students were proficient in term 1. We want to continue to increase the number of students who are demonstrating proficiency; therefore, we will continue to provide evidence-based supports in order to continue to improve student outcomes.

68% of intermediate students in the data are either proficient or extending in English Language Arts in term 3 while only 59% of students were proficient in term 1. We also want to continue to increase the number of intermediate students who are demonstrating proficiency; and we will continue to provide targeted supports in order to continue to improve student outcomes.

We will need to continue to support learners who are still emerging in literacy and it requires a thoughtful, multi-faceted approach that meets students where they are and helps them grow with confidence. We can use targeted, data-informed instruction, implement structured literacy approaches and leverage small group and one-on-one support and finally emphasize culturally responsive practices. This will ensure equitable access to learning and success in literacy for all students. An improvement in this will demonstrate increased equity as we will be eliminating the achievement gap for students.

As a school community, we place a strong emphasis on literacy as well as outdoor learning and prioritize it across our teaching practices. Recently, our staff engaged in professional development focused on integrating outdoor education into Math, Science, Drama, and Visual Arts. In addition, we participated in training centered on Diversity and Inclusion, which remains a key focus for us this year. Staff are enthusiastic about incorporating these approaches into their daily teaching, having observed that students thrive in hands-on, outdoor learning environments.

One of the pillars and goals of the [VSB's Education Plan](#) is continuing its reconciliation journey with Indigenous Peoples. False Creek Elementary staff and students want to be connected to the land that we live and play on so we infuse Indigenous culture and historical teachings into our lessons as much as possible.

According to the Student Learning Survey results, 56% of students surveyed at False Creek Elementary reported participating in Indigenous celebrations, while 84% indicated involvement in ongoing Indigenous programs or activities." Placing an emphasis on reconciliation at an elementary school involves creating meaningful, age-appropriate opportunities for students to learn about, respect, and engage with Indigenous cultures, histories, and perspectives. This will continue to be a focus for staff and students next year.

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

Our school goal is literacy and as a staff, we are examining literacy strategies that introduce explicit instruction in phonics, reading, and writing. We are dedicating professional development time and resources to study best practice strategies and implement them to increase student learning and achievement in reading. Teachers are exploring approaches that highlight the importance of foundational skills such as phonemic awareness, phonics, language, and vocabulary and we are striving to have every student proficient in these areas. These goals align with the VSB Responsive Literacy Framework K-7.

This goal also aligns with the First People's Principles of Learning in the following areas:

- Learning involves recognizing the consequences of one's actions
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves patience and time

Improve equity

To promote greater equity, we will use formative assessments to monitor student progress and ensure targeted support for all learners. By applying the principles of Universal Design for Learning (UDL), we aim to provide each student with the tools and strategies they need to succeed. Additional collaboration time will be provided for teachers to work together in identifying and implementing effective supports. Through a collaborative teaching model, students will benefit from flexible groupings, differentiated instruction, and the expertise of our primary and intermediate resource teams. We remain committed to adapting materials and instruction to meet the diverse needs of all learners.

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

Our school is committed to support and enhance understanding of Indigenous worldviews and knowledge. Students and staff have been engaged in various activities to increase understanding and awareness of Indigenous histories and cultures. Here is a list of other meaningful learning activities that our students were engaged in this year to deepen understanding of Indigenous culture:

- Drumming sessions for students as we made drums as part of a cultural project two years ago
- Various field trips and hands-on learning around the city centered on indigenous knowledge, culture and awareness
- Working on developing an understanding and a relationship to place through land-based stewardship
- School wide activity to deepen understanding of the Land Acknowledgement

HOW WILL WE KNOW WE'RE ON TRACK?

Using 2024-2025 Written Learning Update (report card) data, we see that English Language Arts marks are trending upwards since the fall. Primary students (Kindergarten to Grade 3) have shown a 6% increase in the overall number of students that are proficient or extending, while intermediate students (Grade 4 to Grade 7) have shown a 9% increase in the overall number of students that are proficient or extending. Going forward, to assess if we are on track and adjust and adapt our interventions, we plan to use:

- Visible and measurable progress in literacy skills as evidenced through literacy screeners, measurable and reliable data, reading assessments and the Foundational Skills Assessment.
- Visible improvement in student regulation and the utilization of strategies and tools to calm down.
- Student Learning Survey data to determine if students feel they are learning about Indigenous ways of knowing and being.