

**2024-2025**

## **School Learning Plan**

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### **SCHOOL STORY**

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).*

Our school enrolled approximately 520 students for the 2024-25 school year. Twenty-seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our ELL students. Jamieson is a diverse and vibrant community of learners with 46% of our students speaking a language other than English at home. In our school, 5% of our students are students with diverse abilities and have a Ministry designation.

Jamieson is home to an award-winning Strings Program, which has received consecutive accolades from the CBC Canadian Music Challenge dating back to 2016, most recently placing second in November 2024. Strings are provided through our school prep schedule to Grade Four - Seven students. Approximately 293 Jamieson students participate in the program.

Jamieson has a staff of 53 who are committed to fostering a safe and caring environment for our students. They are dedicated to supporting student academic growth and achievement and overall wellbeing. Our school resource teachers work collaboratively with classroom teachers to support student learning needs. In addition, Jamieson staff are committed to working with parents as partners in education and connect regularly, both formally and informally, to support student learning and growth.

Jamieson offers a range of sports and extracurricular activities. This year, we have Junior and Senior Basketball, Badminton, Cross Country, Volleyball, Soccer, Track and Field and chess. We also have other activities focused on social responsibility and leadership, including the Jamieson Playground Buddies (intermediate student helpers), Library Monitors, Student Announcers, Lunch Buddies (intermediate student helpers) and School Safety Patrol (crosswalk).

Jamieson has a strong and actively engaged Parent Advisory Council (PAC). Many parents volunteer to support a variety of activities such as field trips, our hot lunch program, and other special events at our school. In the past year, the PAC has funded the purchase of a laptop Cart and an Ipad cart. The PAC runs a hot lunch program three days a week to raise funds to support programs offered at the school.

The Jamieson School Code of Conduct is based on Respect: Respect for Self, Respect for Others, Respect for the Community. Our code of conduct is embedded into our school planning, school culture and school activities.

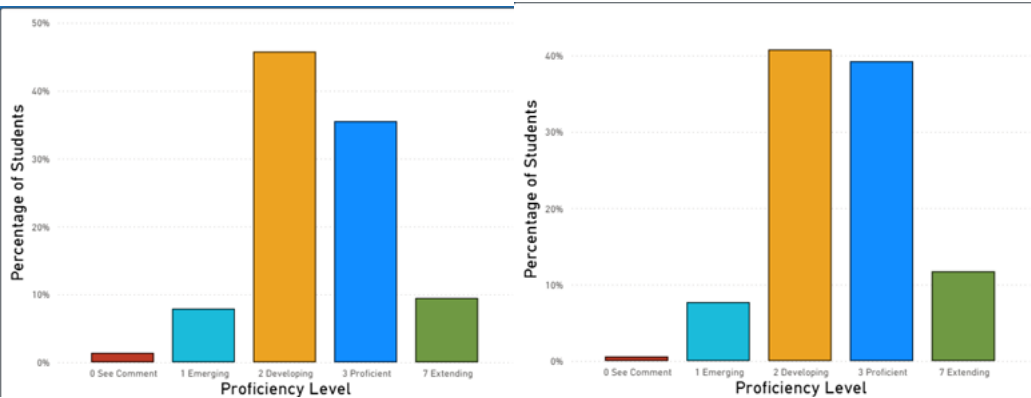
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Throughout the 2024/2025 school year, Jamieson staff reviewed and considered data from a variety of sources for information about the students in our community including: assessment data (report card, Foundation Skills Assessments, DESSA- mini), provincial survey data (Middle-years Development Instrument (MDI), Early- years Development Instrument, (EDI), Student Learning Surveys (SLS) demographic data (enrollment, attendance), and anecdotal observations (students, staff and parents).

Students at Jamieson are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic success. Report card data (below) for the school shows that more students have achieved a proficient and extending level in Language Arts and Math at the end of this year than last year.

Report Card Data-

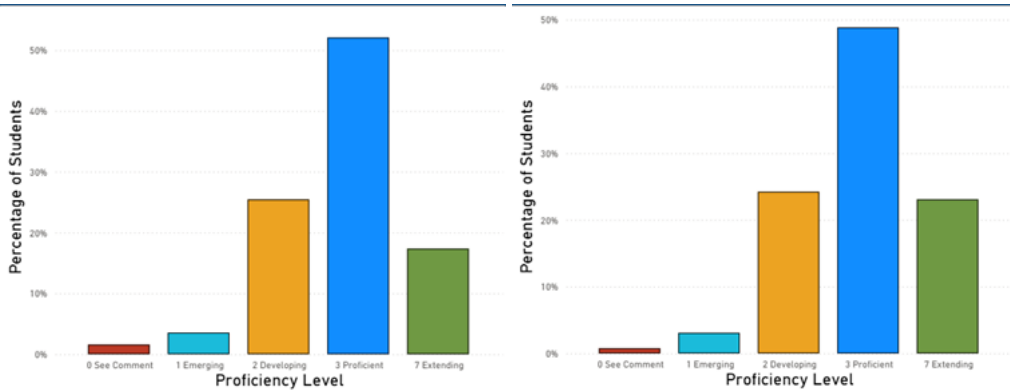
English Language Arts



Term Three- 2023-2024

Term Three- 2024-2025

Math



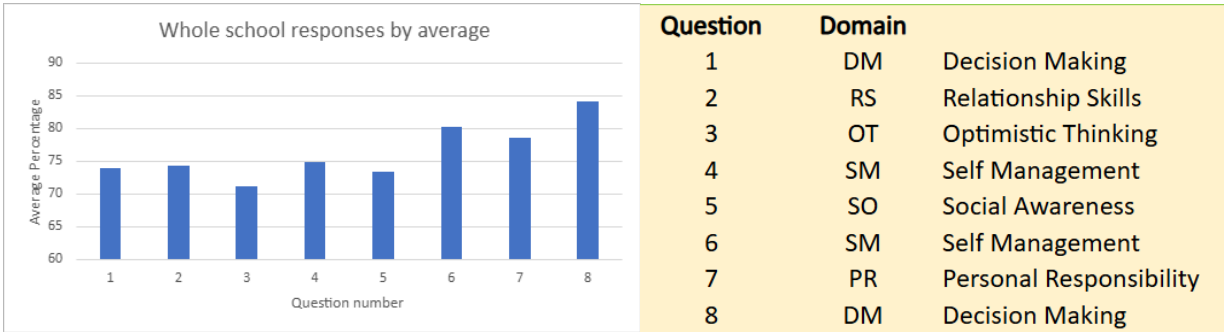
Term Three- 2023-2024

Term Three- 2024-2025

Student voice, from student learning surveys (grades four and seven) and the Middle Years Development Instrument (MDI) show that the learners at Jamieson feel safe at school, feel cared for by adults in the school and have a sense of belonging. They identify that they need support to reduce stress and anxiety at school and want to develop the skills of critical thinking, time management, conflict resolution, and self-advocacy.

The results of the DESSA- mini, (below) which all staff completed for their students, grades one - seven, showed the same areas for growth for their students across the school. Following the completion of the survey, staff identified the domains of optimistic thinking, decision making and social awareness as the areas on which to focus their teaching.

**DESSA-mini-Results- January 2025 Grades 1-7**



**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 goals have been selected to address the three aspects of the Vancouver School District Education Plan.

**Literacy-** Considering that 46% of our learners speak a language other than English in their home, our students make good progress in Language Arts. As a whole school, 51% of our students achieved proficient or extending for Language Arts, with 84% of our Grade Seven students achieving proficient or extending in this subject. We will continue to strengthen student achievement in literacy by using assessment data to inform targeted instruction and differentiated support. The adoption of the University of Florida Literacy Institute (UFLI) program across the Primary grades is an example of successful collaboration of teachers implementing evidence-based strategies to support all learners in developing foundational and advanced reading skills. The program is being expanded to meet the needs of some learners in the Intermediate grades who are new to English or who need additional time to consolidate their foundational Literacy skills.

**Numeracy-** Jamieson students make good progress in Numeracy. Approximately 71% of our students across the school were assessed as being at a proficient or extending level with this

number rising to 87.5% for our Grade Seven students. Several Grade Seven students will be starting the Grade Nine Math curriculum at the start of High School in September. With approximately 46% of our learners being English Language Learners, teachers report that solving word problems in Math present challenges to these students, especially those who are emerging English Language Learners. We will ensure that there is an explicit focus on the 'language' of Math in the teaching of the curriculum. Our Resource team has also been focusing on skill building in Math- working with small groups of learners to ensure they have the foundational skills necessary for Intermediate Math.

**Physical and Mental Well-Being-** To support the physical and mental well-being of all students, staff embed social-emotional learning into daily classroom practice such as morning check-ins and circle time, with a focus on the domains identified through the DESSA-mini: optimistic thinking, decision-making, and social awareness. Staff implement proactive strategies to help students manage stress and anxiety, including mindfulness practices, movement breaks, and access to calming spaces. Through intentional instruction and modeling, students will develop the skills needed to navigate challenges, build resilience, and maintain a healthy balance between academic and emotional demands. In monthly assemblies and in Morning Announcements, successes are shared and celebrated. Physical activities such as our popular Track and Field program, cross-country, soccer, volleyball, badminton, and basketball. After school programming has been expanded to include physical activity for younger students, such as a tennis program and Active Kids.

**Belonging-** Jamieson will foster a deeper sense of belonging and connectedness by continuing to work on creating inclusive, respectful, and culturally responsive learning environments where every student feels seen, heard, and valued. Drawing on student voice from the MDI and Student Learning Surveys, staff will prioritize relationship-building and student agency, ensuring that learners have opportunities to express themselves, collaborate meaningfully, and contribute to the school community. This year student initiated and student-led clubs, sponsored by staff have included a Chess Club, a Comic Drawing Club, a French Club, a Drama Club and a Gay Straight Alliance Club. We have also had outside organizations provide dance programming, STEAM programs and Internet Safety programs.

Every student at Jamieson is given the opportunity to perform, to share and celebrate their talents both as individuals and as part of a group. We have the Strings and Primary music concerts at the end of the first and third terms and enrichment opportunities offered by the school include the advanced strings orchestra and the STEAM Destination Imagination program, in which the school has experienced success at a Provincial level for the past several years. Parents have supported the organization of a junior choir, and we have an annual Talent Show in which students share their creative passions.

There are opportunities for students to become more empathetic, caring, and knowledgeable citizens through student leadership, service to the community, and volunteering. Almost all Intermediate students participate in at least one of the following activities: the Spirit Team, the Grade Seven Graduation Committee, Assembly leaders, PA Announcers, Safety Patrol, Playground Buddies, Library Monitors and Lunch Buddies. Several classes lead a successful sock and glove drive for charity every November.

Improve equity

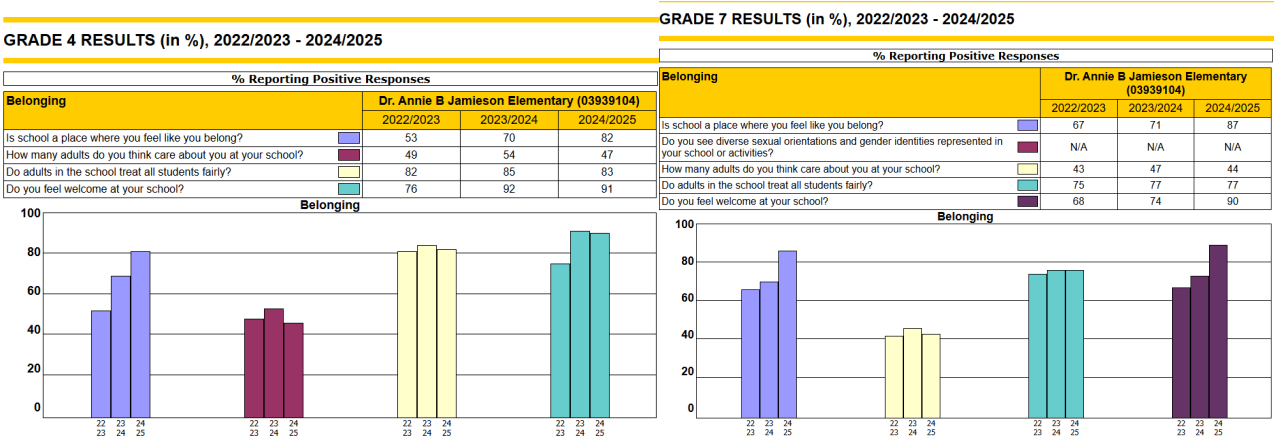
At Jamieson Elementary, equity is a fundamental principle that guides our educational approach. It means ensuring that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English Language Learner, has a Ministry designation, or comes from a diverse cultural background, we provide targeted assistance to help them succeed.

Staff participate in Professional Development to improve understanding of diversity, equity, and inclusion. With the support of District staff and professional development opportunities, we are working to build our knowledge and capacity to support students with diverse abilities to be successful.

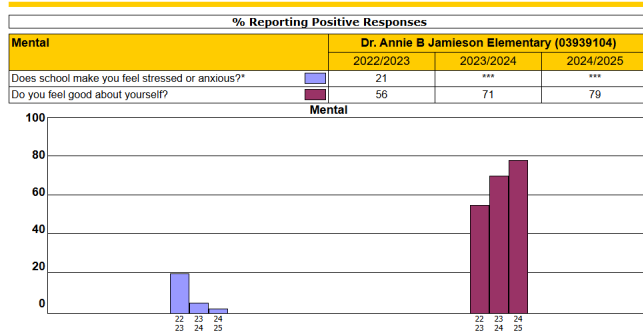
In themed student- led monthly assemblies, morning announcements, newsletters and special events such as the Pride Parade and National Indigenous Peoples Day gathering, we celebrate diversity, promote understanding, and incorporate students’ cultural backgrounds into the curriculum. By doing so, we honour their identities and create a positive learning atmosphere. We allocate resources fairly and strategically. This includes access to technology, learning materials, field trips, extracurricular activities, and support services. Through our connections and knowledge of families, we actively seek out opportunities to bridge any gaps.

This year, staff are evaluating the social emotional learning (SEL) programs being taught. We are working towards developing a program that is up-to-date, research-based, and equity-focused to ensure that all students receive the support they need, as identified by our data sources. By emphasizing equity, the program will address the diverse backgrounds and experiences of students, ensuring that every child feels valued and included. Teachers and staff are receiving ongoing professional development from District staff to stay current with best practices and to implement strategies that promote self-awareness, self-regulation, social skills, empathy, and responsible decision-making. This intentional and comprehensive approach will not only enhance academic performance but also foster a positive, inclusive school environment where every student can thrive.

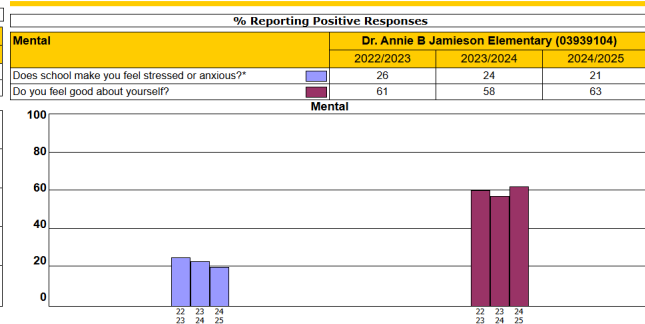
Results for both Grade Four and Grade Seven students from the Student Learning Surveys for the past three years show that students report an increased sense of belonging in the school and reduced levels of stress and anxiety.



#### GRADE 4 RESULTS (in %), 2022/2023 - 2024/2025



#### GRADE 7 RESULTS (in %), 2022/2023 - 2024/2025

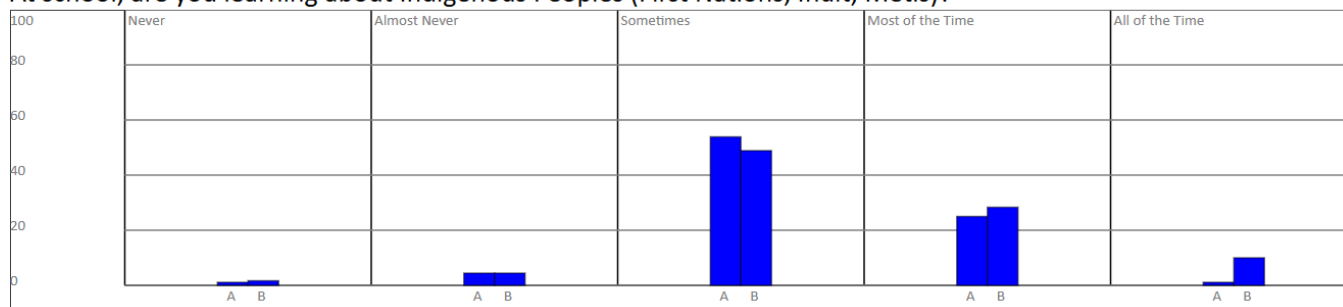


### Continue on our journey of reconciliation with First Nations, Metis, and Inuit

The journey of reconciliation involves increasing knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. Although the Student Learning Survey responses from Grade Four and Grade Seven students (below) show an improvement from last year to the question, “are you learning about Indigenous Peoples (First Nations, Inuit and Métis)?”, we know that we must continue our ‘Reconcil-Action Journey’ with First Nations, Métis, and Inuit communities.

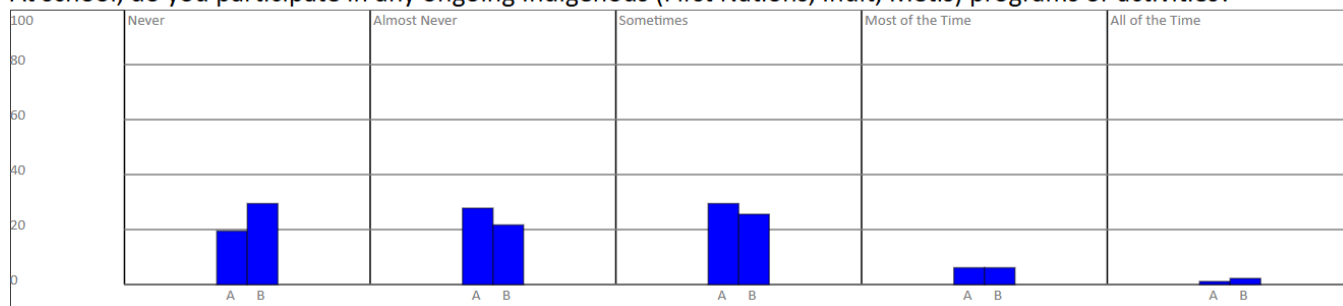
#### Grade Four- Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



#### Grade Seven- Student Learning Survey

At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?



A= Jamieson student response

B = District student response

We begin our daily announcements and assemblies by acknowledging the traditional territories. The staff and students stand and sing the Chief Dan George song, accompanied by Indigenous drums and rattles made by our students. Staff were privileged to make an Indigenous drum, and we held a Drum Awakening ceremony for staff members on another professional development day.

There have been many cultural opportunities and activities with an Indigenous focus this year at Jamieson. These include a presentation by Dawn Marsden, a 'Mars One' candidate and an Indigenous member of the Mississaugas of Scugog Island First Nation. She gave students in Grades Five- Seven, a Science and Space presentation on applied astronautics.

All students had the opportunity to experience animal pelts such as polar bear, wolf, otter, buffalo, and turtle shell. Students could touch and feel the pelts and ask questions about them, offering a unique experience. There has been an increase in Indigenous presence in the display cases and with Library books that are filled with stories and information to accompany the displays, which students can take out for home and school use.

In the Spring, 1000-year-old Navajo tobacco seeds that were gifted to us, were planted in our school garden. The purpose of this tobacco is to decolonize the true purpose of tobacco that originated with the Indigenous Peoples of North America.

Interior Salish Elder, Gerry Sheena, visited the school to carve a 6' x 2' red cedar plank in a four-salmon motif. Families and the community also came to witness this excellent event. Gerry's carving holds the Reconciliation Blanket gifted by Musqueam weaver Debra Sparrow, on the wall at the front office.

The Indigenous dance group "Visions of Turtle Island" performed different Indigenous dances for all students. They shared stories and videos, creating an excellent event that the children truly enjoyed.

For the Indigenous Day celebration in June, we had Elder Latash Keanon from the Musqueam Nation open the day with good words and traditional Indigenous stories for all the children. Two classes sang Welala's Honour Song, named 'Wen Day Ya Ho,' to honour the day and staff and students accompanied them with their drums. Next year, we will continue to provide cultural activities and opportunities for our students. Our goal is to embed the practices that we have started this year, such as drumming, singing and ceremony and to continue with the explicit connections to the First Peoples' Principles of Learning.

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## HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor the student results in academic achievement through report card data, FSA results, School Based Team discussions, EDI, MDI, DESSA- mini, Grade Wide Writes and the Student Learning Surveys.

To monitor our journey towards equity and greater Indigenous understanding, we will continue to use Student Learning surveys and workshops as a forum to listen and provide students with a forum to share their thoughts, opinions and experiences.



Continued monitoring of school climate and interactions between students, staff, and parents offers realistic and authentic indicators of success, and reflects staff, student and parent voices. When there is positive energy in the building, and a willingness and excitement to be involved, it is a signal that we are on the right track. Staff engagement and discussions about equity, demonstrated applications of the First Peoples Principles of Learning in class activities, displays and learning overviews, as well as in staff meetings and informal discussions are an important way to track progress in this area.

These conversations are also a natural way to readjust our approaches by monitoring small successes and struggles. Readjustments can also take place when we receive formal results from formal testing, and this will be done by staff discussions through staff meetings and informal conversations.