

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, the students and staff of Sir Charles Kingsford-Smith Elementary School are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Kingsford-Smith school is in south-east Vancouver with a large outdoor play area with views of the North Shore mountains to the north and past the Fraser River to the south. The school was built in 1955 with an addition in 1958. The building underwent seismic upgrades and reopened in 2018 and is now wheelchair accessible.

Kingsford-Smith Elementary has 14 divisions with students from kindergarten to grade 7 and has approximately 300 students and 35 staff. Students at Kingsford-Smith come from many cultures and many report a first language other than English. There are over 20 languages spoken by our students. Examples of first languages at Kingsford-Smith other than English are Cantonese, Spanish, Vietnamese and Tagalog. Students bring with them many experiences and customs to share with the community from their home cultures. Many of the students at Kingsford-Smith are learning English together with the support of our staff.

Students' educational needs are supported in the classroom by their teachers, and outside the classroom by resource teachers. We have an area counsellor and access to an educational psychologist and speech and language pathologist. We have a dedicated group of support workers who help our diverse learners.

All KSM students are invited to participate in our Home Reading Program each month. Students read and keep track of what they have read. Once they hand in their record sheet, they are entered into a draw and have a chance to win a book to take home.

Upper intermediate students may choose to participate in a variety of before and after school athletic programs, and there is a comprehensive physical education program taught by a specialist teacher for all grades. Every student has weekly access to our school library and is invited to join a schoolwide home reading program.

Kingsford-Smith has before and after school care operated by Spare Time Child Care Society. They use the multipurpose room and the playground for their program.

Our Kingsford-Smith mission statement states that our school is committed to support engaged learners, caring communities, and an inclusive school environment. As a school we are working on

the school goals of literacy (reading), equity for all learners, and a sense of belonging. Students and staff are practicing caring for themselves, others and this place.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy

Based on the Kingsford-Smith FSA (Foundation Skills Assessment) and school-based CSL data (from written learning updates to families), there has been an improvement in literacy data this year. CSL data (from Summative CSL reports, June 2025) currently shows that 76% of our students are at the Emerging or Developing level in English Language Arts. This is an improvement from the previous data that showed 83% of our students were at the Emerging or Developing level in English Language Arts in the first and second terms of the 2023-2024 school year. We will continue to build on this improvement by maintaining our literacy goal for the next school year.

When we look at the entire school population, over half of the students are English Language Learners (ELL). These students come from many different backgrounds and cultures. Some students have been at Kingsford-Smith for several years and others have just arrived at the school in the last few months.

Equity

We have a diverse community of learners at Kingsford-Smith. Students require a variety of support to achieve their goals. Students are supported by their classroom teachers, resource teachers, support staff, and itinerant staff when necessary. Each student is regarded as an individual, and their support is based on their individual needs. Resource teachers provide in-class and small group support. Classroom teachers and resource teachers meet to discuss support in place and support needed for students. Decisions are made to support children using the Tiers of Intervention model. Teachers create lessons that use the Universal Design for Learning model, paying extra attention to students requiring additional support. We provide additional support and accommodation for our diverse learners through a small group and in-class assistance. Students with Ministry designations work toward individual goals as described in their IEPs. This year families were able to access funds from the Ministry of Education Student Affordability Fund to make sure they were able to participate in any activity or field trip proposed by the teachers. The school also participated in the Vancouver Fire Fighter's Charity provided snacks and healthy foods for students in need for the 2024-25 school year. Our PAC supported students in need during our weekly pizza sales and the Friday hot lunch program.

Reconciliation

Kingsford-Smith staff participated in professional development with a focus on the First Peoples Principles of Learning. Staff work to embed FPP into their lesson plans regularly. Classes go to a local creek to focus on the FPP, Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place) Students become stewards of the creek with the support of their teachers. Several primary and intermediate classes visited the Museum of Anthropology (MOA) in the 2024-2025 school year to strengthen their knowledge of Indigenous Ways of Knowing. They participated in programs and workshops and

explored the exhibits in the museum. Students shared their learning by creating presentations, written paragraphs, and artwork.

The Library Learning Commons is a place where students have access to many materials written by Indigenous authors. Our teacher librarian continues to look for new resources to support our path to reconciliation. More books with Indigenous content and written by Indigenous authors were used in classrooms this year. Many primary teachers participated in a school-based book club this year. They read and discussed *Braiding Sweet Grass for Young Adults* by Robin Wall Kimmerer and shared their knowledge with their students in the classrooms. Students wrote paragraphs about concepts from the book and created artwork to go with them.

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 continue to support our goal: to improve student achievement in literacy, specifically reading. The focus is learning to read through an equity lens and supporting all students which combines our literacy and equity goals. This year we continued to focus on our English Language Learners (ELL). The following are some ways that KSM classes addressed our combined Literacy and Equity goals:

- Daily literacy actively addresses oral language as well as reading and writing goals using differentiated instruction
- At the K level, doing Story Workshop to improve oral language and build a love for stories
- Reading books daily
- Poem of the week to build reading and oral language skills
- Literacy stations once a week
- Heggerty to improve phonics (in most primary classes)
- Assessments at various points in the year to determine where a child is according to benchmark levels and grouping the students according to their reading levels and needs
- Working on phonemic awareness, phonics and phonological awareness and acquiring more sight words.
- Buddy reading
- Modelling reading at story time
- Use texts with a variety of main characters and settings from around the world. Children can see themselves in books.
- Sight word program
- Home reading program available to all students
- Strategies offered in Adrienne Gear's book, *Reading Power*
- Partner reading
- Making connections while reading
- Reading clubs
- Use of fiction and non-fiction texts
- Support them directly & indirectly with pull-out groups & in-class support
- Purchase of 8 computers to provide access for more students

Readers' Theatre on Indigenous topics

This year 70% of our grade 4s and 60% of our grade 7s who participated in the Foundation Skills Assessment scored within the "On Track" category for Language Arts. This is an improvement over the scores from last year. According to our CSL data (from Summative CSL, June 2025), 76% of our students are in the "Emerging" or "Developing" category. This is an improvement of 7% over last year's results.

Improve equity

As noted above, we are looking at reading through the lens of equity for all learners. Our goal is to support students who need it most. This year the focus was on ELL learners and making sure the resource teacher support was in place.

- Small group phonics instruction
- Assessments at various points in the year to determine where a child is according to benchmark levels and grouping the students according to their reading levels and needs
- Collaborating with the resource teacher to target the needs of the class and target those students who may require additional support
- Working on phonemic awareness, phonics and phonological awareness and acquiring more sight words.

To achieve the goal of teaching reading through the lens of equity, 50% of ELL students received pull-out support from the resource teacher this year. The other 50% received either in-class support or consultative support from the resource teacher. We will continue to focus on universal design for learning and flexible scheduling to support ELL learners moving forward.

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

This year Kingsford-Smith classes were asked how they learned about First Peoples Principles of Learning and what they did in their classrooms. Classes participated in the following activities to learn more about reconciliation:

- Visited the Museum of Anthropology to explore exhibits
- Read books by Indigenous authors
- Became stewards of our local creek
- Used cedar in a variety of ways including dioramas, building bird houses
- Went to MOA to participate in workshop
- Participated in an online weaving workshop
- Performed Readers' Theatre on Indigenous Topics
- Created a presentation for school assembly for Orange Shirt Day
- Listened to stories read by elders
- Practiced acknowledging the land our school is on
- Read literature by BC Indigenous authors
- Did a study of trees and their importance to Indigenous peoples
- Explored Indigenous Minecraft
- Watched videos on Indigenous plants in BC

Over half of KSM students reported enjoying learning through stories when asked. Other students reported learning more about Indigenous ways of knowing through hands-on experiences (at the creek, weaving) or watching videos (salmon development).

HOW WILL WE KNOW WE'RE ON TRACK?

There have been improvements in the literacy levels of Kingsford-Smith students in the last two school years. 7% more students are now in the Extending and Proficient levels in English Language Arts. By continuing to look at the CSL and FSA data for students, we can continue to track this improvement. School staff will continue to monitor student progress in the 2025-2026 school year. We will review and measure progress using formative assessment throughout the year using the BAS for primaries and looking at potential assessments (BAS, DIBELS) for intermediates.

Resource teachers will continue to focus on literacy skills and to address our equity goal there will continue to be a focus on English Language Learners and making sure they receive the support they need to succeed. We will monitor their success in reading throughout the year.

Students shared their knowledge of Indigenous Ways of Knowing in a variety of ways this school year. We will continue to assess their knowledge through lessons, workshops, and surveys. Observations and anecdotal evidence will also help us see how we are doing. Qualitative data (student voice through self-reflection) will be collected throughout the year next year in addition to the quantitative data that will continue to be collected.

We will review and revise strategies as needed during the school year to support our school goals.