

2024-2025 School Learning Plan

SCHOOL STORY

Sir Wilfrid Laurier Elementary School, constructed in 1953, is in the Oakridge area of Vancouver on the unceded and traditional territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation). Enrolling approximately 430 students in the 2024-2025 school year, the student population reflects the rich diversity of our community which is comprised of families who identify with numerous settler and Indigenous cultures from within Canada and around the world. Together we are learning and unlearning as we work towards decolonizing our school practices to help nurture belonging and foster equity for all students.

The staff members at Laurier visualize success for students through a lens of equity and excellence and strive to ensure each child thrives. The passionate and dedicated team of over 55 staff members actively embrace a school-wide approach to social-emotional learning and positive behaviour intervention support, SOAR (supportive, open-minded, awesome and respectful), to help students develop a social and emotional skill set while building student agency that both provides a foundation for and supports their academic growth.

There is strong family support for school initiatives and student achievement. We have a very supportive and involved Parent Advisory Council (PAC) who fund-raise and organize school wide events such as movie nights, a craft fair, a dance and fundraise to contribute to learning programs and student well-being both inside the classrooms and on the school grounds.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at Laurier bring a dynamic blend of curiosity and motivation to their days at school. Laurier learners are not just enthusiastic about learning; they are also equipped with increasing skills to self-assess and reflect on their progress and to set goals for learning.

1) Laurier Elementary serves a culturally and linguistically diverse student body, with many students learning English as an additional language. Over the past two years, teachers have collaborated to strengthen literacy skills—reading, writing, speaking, and listening—while fostering student ownership of learning through personalized support.

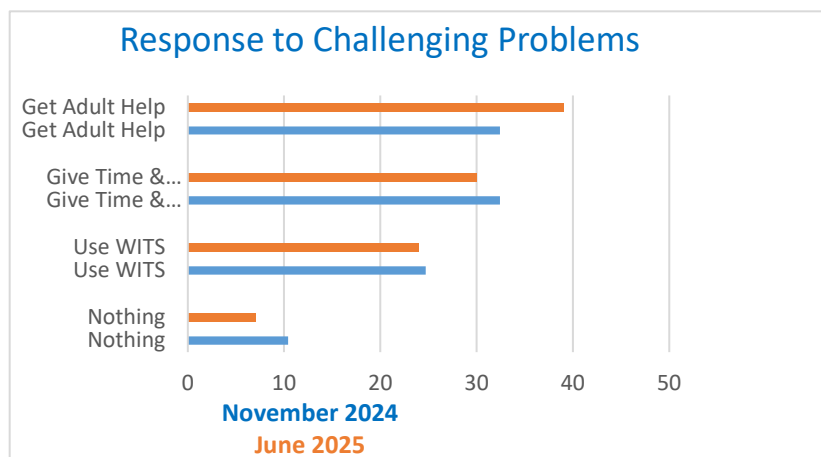
Community Student Learning (CSL) data for grades 3-7 from June 2024 and June 2025 indicate an overall increase in achievement for English Language Arts.

Reporting Period	Students Developing or Proficient in Grades 3-7
June 2024	73.95%
June 2025	81.95%

Our continued focus on literacy was based on this data and in conjunction with data from other classroom-based assessments including anecdotal evidence and observations.

In comparing last June to this one, increased numbers of our students are achieving developing or proficient on the performance scale. When reflecting on this goal and the results from the third term, positive changes were noted in the areas of reading and writing as well as attitudes toward each other.

2) In alignment with the Values and Equity Statements of the Education Plan, our staff work to ensure that beyond academics, students have opportunities to showcase their passions and interests through participation in extracurricular activities including fine arts, athletics and leadership. Fostering inclusion and using an equity lens in our diverse community enriches opportunities for success in educational experiences, models of acceptance and builds connectedness.



We observe that students at Laurier are building their independence, yet many rely on staff regularly for guidance and support with problem solving, decision-making and to build resilience. Students exhibit anxious behavior when faced with new situations or peer conflict and struggle to regulate their emotions effectively.

We were curious about the students' capacity to understand equity, model acceptance and build connectedness would be hampered by the behaviour described above. Further, we wondered if fostering student understanding of equity and pairing this with increased leadership initiatives would advance our global efforts toward equity.

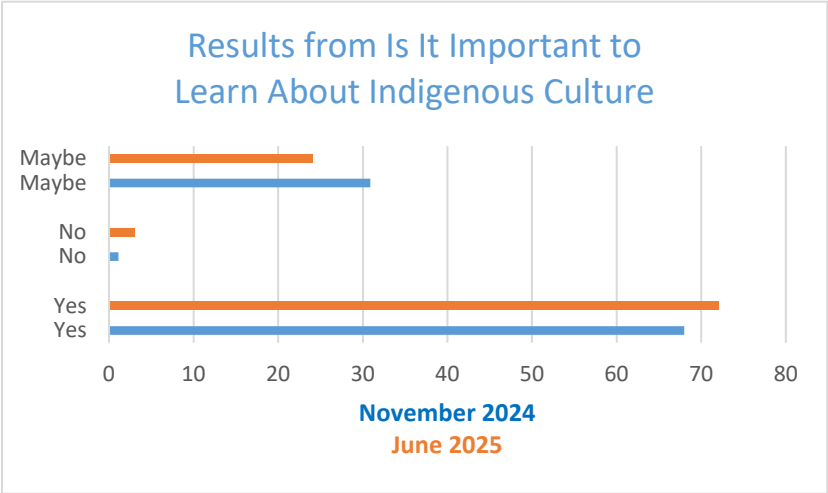
A School Based Student Survey for Grade 4-7 (November 2024) supported our observations. Intermediate students at Laurier shared when they "encounter a challenging problem," over 40% of students don't utilize independent strategies to address it.

Given the same survey again in June, students' responses showed a decrease in utilizing strategies to navigate or solve the problem and an increase in seeking adult help.

Further, the survey revealed that approximately 2/3 of our intermediate students are not confident they can help other students. When students were asked if they believed they could help a peer or classmate, their responses to no, yes and maybe were close to equal.

This feedback from our students highlights the importance of continued focus on building student agency. Experiencing themselves as having capacity and voice impacts contributes to students building self-advocacy and potential skills in the area of social justice. These skills have a positive impact on both core and curricular competencies.

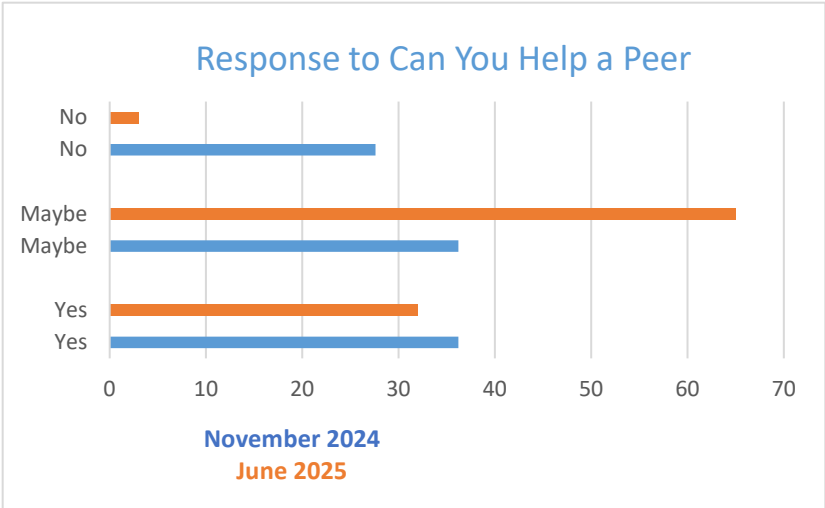
In June, the survey revealed a significant decrease in the “no” responses. This significant change was attributed to increased leadership and students developing increased confidence and agency.



3) Finally, in our continued Reconciliation journey, the Laurier community uses the First People’s Principles of Learning, the Calls to Action, and working collaboratively with Laurier’s Indigenous Education Teacher, among others, to build reflective classrooms and to invite students to build understanding of what it means to live on the ancestral territories of the three host nations. Students have increasing experiences of sharing the Indigenous Land Acknowledgement and always demonstrate pride when doing so. Our school has learned the Coast Salish Anthem, and we welcome our community at gatherings by singing this song, a gift of the late Chief Dan George.

In our school-based survey, 80% of Laurier students expressed that they enjoyed learning about Indigenous cultures. When asked if this learning was important, approximately 1/3rd of students shared that they weren’t certain.

This feedback from students served as a reminder to Laurier educators that we are on the right track with our Indigenous Education goal, but that being more intentional with sharing the “why” as part of our lesson design and delivery was a necessary component of student learning.



Again, approximately 80% of students expressed that they like learning about Indigenous peoples history and culture. The “why” continues to be a needed focus for our teaching team. An increased focus on land-based education and inter-generational struggles and strength may increase these results. Again, at Laurier, we are on the right track with our reconciliation journey.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING:

1. Supporting students to become better readers, writers, speakers and listeners by creating safe and welcoming learning spaces where everyone can learn new things and think creatively.
2. Supporting students to foster agency by building confidence and ensuring opportunities to share, listen, reflect and act on their learning journey.
3. Support students in learning, integrating and connecting Indigenous Peoples, stories, traditions, cultures and history to transform our understanding as we continue to move forward through reconciliation.

For the 2025-2026 year, Laurier will continue our focus on the above. In addition, we will develop a goal specific to mathematics. This will involve exploring curricular competencies and ensuring our resources, teaching and learning materials, and lessons are in alignment with these. Incorporating hands-on learning with manipulatives, project-based math inquiries, real-life applications and fun with math will be explored.

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Laurier staff will:

4. **Utilize Universal Design for Learning (UDL)** to support all students in literacy, numeracy, and social-emotional well-being. This approach ensures every student can access the curriculum in ways that suit their learning styles. At Laurier, there is a commitment to learning how to learn.
5. Use **personalized progress checks** to help improve reading and writing skills.
6. Support students in **setting goals**, assessing their own work, and collaborating with peers. By setting clear learning intentions and co-creating success criteria with students, our teachers empower learners to take ownership of their educational goals and progress.
7. Prioritize learning activities that encourage **critical thinking and reflection**, with regular feedback to build confidence. The approach ensures that academic achievement is supported by nurturing resilience in our students and building a strong sense of community within the classroom and the school.
8. Explicitly teach **SOAR** and the **WITS** program to empower students to manage behavior, to avoid and to resolve conflicts.
9. **Facilitate leadership activities** to promote responsibility and independence, and to build an appreciation in students that they can, and do, make a difference.

Improve equity

10. **Education:** Directly teaching students about the importance of fairness and inclusion and additionally, recognizing that this looks different for everybody
11. Intentionally using an inclusive curriculum to ensure students see themselves reflected in their learning
12. **Professional Development:** Providing ongoing training for teachers on equity, inclusion, and cultural competence helps them to better support all students.
13. **Differentiated Instruction:** Tailoring teaching methods to meet the diverse needs of students, including those with different learning styles and abilities, ensures that all students can access the curriculum
14. **Highlighting Diversity:** Recognizing and nurturing each student's unique talents and gifts is a priority; we believe diversity enriches our school community
15. **Equitable Resource Allocation:** Ensuring that all students have access to the necessary resources, such as technology, books, and learning materials, helps to level the playing field
16. **High Expectations for All:** Setting high expectations for every student, regardless of their background, helps to encourage all students to reach their full potential.
17. **PAC and Community Engagement:** Building strong partnerships with families and the community can provide additional support for students and help to create a more inclusive school environment. Advocate together for the designing programs and activities that reflect our commitment to equity, both within and beyond regular school hours.

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

18. Be intentional about our commitment to learning, unlearning and relearning as we continue on the journey of reconciliation with First Nations, Métis, and Inuit communities. Share the why and the what so students can have a deepened appreciation of the importance of these teachings. Through a blend of formal initiatives and everyday practices, we prioritize learning about the cultures and histories of Indigenous People, particularly those of the three host nations, integrating Indigenous Land Acknowledgements into all gatherings, and with increasing frequency in classrooms, to honor the traditional territories.
19. Partnering learning activities with the First People's Principles of Learning as students engage with Indigenous stories, art, and music, promoting both cultural understanding and respect.
20. Celebrating the accomplishments of Indigenous Canadians past and present.
21. Welcoming Indigenous performers and guests
22. Staff participate in Indigenous-focused professional development to enrich their understanding of their own reconciliation journey and to enhance their teaching practices.
23. Outdoor, place-based learning opportunities and circle gatherings honor Indigenous traditions and strengthen our community's bond with Indigenous culture.
24. Support student understanding of the Calls to Action
25. Expand resources to benefit students in their personal and our collective journey.

HOW WILL WE KNOW WE'RE ON TRACK?

1. **Written Learning Updates (CSL):** Throughout the school year, teachers provide Written Learning Updates and a Summary of Learning at the end of the year. These updates include detailed feedback on student progress and areas for growth
2. **Student Self-Reflection:** Students are encouraged to self-reflect on their core competencies and set personal learning goals at least three times a year. This self-assessment helps students take ownership of their learning and track their own progress
3. **School Based Surveys** and formal and anecdotal staff observations.
4. **Data from Ministry of Education Questionnaires and Testing** including the (Foundations Skills Assessment) FSA testing, the Student Learning Survey (SLS), the Middle Years Development Instrument (MDI) and the Early Development Instrument (EDI) will be used to measure growth with our goals.
5. **Parental Involvement:** Engaging with parents and the community through regular updates and involvement in school activities helps ensure that everyone is informed and invested in the students' progress.

Understandings of student growth based on the above will be shared with the Laurier school community through PAC meetings and newsletters.