

2024-2025

School Learning Plan

SCHOOL STORY

David Livingstone Elementary School opened in 1913. Located in the northeast quadrant of Vancouver's Riley Park neighbourhood, adjacent to Prince Edward Park, Livingstone has a population of close to 290 students. Livingstone families are from a variety of cultural backgrounds, and we are proud to honour and celebrate this richness. Livingstone is one of eight elementary schools that make up the Sir Charles Tupper Secondary family of schools. Our proximity to Tupper has facilitated a cooperative relationship between the two schools we are grateful for the support of our Tupper Community Schools Coordinator who facilitates extracurricular after school activities and supports our grade 7 transition to Tupper Secondary School.

We have relatively strong literacy scores that are reflected in the Collaborative Early Learning Initiative scores for primary students and the intermediate literacy folders. We utilize literacy data from school wide assessments on reading and writing each term from all our Kindergarten through grade 7 students. Students enjoy project-based learning and are passionate about social and environmental issues. There are many collaborative teaching opportunities where students from different classes and often different grades come together to share, learn and discover. We are very fortunate to have a rich music program that all students in the school participate in weekly, we also have a lunch-time choir club that over 80 students from grades 3 to 7 choose to participate in. The staff team has a great collegial spirit and are continually learning about innovative methods to support student learning; thereby increasing student success and sense of belonging.

Livingstone families are very involved in supporting their children's learning and are excited to come together for school and community events at our school. Livingstone's Parent Advisory Council (PAC) organizes several community building and fundraising activities throughout the school year. Families and school staff at Livingstone work together to prepare our students for success

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students enjoy opportunities to demonstrate their leadership, by hosting assemblies, reading daily announcements, being special helpers, taking care of class jobs, to being lunch leaders for our younger students. Livingstone students are engaged, social and curious. They ask many

questions and are enthusiastic about their learning. Across the grades students are given the opportunity to learn in collaborative groups where conversations occur that demonstrate their critical thinking.

Students are learning to work effectively as individuals or in small groups to explore different learning challenges each day. Our students take pride in their own growth and progress and want to share their stories of learning. All our students respond well to encouragement and praise for all their efforts. Livingstone students are learning how to compromise by listening to their peers' ideas and learning to use respectful terms to share different opinions. We have many buddy classes where students are collaborating with others in the same grade or with younger and older students coming together regularly. Across our school, children utilize common language to talk about their self-regulation, possible coping strategies and share with adults how to meet their needs throughout the school day.

Livingstone students enjoy physical activity and appreciate outdoor discovery time. There are many keen readers in our school who enjoy our library's diverse collection. Our students enjoy learning about diverse cultures in classrooms and in the library where they share their connections and ask important questions. We are grateful for the support of the Parent Advisory Council for sharing their rich cultural traditions that have included Diwali activities, bringing the lion dance to our school for lunar New Year and dance and drumming workshops for Black History Month.

Our learners have demonstrated their pride and engagement to earn Livingstone Roar Tickets for being kind, safe and responsible. Our school community has thrived on these challenges and opportunities for school wide celebrations of our achievement.

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

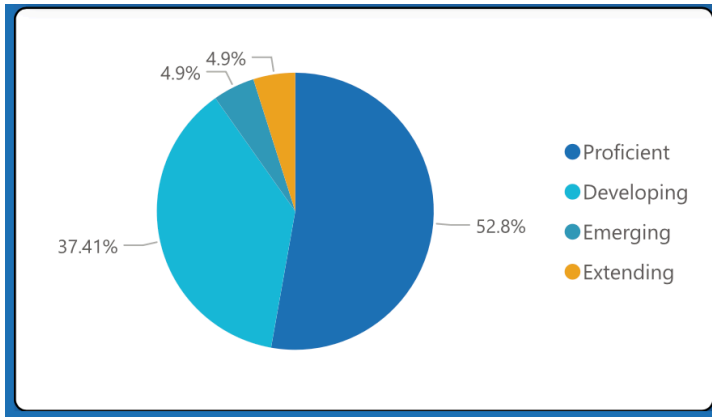
Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

We are working to improve student achievement in literacy and numeracy, physical and mental well-being, and belonging. We continue to focus on each student's growth and success in literacy in multiple ways. Our literacy data for the 2024 2025 school year demonstrates strong literacy scores overall and improvement over the course of the year.

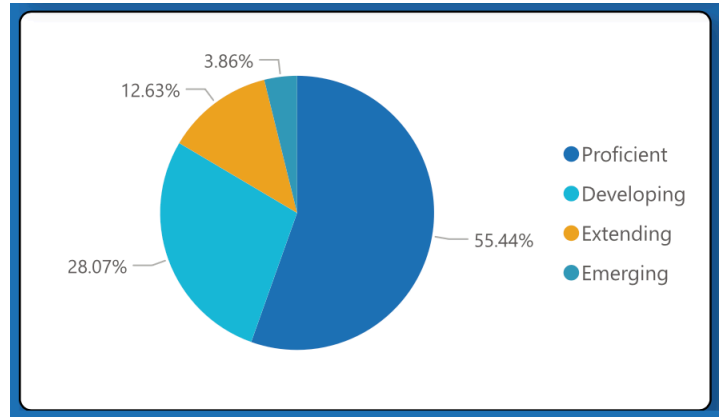
Livingstone continues its participation in the Collaborative Early Learning Inquiry project, which offers targeted individual support for primary students in kindergarten to grade 3. Our intermediate team continues to keep literacy portfolios for each student in grades 4-7, tracking student development in reading and writing. All teachers discuss how to move forward with targeted intervention for reading and writing. As a learning community, we have focused on the K-7 writing continuum. Grade group teaching teams utilize collaborative release time to assess student writing and discuss the next steps to support our students' writing skills. We will continue to work on supporting student physical and mental well-being and belonging by utilizing common school wide language when we teach about our school's code of conduct and self-regulation strategies using such tools as the Zones of Regulation, Positive Behaviour Intervention Strategies, Mind Up, and Open Parachute.

David Livingstone English Language Arts Proficiency Scores from School Reports 2024 2025

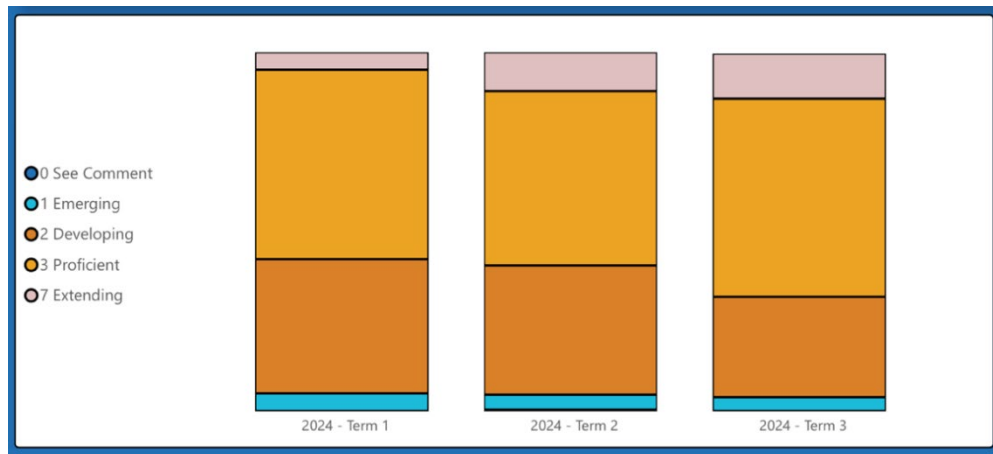
Grades K-7 Term 1 English Language Arts
2024 2025 School Year



Grades K-7 Term 3 English Language Arts
2024 2025 School Year



K-7 English Language Arts Proficiency Levels for 2024 2025 reporting



Improve equity

We utilize data from school wide literacy assessments, the Foundation Skills Assessment that grade 4 and 7 students take each year. Our assessment information in Literacy helps inform our intervention methods to ensure all students are receiving the appropriate support to help them progress in their learning. We can see from our literacy data from student report card proficiency scores, that there is significant improvement in our reporting scores from term 1 to term 3.

Students are moving forward in the literacy skills at David Livingstone school, 42.3 % of students

in the first term were emerging or developing in by the third term 31.93 % of students are emerging or developing which demonstrates growth across our school.

In addition, we look at the data from the Student Learning Survey (SLS) that is answered by grade 4 and 7 students to learn about their educational experiences and areas where we can improve their sense of belonging and support in their learning journey. We collect data from the Middle Years Development (MDI) Instrument that is from our grade 6s and the Early Years Development Instrument from our Kindergarten students (EDI)M. Both the EDI and MDI tell us about our students’ health and well-being, community engagement, and the number of supportive adult relationships they can count on for advice and support. We will create opportunities for students to share their interests and concerns with focus group discussions with the principal, exit slips in class, and engagement in classroom surveys.

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

Livingstone’s Learning community is increasing our knowledge, appreciation and respect for Indigenous histories, cultures and traditions. All of our students participated in workshops this year where they had the opportunity to learn about Indigenous cultures through visual art and dance with different Indigenous practitioners.

We have an opportunity to gain insight from students by looking at the results of the student learning survey. Grade 4 and 7 students shared their feedback about their school experiences through the Student Learning Survey.

Here is some Data from the Student Learning Survey that was completed this spring with grade 4 and 7 students:

Grade 4 responses: Do you participate in any Indigenous (First Nations, Inuit, Metis) activities?					
never	almost never	sometimes	most of the time	all of the time	don't know
33%	19%	22%			19%

Grade 7 responses: At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?					
never	almost never	sometimes	most of the time	all of the time	don't know
36%	16%	26%		masked	

It is clear from these student responses that we need to increase the time that we focus on Indigenous content in our classrooms. As a school we need to emphasize why it is important that we continue to learn about Indigenous ways of knowing the world and to explain that it is our collective responsibility to be actively engaged in the reconciliation journey with Indigenous people. Our school community believes it is essential that Indigenous students experience

learning that is infused with Indigenous content and world views to support their sense of pride and belonging. Some highlights of student learning from this school year:

- School Wide art workshops with Austin Harry, Skwxwú7mesh Úxwumixw (Squamish) artist visiting our school in January 2025.
- School Wide Hoop Dancing workshops taught by Shantae King (former Livingstone Student) who has Nisga and Cree heritage and Wesley King (parent) who is Cree in June 2025.
- Sharing stories of residential schools with students, at their age-appropriate level of understanding.
- Helping students to understand the harmful impact of the Indian Act on Indigenous people in Canada in the present, past and future.
- Teaching children about a decolonizing way of knowing the world.
- Enriching our knowledge as educators with professional development.
- Coming together as a school team to review Indigenous resources in the library and to plan together of how to use these powerful resources with students.

HOW WILL WE KNOW WE'RE ON TRACK?

Livingstone staff will continue to use data from Classroom assessments, School wide reading and writing data as well as anecdotal evidence from school staff to build our understanding about student learning success throughout the year. In addition, we will refer to the Student Learning Survey and Foundation Skills Assessment. These forms of data collection are supported by the Ministry of Education and Child Care and provide a snapshot of information for Students in grades 4 and 7 each year. The University of British Columbia's Human Early Learning Project (HELP) provides valuable information on the health and well-being of Livingstone students through interdisciplinary research with their Early Years (K) and Middle Years (6/7) indexes. We will continue to listen to students and families about students' experiences at school. We will hold student focus groups to ask them how they feel about their learning experiences and what they would change. We will continue with student leadership initiatives at our school that support student voice and agency.