

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, (we/I) (are/am) 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).

Nestled in a serene setting beside scenic Bobolink Park, David Oppenheimer Elementary serves students from the River District and the surrounding Fraserview area. For the 2024/25 school year, we have an enrollment of 415 students from kindergarten to Grade 7. Currently, David Oppenheimer Elementary has reached capacity for enrollment in most grades and employs over 50 staff. We are a culturally rich community of learners, organized into 18 divisions, with our population trending upwards. Our 32 language groups contribute to a diverse multicultural mix, with students bringing a wealth of cultural experiences from various countries and continents. We celebrate and welcome differences and are proud to uphold this in school traditions and in our school code of conduct.

As a school, Oppenheimer is characterized by a history of excellent teaching, successful traditions, and strong parental involvement. The school's location allows for extensive outdoor educational experiences. Oppenheimer teachers and support staff bring a vast array of experience, knowledge, and teaching specialties to share with the learning community. The staff are committed to innovative practices, and Oppenheimer is known for having a strong academic program that sets students up for success. Many teachers make the B.C. curriculum and Vancouver School District Education Plan work in everyday ways in their classrooms by using collaboration, team-teaching and cross-grade and cross-curricular integration as mainstays. We are also proud of our extensive music/band program and athletics teachers who offer after-school sports experiences for a variety of grade levels.

Our student body is diverse, comprising learners with a wide array of talents, cultural backgrounds, learning needs and language proficiencies, including many newcomers to our province and to Canada. Our community is linguistically rich, representing over 32 different languages spoken at home. Within this diversity, our students share a common dedication to academic achievement and community involvement in their school. Each day, they arrive at school ready to engage in meaningful learning experiences and pride themselves on doing well and supporting their school. The sense of pride in our community, among both students and parents, is evident in the work our students do each day. With a dedicated team of staff members, David

Oppenheimer Elementary School operates smoothly to maintain a safe and orderly learning environment.

At David Oppenheimer Elementary, we are grateful for resources that support our students and families. These include district services including a part time school counsellor, Curriculum Enhancement teacher, and a Community Schools Team (CST) Youth and Family Worker who supports attendance, social-emotional well-being, and family support. Through our partnerships we also offer after-school programs like art, social clubs, and sports. These programs enrich school experiences and foster inclusivity and engagement within our community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At our school, we prioritize a comprehensive and balanced approach to education that equally values academic achievement, social-emotional development, and physical health and wellness. Our diverse and dynamic student body represents a wide range of cultural backgrounds, with approximately 27% of students having learned English as an additional language. At Oppenheimer, students actively engage in extra-curricular and learning activities and feel a close connection to their school. According to our student learning surveys, families mainly reside in the expanding River District area. Students focus on building core skills in math, language arts, science, social studies, and physical education while engaging in classroom lessons, project-based learning, and hands-on activities. We have seen our literacy results improve as we have focused on core skills of reading fluency, vocabulary building, and comprehension. Our math proficiency continues to be a strength and source of pride and Oppenheimer students.

Oppenheimer has a strong tradition of both hands-on and inquiry-based learning, where students explore lessons and ideas in ways that are driven by curiosity, fostering creativity, critical thinking, and innovative problem-solving. This approach extends to learning about social issues and thinking deeply about the problems students face in the 21st century. Our learners present their learning in various formats, empowering them to have a voice in their education. Outside the classroom, students enthusiastically participate in extracurricular activities such as sports, arts, music, and clubs, which further support their cognitive, emotional, and social growth.

Our school provides a safe and inclusive environment, guided by our “ORCAS” Code of Conduct (Oppenheimer is Respectful, Caring, and Safe). We have refreshed our code to elaborate this acronym into three key messages on how to support our fellow Oppenheimer Orcas, #1: Respect this place #2: Care for each other, and #3: Make safe decisions. Students demonstrate leadership and school spirit through roles such as morning announcements, assembly MC’s, lunch and door monitors, clubs and student council members. We also emphasize community engagement, with students actively participating in theme days, fundraising events, and charitable initiatives that support causes like the Children’s Hospital, the Greater Vancouver Food Bank, and cancer research. Together, we foster a caring, inclusive, and vibrant learning community.

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

Literacy

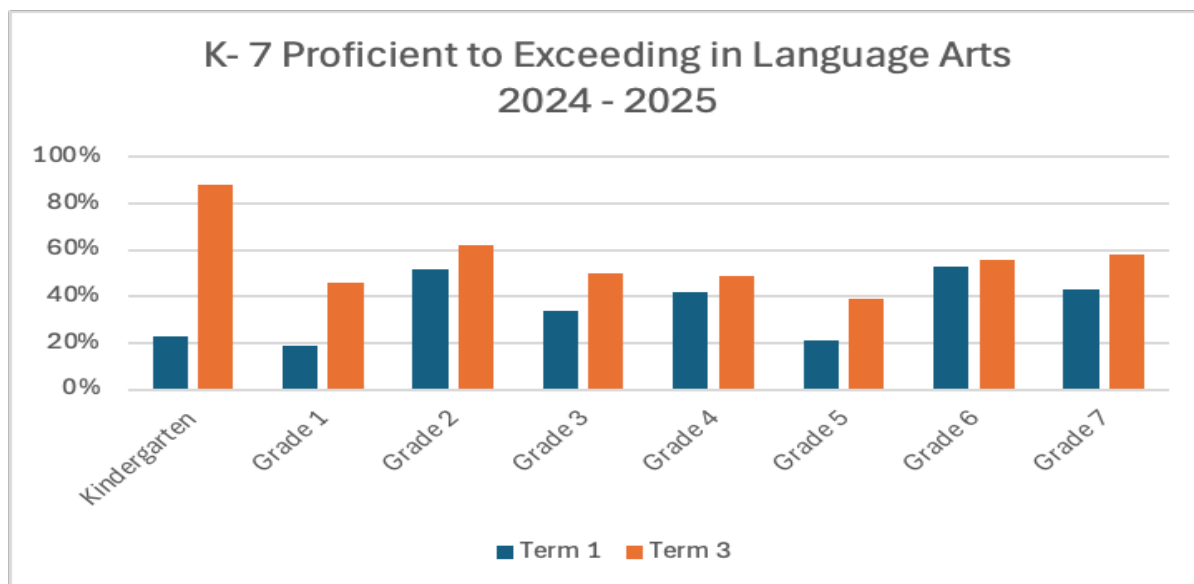
Literacy remains our central school goal, with Language Arts continuing to be a key focus from Kindergarten through Grade 7. Over the past two years, we have deepened our commitment to high-quality, evidence-based instruction, and this year we have made significant strides in both teaching practices and assessment.

In the primary grades, we have enhanced our instructional approach with tools that emphasize explicit and systematic reading instruction. Our Kindergarten classrooms implement daily Heggerty phonemic awareness routines, integrated into a comprehensive literacy program that builds oral language, print concepts, and letter-sound knowledge. Across the primary years, we use a blend of best practices with teachers incorporating tools that are based on the Science of Reading, guided reading groups, and explicit phonics instruction. Key programs include UFLI, Jolly Phonics, Sounds-Write, and the Rise program for our learning resource groups.

For writing instruction, primary teachers draw on Adrienne Gear's Writing Power and other high-quality resources to support student growth in written expression. This year, we added Adrienne Gear's Webinars on Powerful Understanding to our Professional Development learning. These webinars allowed teachers to focus on reading comprehension and written expression to enhance writing skills across primary and intermediate grades. These practices have led to noticeable improvements in student outcomes and written work, supported by our school-wide emphasis on daily reading and writing.

In the intermediate grades, we continue to build on foundational skills while expanding students' abilities in comprehension, fluency, and written communication. Our Curriculum Enhancement Teacher (CET) works closely with classroom teachers to provide targeted support and close achievement gaps. This added member of our team also works closely with our school librarian to expand the reading repertoire of students in intermediate grades.

We are proud of the progress we've made. According to our Communicating Student Learning (CSL) data, we have seen improvements in Language Arts achievement across grades, with strong results overall. From Term 1 to Term 3, the percentage of students performing at Proficient to Extending levels has increased significantly, reflecting the impact of our focused and collaborative efforts on literacy learning:



K – 22% to 88%

Gr 1 – 19% to 46%

Gr 2 – 52% to 62%

Gr 3 – 34% to 50%

Gr 4 – 42% to 49%

Gr 5 – 21% to 39%

Gr 6 – 53% to 56%

Gr 7 – 43% to 58%

A major advancement this year has been the alignment of school-wide assessment practices across both primary and intermediate levels. By collecting snapshot data on reading and writing each term, we are now able to implement literacy interventions that are more consistent, informed, and targeted—both in the classroom and in small group settings.

Our snapshot assessments, which align with our CSL results, indicate that by the final term of this school year, fewer than 10% of upper intermediate students remain at the emerging stage in writing, and no students are at the emerging stage in reading.

This year-over-year data collection and analysis enables us to:

- Target literacy interventions with greater precision
- Monitor student progress across grade levels
- Support smooth transitions and provide meaningful data to teachers

As we move into the 2025–2026 school year, we remain committed to refining our practices, expanding our resources, and ensuring every student receives the support they need to thrive as readers and writers.

Numeracy

At Oppenheimer, Numeracy continues to be a school-wide strength, as reflected in both provincial assessments and Communicating Student Learning (CSL) reports. Our instructional approach emphasizes consistent practice, clear demonstration of mathematical reasoning, and explaining thinking through written and verbal communication.

To support deep understanding and engagement, teachers regularly incorporate manipulatives, math games, and hands-on activities into daily instruction. These tools help students visualize abstract concepts and build strong foundational skills in number sense, operations, and problem-solving.

This year, we expanded our focus to include STEM (Science, Technology, Engineering, and Math) and ADST (Applied Design, Skills, and Technologies). With the support of our district Learning Enhancement Teacher, we co-taught interdisciplinary units that integrate math with physics, engineering, and design challenges. These collaborative lessons made learning more interactive, meaningful, and enjoyable for students at a variety of grade levels.

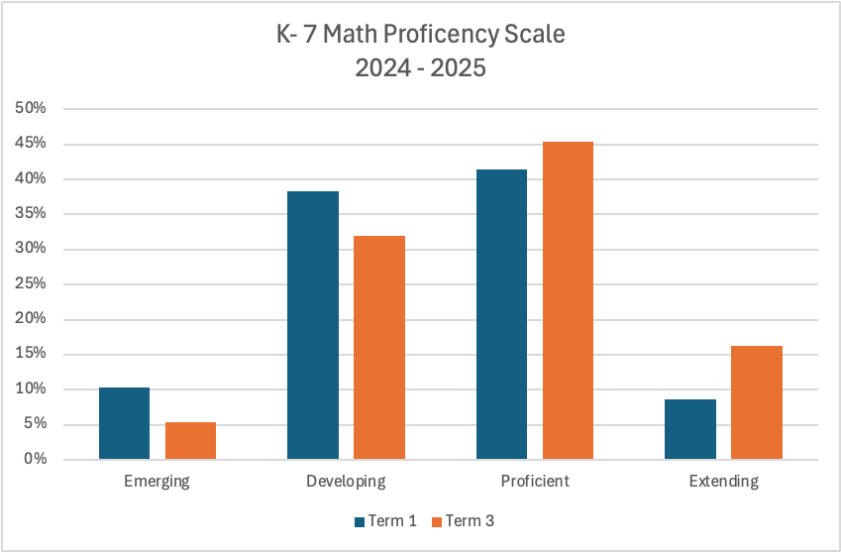
Some of the hands-on STEM challenges included:

- Buoyancy experiments, where students designed and tested floating boats,
- Tower and bridge building, which explored balance, structure, and measurement, and
- Ramp construction, integrating concepts of angles, force, and motion.

These activities allowed students to apply mathematical concepts in real-world contexts, develop higher order thinking skills, and extend their learning into predictive and hypothetical scenarios. Students who demonstrated strong numeracy skills were especially able to deepen their understanding through these enriched learning opportunities.

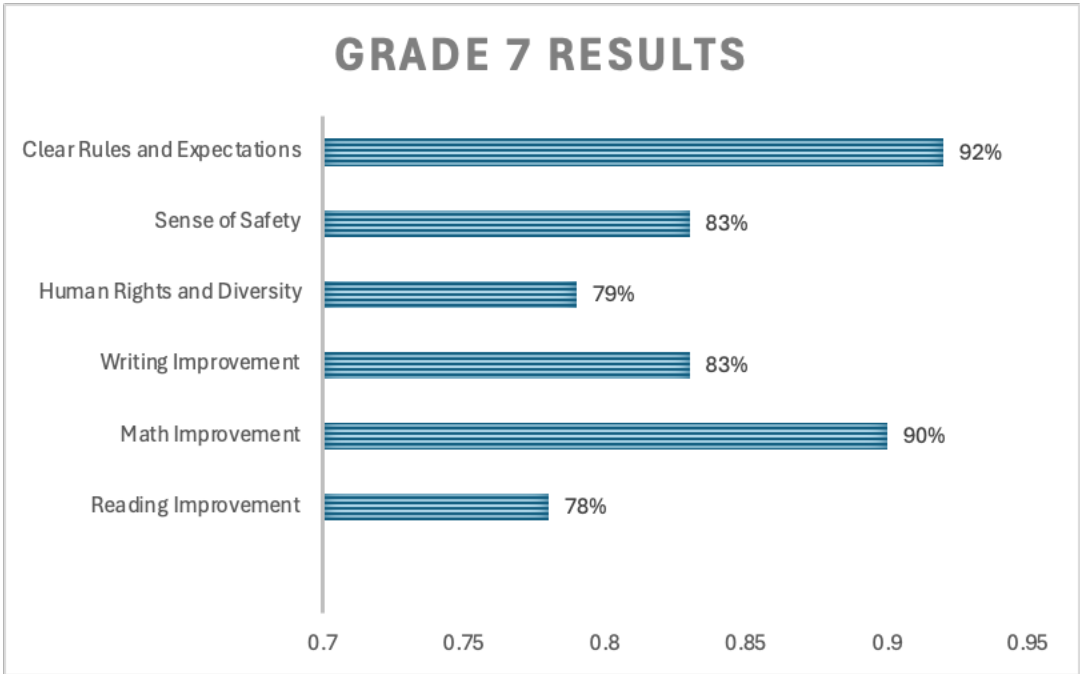
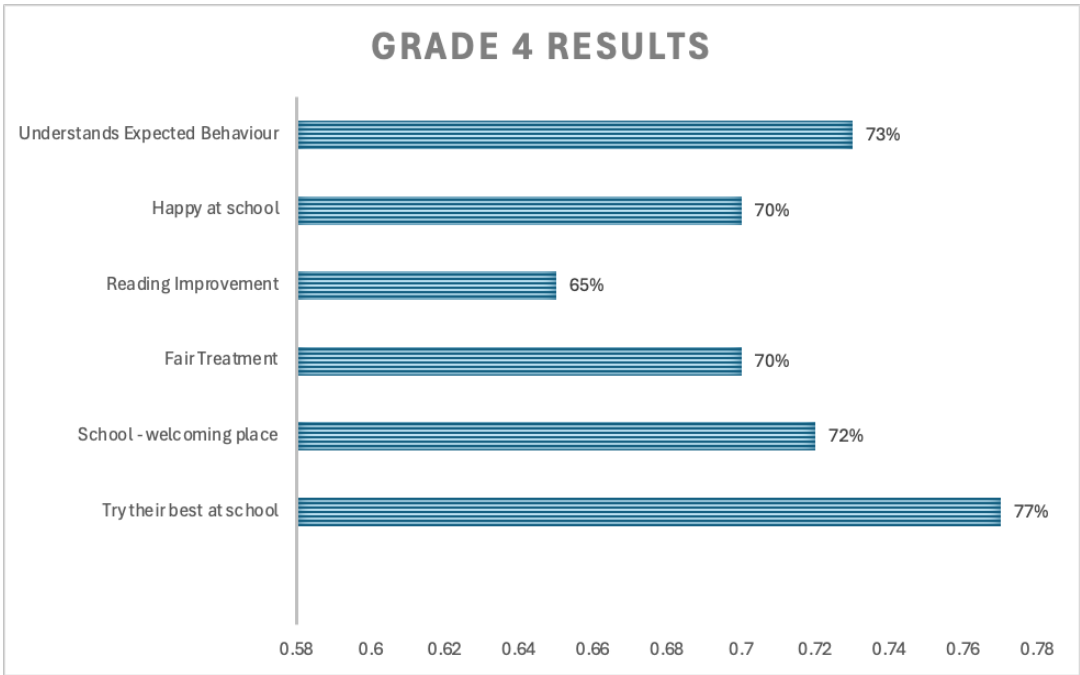
To further support family engagement and home learning, teachers also hosted a Primary Math Games Night for parents. This event showcased fun, accessible games and strategies that families can use at home to reinforce math skills and make practice enjoyable.

By combining strong instructional practices with engaging, hands-on learning and family involvement, we continue to foster a positive and enriching environment for numeracy development at all grades, and it shows in our school-wide results. This year we had fewer students at 'Emerging' and more students 'Extending' in Term 3 than last year, with the bulk of students showing strong proficiency in Numeracy:



Physical and Mental Health and Well-Being

At Oppenheimer, we continue to foster a school environment where students feel safe, supported, and inspired to learn. On our student learning surveys this year given to Grades 4 and 7, Grade 7 students reported that their academic skills had improved, they felt safe at school, and they were learning more about human rights and diversity. Grade 4 students also shared that they view Oppenheimer as a welcoming and fair place, where all students are treated with respect.



Physical Well-Being and Active Living

Students at Oppenheimer continue to be very active and participate enthusiastically in all aspects of physical education and outdoor play. Many are also involved in sports and physical activities outside of school. We prioritize physical well-being by offering regular opportunities for movement, fitness, and skill development.

Throughout the year, students participated in a variety of recurring physical activities, including:

- DPA (Daily Physical Activity) – Kilometer Clubs and daily runs around school grounds
- Weekly Outdoor Education experiences
- School sports teams: Volleyball, Basketball, Ultimate, Cross-Country, and Track & Field
- Sports Day and Field trip experiences
- More Sports – an extracurricular initiative that provides a safe, inclusive space for students to be active and build confidence

These activities support students' physical health, teamwork, and enjoyment of school life.

Mental Health and Social-Emotional Learning (SEL)

Our commitment to student well-being extends beyond physical health. Teachers, our school counsellor, and our Youth and Family Worker (YFW) collaborated to support a range of Social-Emotional Learning (SEL) programs, including:

- Second Step
- Everyday Anxiety Strategies for Educators (EASE)
- Safe Bodies Strong Kids (Abuse Prevention)
- Complex Trauma Resources
- Teacher-created SEL lessons

These programs were delivered through classroom instruction, small group support, and co-teaching, helping students build emotional awareness, resilience, and self-regulation skills.

Digital Citizenship and Technology Use

To support responsible digital behaviour, students in Grades 5–7 participated in Digital Citizenship and Digital Literacy Education with our District Resource Teacher for Digital Literacy. Teachers also reinforced safe and respectful technology use through classroom discussions and custom-created resources. This school year, a new district technology policy was introduced that is now part of our Code of Conduct at Oppenheimer. This new policy implemented a no-device rule during the school day. Students checked in their phones each morning, allowing them to be fully present and engaged in learning. This change led to a significant decrease in problematic online behaviour and a noticeable overall increase in student focus and participation during the school day.

Improve equity

At Oppenheimer Elementary, promoting equity and inclusion is a foundational part of our educational approach. We are committed to creating a learning environment where all students feel seen, valued, and respected. Our goal is to foster empathy, celebrate diversity, and build awareness of the systemic barriers that marginalized individuals and communities may face.

Throughout the 2024–2025 school year, we implemented a range of school-wide initiatives and classroom-based learning experiences that support anti-oppression education and inclusive practices. These efforts are designed to help students develop respect for differences and a deeper understanding of social justice issues beyond their immediate communities.

Key initiatives this year included:

- Pride Month and Celebration Walk – promoting LGBTQ+ visibility, acceptance and inclusion
- Pink Shirt Day and Anti-Bullying Month – focusing on kindness, empathy, and standing up against bullying
- SOGI Family Night – an evening event to engage families in learning about how LGBTQ+ topics are addressed across grades and subject areas
- Intermediate Anti-Racism Inquiry Projects – student-led explorations into racism, equity, and social change in Grades 5, 6 and 7
- Primary Culture Projects and Active Witnessing Lessons – helping younger students recognize and respond to exclusion and injustice
- Autism Acceptance Month – celebrating neurodiversity and promoting understanding and inclusion
- Inclusion fundraising – raising funds to enhance classroom/pod tools and resources that support diverse learning needs

These initiatives reflect our ongoing commitment to equity and inclusion as essential components of student success and well-being. By embedding these values into our school culture, we aim to empower students to become compassionate, informed, and active members of their communities.

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

As part of our continued commitment to reconciliation, our school community remains dedicated to deepening our understanding and relationships with First Nations, Inuit, and Métis peoples. This year, we engaged in a variety of meaningful learning experiences that honored Indigenous voices and perspectives. Our school-wide Truth and Reconciliation assembly and school walk provided a powerful opportunity for collective reflection and action. Many classrooms welcomed Elders and Indigenous guests throughout the year, who generously shared their knowledge, stories, and teachings with students. From our Student Learning Surveys, this is how students view their experiences on our Indigenous journey of reconciliation:

- 79% of Grade 4s answered they are learning about Indigenous Peoples (First Nations, Inuit Metis).
- 65% of Grade 4s indicate they are learning about local first nations at school this year.
- 89% of Grade 7s indicated they are being taught about the Indigenous Peoples (First Nations, Inuit, Metis) of Canada.
- 82% of Grade 7s shared they are being taught about our local First Nations at school.
- 50% of Grade 7s shared that they participate in Indigenous (First Nations, Inuit, Metis) celebrations and activities at school.

One class attended the Vancouver School Board's National Indigenous Peoples Day celebration, while students in Grades 4–6 took part in a witness blanket workshop, fostering deeper connections to history and memory through art. To continue our commitment to environmental stewardship, a new garden was created by a Grade 4 class, incorporating an additional resource for place-based learning and conversation as well as an opportunity to bring native plants back to our learning space. Most classes regularly participated in neighbourhood walks throughout the year where different place-based learning continued to take place. Two other classes visited the Botanical Gardens at UBC to learn about the Musqueam lands and their offerings. All staff engaged in a district-wide Indigenous Focus Day, further grounding our professional learning in the First Peoples Principles of Learning. These experiences have strengthened our collective journey of reconciliation, and we remain committed to embedding Indigenous ways of knowing and being into our school culture and curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

In 2024–2025, we continue to strengthen student learning and well-being through intentional collaboration, data-informed practices, and inclusive, culturally responsive approaches. Our focus remains on improving outcomes in Literacy and Numeracy, deepening Indigenous learning, and fostering a strong sense of belonging for all students.

Key strategies include:

- Aligning Literacy and Numeracy instruction across intermediate grades
- Using CSL reports and assessment data to monitor progress
- Gathering feedback through Student Learning and connection surveys
- Setting goals through parent-teacher conferences and Celebrations of Learning
- Deepening Indigenous learning through land and place-based education and decolonizing practices
- Collaborating regularly in primary, intermediate, and whole-school teams
- Hosting visiting educators to share and observe literacy practices
- Engaging in shared professional development and inquiry-based learning
- Strengthening collaboration with our Youth and Family Worker and School Counsellor

Summary:

At David Oppenheimer Elementary, we believe that collaboration, reflection, and a shared commitment to inclusive education are key to achieving academic success and well-being for all learners. Our collective efforts ensure that every student is supported, challenged, and celebrated on their learning journey.