



2024-2025

School Learning Plan

SCHOOL STORY

Sir William Osler is on the west side of Vancouver and nestled on a beautiful site beside Montgomery Park. Our staff and students use our outside space as much as our indoor space! With a collection of Chestnut and Redwood along with shrubs, our school garden is brimming with opportunities to embrace nature. Field studies take the classes to Musqueam Bog to learn the indigenous stories knowledge keepers share.

There are twelve divisions, from Kindergarten to Grade 7. Student enrolment has been on the rise with many families coming through the Newcomers Welcome Center. We have welcomed students from many countries around the world, adding to the cultural fabric of Osler. At this time our enrolment number is 285. The staff strive to ensure VBE Education Plan Goals are front and center when it comes to equity and inclusion, such as 'Ensuring that students develop and can implement a plan for a successful transition upon completion of in the secondary school.' 2022-2023 reflected on our past goals centered around the social emotional wellbeing of students. It was important for the Osler staff to connect with students and families and to provide support and comfort at the forefront. By first working with students on their self-regulation, resilience and stamina, our academic goals can be further developed. Continued focus of self-regulation has supported learners and while we continue to continue this work, we also highlight our practice on literacy.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school community is a vibrant tapestry woven from diverse backgrounds, experiences, and perspectives. As we strive for inclusivity and equity, we recognize several key aspects. Families arrive from various corners of the world, seeking new opportunities. Initially, some students attend schools outside their designated catchment area due to space constraints. Students may struggle to see beyond their immediate viewpoint. Their growing awareness of the world presents both opportunities and challenges. Our students actively participate in a rich array of programs, from sports to arts to academics. These engagements foster holistic development and a sense of belonging. Risky play, once a staple of childhood, has shifted. Many students now choose online games over physical adventures. Striking a balance between safety and exploration is essential. While adults play a crucial role in shaping young minds, we must encourage independent thinking. Overreliance on guidance can hinder creativity and problem-solving.

Parents hold high expectations for their children's success. Ensuring consistent follow-through is vital for student growth. Our students are curious learners, eager to discover and understand. They seek answers promptly, driven by their thirst for knowledge. Families vary widely in structure and dynamics. Building strong relationships within our community is essential. Our students exhibit politeness, follow rules, and show kindness. They actively volunteer, contributing to the well-being of others. Students focus on mastering content. Balancing this with process-oriented learning ensures a well-rounded education. By acknowledging these nuances, we create an environment where fairness and justice thrive, nurturing each student's potential.

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

Osler staff have given special emphasis to students' achievement in literacy. This year our primary grades (Kindergarten to Grade 3) participated in the CELI (Collaborative Early Literacy Intervention) program focusing on targeted one to one and small group reading centers. Along with these group settings, teachers regularly assess and provide verbal and written feedback to students, further fostering a positive relationship with reading and writing. The collaboration commitment within the school brings forth common literacy goals and critically examines literacy practice. Intermediate teachers are also welcomed and included in collaboration emphasizing critical strategies students apply to their daily work. Attendance at District Literacy professional development opportunities provide further research and understanding of how we develop sound literacy practice for all.



Improve equity

Equity is an important part of our success. We strive to ensure that all students are offered access to support and opportunities. We promote and encourage collaborative teaching, such as buddy classes, field studies and inquiry learning and extra-curricular activities to expand students' curiosity and potential. Our staff continues to learn more about neurodiverse students and eliminating the stigma from families and students. Osler prioritizes student needs through thorough and open communication between staff and family. Building relationships, open and honest communication and transparency support our effort to shrink any systems of oppression. Through student-centered practice, embedding anti-oppression work within the school day, and offering inquiry-based learning Osler staff contribute to our ongoing goal to ensure equity is achieved. Equity, inclusion and a sense of belonging is an underlying foundation that grounds our work.



Osler PAC also supports our efforts to build upon our relationships with each other and within the community. From hot lunches to after school programs to school wide events we will connect with Osler PAC to support the vital role they play in promoting community cultural connections, understanding and collaboration among all families.

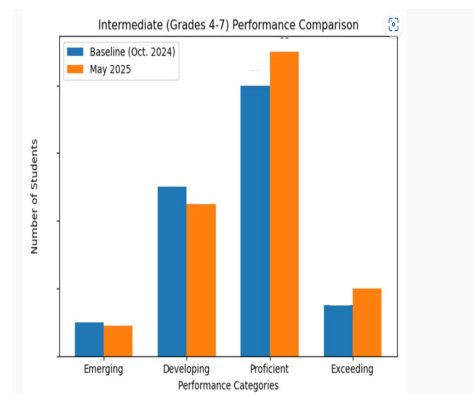
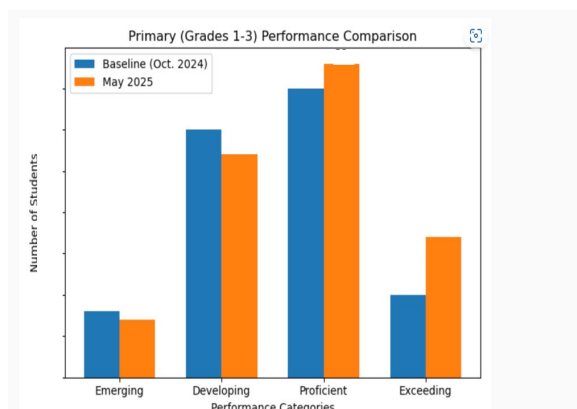
Continue on our journey of reconciliation with First Nations, Metis, and Inuit

We are dedicated to integrating Indigenous ways of knowing and being into our daily educational experiences. Our journey includes a diverse range of activities designed to foster understanding and respect for Indigenous cultures. Students actively participate in cedar weaving workshops, enriching their appreciation for the gifts of the land around them. Field trips are organized with an Indigenous lens, providing immersive experiences that highlight the significance of the land and its history. In our classrooms, we incorporate peace circles, storytelling, and the reading of Indigenous books to nurture a deeper connection with Indigenous perspectives. Additionally, we emphasize the creation of artwork through Indigenous skills, allowing students to express their learning creatively. Through these efforts, we strive to build a supportive and inclusive environment that honors the rich cultural heritage of Indigenous peoples and contributes to a broader understanding of reconciliation.



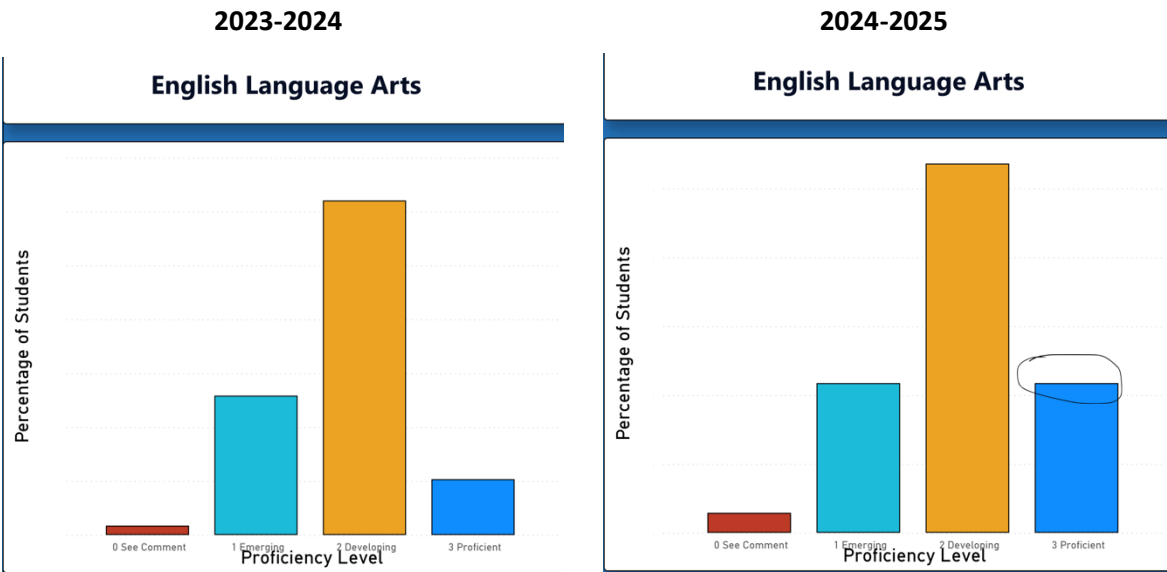
HOW WILL WE KNOW WE'RE ON TRACK?

Our focus shifts to fostering the processes essential for a strong literacy program with content supporting these processes. This can be shown through the FSA scores for this year, where Grade 4 are making gains around the writing process and Grade 7's achieves these processes and move ahead at their level. Data from our School Wide Write indicates notable improvement in our students' capabilities. Please note that some data has been masked in the graphs shown below.



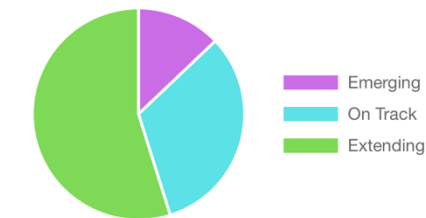
We are encouraged by these findings and strive to continue this trend with the continued use of writing resources and strategies. The strong focus on literacy also shows this progression in the FSA data where improvement from Grade 4 students participating to the grade 7 students is noted. Report card data also confirms continued progression in literacy.

Comparison from 2023-24 Literacy Report Card data with 2024-25 Literacy Report Card data



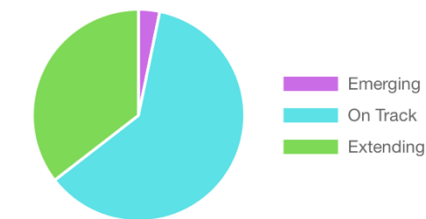
Foundational Skills Assessments

Grade 4 2024/25
Literacy



	Participation Rate – Writers Only	
	#	%
Emerging		
On Track	10	25.64
Extending	17	43.59

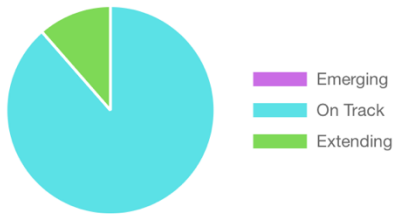
Grade 4 2024/25
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging		
On Track	19	48.72
Extending	11	28.21

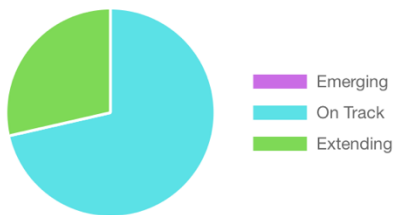
Foundational Skills Assessments

Grade 7 2024/25
Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	0	0.00
On Track	31	62.00
Extending		

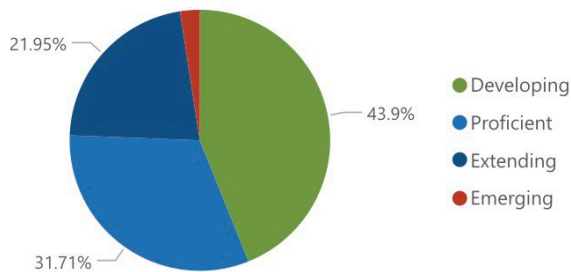
Grade 7 2024/25
Numeracy



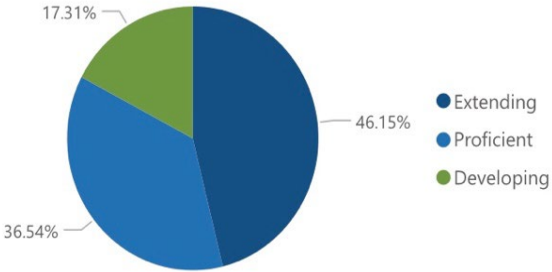
	Participation Rate - Writers Only	
	#	%
Emerging	0	0.00
On Track	25	50.00
Extending	10	20.00

Communicating Student Learning: Learning Updates (Report Card) data:

Grade 4 CSL Math Results Term 1 Dec. 2024

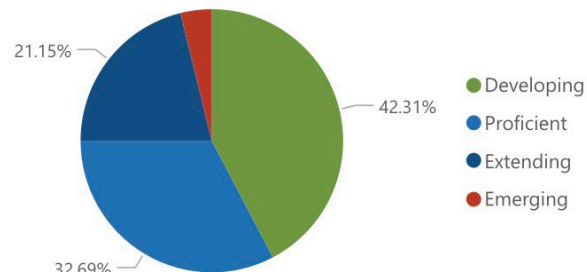
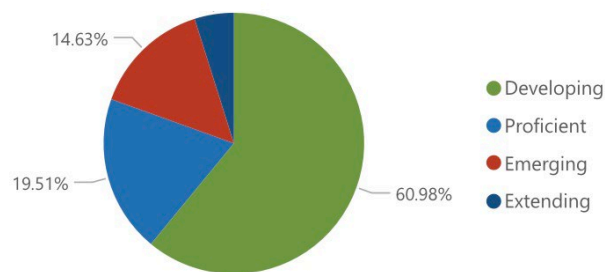


Grade 7 CSL Math Results Term 1 Dec. 2024



**Grade 4 CSL English Language Arts Term 1 Dec. 2024
Dec. 2024**

Grade 7 English Language Arts Term 1



Osler’s focus on equity revolves around equity through learning along with community endeavours. Our resource team, in conjunction with classroom teachers and support staff, works tirelessly to ensure that students receive assistance through targeted practice and skill development. Our team provides an RTI, Response to Intervention, using regular assessment and flexible timetabling to provide enhanced practice to students facing hurdles. Through such practice Osler has been able to offer district programing to a larger number of students than in the past. There has also been a greater number of students participating in interest groups such as Chess and Textiles and transfer of student mentorship with Osler staff and students continue to forge ahead understanding the ways of the indigenous people before us. Through professional development days, school wide presentations, in class workshops and out of school field trips we endeavour to grow. Staff engagement and discussions about equity, demonstrated applications of the first People’s Principles or Learning in class activities, displays and learning overviews, as well as in staff meetings and informal discussions are crucial for tracking progress in this area Intentions in the school to promote inclusivity, friendship, and community are dotted throughout the year with such events as Play Day, leadership led Sports Day and classroom Peace Circles. Such intentions have made a positive impact on the student climate, which in turn promotes success.

