

2024-2025

School Learning Plans

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2024-2025 School Learning Plan

SCHOOL STORY

Grandview/ᑭuuqinak'uuh Elementary School, located in the Grandview Woodlands community in East Vancouver, currently enrolls 138 students in grades Kindergarten through 7. We are proud to have a diverse student population represented by many races and cultures. Grandview was named for the view obtained from the heights rising on the eastern shores of False Creek. In early June 1991, a potlatch was held at the school gymnasium to honour the addition of the Indigenous name “ᑭuuqinak'uuh” (pronounced oo-keen-a-coo), a Nuuchah-nulth word meaning “grand view”.

Grandview/ᑭuuqinak'uuh school has diverse learners with a wide range of learning styles, various cultural and language backgrounds, and a healthy acceptance of others. It is our diversity that has led to a uniquely inclusive culture, one that celebrates and welcomes families and community. Many of the students at Grandview/ᑭuuqinak'uuh (49%) identify as Indigenous. 21% of the students have a recognized Ministry Designation for diverse abilities, and all instruction is adapted to the unique learning style of each student. Grandview/ᑭuuqinak'uuh uses a tiered level of support to ensure that students who are struggling have access to small groups and/or individualized support as needed.

The students respond well to structured routines and to the adults with whom they can develop a relationship of trust. We will continue to develop trauma-informed practices. Grandview/ᑭuuqinak'uuh students demonstrate a powerful sense of community. Students feel safe here at the school, and connections between home and school are being built with each passing year. There is a strong sense of community among the students. Students care for and look out for one another. When working with staff, the students need strong relationships built on trust to foster learning. Students enjoy learning about each other's cultural background and appreciate personalized learning. Grandview/ᑭuuqinak'uuh students enjoy community-based connections and the learning opportunities they receive from family members, elders, and community mentors.

As a school team, we are taking steps toward decolonizing and Indigenizing some of our practices and focusing on Truth and Reconciliation Calls to Action. It is important that all adults at our school use a trauma-informed lens with the students.

The staff are dedicated to supporting the learning and social emotional needs of all students. They are committed to enhance their own knowledge about Indigenous culture and history, trauma Informed practices, executive functioning, and flexible thinking in addition to Literacy and Numeracy. This September, the staff hosted Carole Fullerton. The Carole Fullerton Professional

We value good relations with the parents and caregivers in the Grandview/ᓵᓵᓵᓵᓵᓵ community. We organize events that celebrate our unique and diverse school community. We are extremely proud that as a school community we participate in a Truth and Reconciliation Walk, a Pride Parade, and a school based Indigenous Day event, with activities for the students and families. Caregivers are invited for monthly morning coffee and together with the PAC (Parent Advisory Committee) we have re-introduced PAC sponsored evening meals and get-togethers. These have been highly successful, and we look forward to continuing to strengthen these experiences for all.

The students at Grandview/ᑭᓄᓄᓄᓄᓄᓄ have strong connections to culture and are engaged when cultural activities are embedded into their daily activities. They enjoy participating in outdoor activities, especially tending to the school garden. The students have a good sense of community and are good storytellers. They benefit from multiple ways of instruction and learning (ex. one on one, small group, whole class, multi-sensory ways of teaching and showing learning). We observe enormous success when students can form relationships with trusted and consistent adults. What the data does not demonstrate is the overall growth of the individual student. The results below are based on the standard learning expectations from 2023-24 and 2024-25 Learning Updates. However, if we look at the individual student, we notice that there is progress. We will compare the data from 2023-24 with the data from 2024-25.

Reading Scores Grade 1- 7 (Fountas and Pinnell Reading Assessment)

	Emerging		Developing		Proficient		Extending	
	23/24	24/25	23/24	24/25	23/24	24/25	23/24	24/25
Grade 7	19%	21%	0%	0%	>10%	>10%	75%	71%
Grade 6	22%	28%	14%	0%	>10%	29%	57%	43%
Grade 5	15%	17%	0%	0%	>10%	22%	77%	61%
Grade 4	33%	29%	0%	29%	0%	>10%	67%	45%

Grade 3	44%	23%	11%	>10%	11%	23%	34%	46%
Grade 2	44%	43%	0%	>10%	>10%	14%	50%	36%
Grade 1	55%	37%	18%	16%	>10%	10%	18%	37%

The chart reflects positive steps in reading development across various grades. While challenges persist, students are showing steady progress in reading, which is a foundational aspect of the ELA. Anything less than 10 students has been masked with >10%.

Learning Update Term 2 K- 7 (2024-25) English Language Arts

The data presented in this table is based on information collected from the Communicating Student Learning updates. Please note that some students participated in the pilot of the SpacesEDU reporting tool this year, and their data is not included in this table.

You may notice a discrepancy between the reading scores and the overall English Language Arts (ELA) results. This difference arises because ELA encompasses more than just reading—it also includes writing, which continues to be a significant area of challenge for many students. While reading scores may reflect steady progress, writing requires a broader set of skills such as idea development, organization, grammar, and vocabulary usage. These areas often take longer to develop and can impact overall ELA performance.

	Emerging		Developing		Proficient		Extending	
	23/24	24/25	23/24	24/25	23/24	24/25	23/24	24/25
Grade 7	0%	14%	53%	43%	35%	36%	12%	>10%
Grade 6	>10%	0%	57%	40%	37%	40%	0%	20%
Grade 5	>10%	-	60%	-	20%	-	13%	-
Grade 4	24%	29%	29%	57%	47%	14%	0%	0%
Grade 3	26%	0%	53%	45%	21%	14%	0%	0%
Grade 2	31%	57%	38%	14%	31%	0%	0%	29%
Grade 1	43%	45%	36%	18%	21%	27%	0%	>10%
Kindergarten	10%	-	40%	-	50%	-	>10%	-

Learning Update Term 2 1-7 (2024-25) Mathematics

The data presented in this table is based on information collected from the Communicating Student Learning updates. Please note that some students participated in the pilot of the SpacesEDU reporting tool this year, and their data is not included in this table.

	Emerging		Developing		Proficient		Extending	
	23/24	24/25	23/24	24/25	23/24	24/25	23/24	24/25
Grade 7	41 %	21%	35%	29%	24%	43%	0%	>10%
Grade 6	19%	0%	25%	60%	56%	0%	0%	40%
Grade 5	0%	-	47%	-	53%	-	0%	-
Grade 4	0%	0%	33%	71%	67%	29%	0%	0%
Grade 3	10%	0%	53%	18%	32%	63%	>10%	>10%

Grade 2	12%	14 %	28%	43%	50%	29%	0%	14%
Grade 1	29%	>10%	22%	27%	43%	36%	>10%	27%
Kindergarten	10%	-	50%	-	45%	-	0%	-

Math is a challenge for some of our students. Remembering math facts and step-by-step procedures are exceedingly difficult for many of the students as are critical thinking skills. For reading we use common language from kindergarten to Grade 7 and that consistency and routine has been extremely helpful. We are committed to increasing common language in math and provide greater opportunities to support critical thinking skills in the classroom.

Students (Gr. 5-7) Math Self- Reflections (Critical Thinking Skills)

	Simple		Average		Hard	
	Oct.	June	Oct.	June	Oct.	June
Solving Problems	>10%	18%	64%	64%	29%	18%
Thinking Logically	18%	29%	50%	54%	32%	18%
Analyzing	29%	29%	54%	54%	18%	18%
Understanding Concepts	14%	14%	54%	54%	32%	32%
Being Creative	32%	32%	29%	39%	39%	29%
Paying Attention	14%	14%	46%	57%	39%	29%
Explaining	14%	14%	21%	36%	64%	50%
Computation	29%	29%	46%	46%	25%	75%

A comparison of student self-reflections from October to June reveals a positive shift in their perceptions of critical thinking skills in math. Fewer students reported finding these skills difficult by the end of the year. This improvement can be linked to changes in how math instruction is delivered. Staff began incorporating the Mathology program, which is curriculum-aligned, engaging, and supports differentiation. It also provides a consistent language for math learning from Kindergarten through Grade 6, helping to build student confidence and understanding.

Through observation we noticed that students were more engaged, talking more with each other, asking questions, and working together in ways we had not seen before. It wasn't just about learning the material – it was about exploring ideas and learning from each other. When students are encouraged to explore ideas together and not just aim for the perfect answer, they grow in ways that go beyond just academics. It also helps break down power imbalances that come from old colonial ways of thinking.

With regards to equity, we are aware that many of the students we support arrive each day with diverse needs and experiences that impact their ability to learn. Despite their strong resilience, many of the students continue to struggle with self-regulation, social emotional skills, and executive functioning skills. The students struggle with transitions and unstructured play time. Many of the students participate in breakfast and lunch programs. We continue to support the students and the community with food security both during school and outside of school.

Staff at Grandview/ᑭᑭᑭᑭᑭᑭᑭᑭ have worked hard to build connections and trusting relationships with students and caregivers. We remain committed to advancing the Calls to Action of Truth and Reconciliation. We embed Indigenous knowledge, history, and language into daily

and weekly practices. Students are engaged and thrive when we provide opportunities for the students and caregivers to feel valued and feel a sense of belonging.

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

As part of the work towards eliminating achievement gaps, we are working to identify the barriers to student learning and then find ways to address them. We have a strong Early Literacy program in the primary grades. Staff work collaboratively to support the diverse needs of the students. We offer opportunities for whole group, small group, and individual learning through supports including the resource team, a Curriculum Enhancement teacher, and an Indigenous Enhancement teacher. Staff continue with this collaboration in the intermediate grades. This team approach to literacy intervention allows for group size and frequency of support according to student needs, reduces stigma and disruption of "pull-out" support. This approach fits extremely well with the First Peoples' Principles of Learning and the VSB's Responsive Literacy Framework. Next year, staff will be revisiting literacy support, the resource model, and how to best support students.

This year the school goals shifted to include focus on students' numeracy skills. This September, the staff hosted Carole Fullerton. The Carole Fullerton Professional Development Math workshop was a comprehensive session aimed at equipping staff with innovative strategies to address diversity in math education. During the workshop, staff learned various techniques to engage students through exploration, discussion, and play. They explored methods to make math more accessible and enjoyable for all students, emphasizing the importance of creating an inclusive learning environment.

Staff have committed to a schoolwide math initiative, dedicating a 30-minute block each week to support math games. This effort aims not only to support student improvement in numeracy skills but also to enhance critical thinking and support social skills such as communication, teamwork, turn taking, conflict resolution, and empathy.

Improve equity

We continue to use our school's Response to Intervention Model that is specific to the needs of the students we support. The model provides important information for each student in the areas of academics and behaviour/social emotional challenges. The model we use acknowledges Adverse Childhood Experiences (ACES) and how those experiences can become barriers to how students learn and how they may see themselves as learners. We use this information to help support an environment that is sensitive to culture, inclusion, and diversity. It is important to ask ourselves if the voices of all the students and caregivers are represented and do they see themselves in our teachings (lessons, presentations, books etc.). We have increased the book collection in the library to include books that represent a variety of races and cultures as the school's demographics is changing.

To support our math initiative, we are developing and implementing a plan to allocate resources to ensure that teachers have the tools they need to teach math (manipulatives, games) so that all

students, regardless of their background or learning style, have access to high-quality numeracy education.

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

Staff have a strong commitment to supporting the journey of reconciliation. As a school community we try to connect First Peoples' Principles of Learning to all aspects of our practices. Staff continue to make teaching and learning more intentional. The students are supported by an Indigenous Education Teacher and an Indigenous Education Worker that share their knowledge and teachings with the students and staff. We are fortunate that we have an additional Indigenous staff member that is supporting K-7 students weekly for 40 minutes with music (drums and songs) and dance.

Some staff members are learning about colonial history and decolonizing practices by participating in a Book Club reading *Re-Storying Education: Decolonizing Your Practice Using a Critical Lens* by Carolyn Roberts.

The school team is starting to explore how we can bring Indigenous perspectives into math. We aim to make the curriculum more inclusive and meaningful for Indigenous students, while also enriching the learning experience for everyone. We can connect the school wide initiative of focusing on math games to the First Peoples Principles of Learning. Math games often involve hands-on activities and collaborative problem-solving, which align with the holistic and experiential nature of First Peoples' learning principles. (Learning is holistic, reflective, experiential, and relational). Through math games, students can see the immediate impact of their decisions and strategies, helping them understand the consequences of their actions in a safe and controlled environment. (Learning involves recognizing the consequences of one's actions).

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue using data from the Written Learning Updates, reading assessments and other literacy assessments relevant to student learning. Viewing results over longer periods of time instead of judging the success of an approach based on brief time periods or expecting quick fixes is important for the students that we work with. We need to think about literacy development with a wider lens than a single year or reporting period. The literacy progress that students make early on often does not show in the data until the intermediate years, affirming the First Peoples' Learning Principle that, Learning involves patience and time. We will be looking at the data more closely, celebrating the growth that students are making on their own timelines.

Initially, for Math we will collaborate with a focus group of a primary class and an intermediate class to monitor student engagement through observations and student reflections with the specific goal of enhancing students' critical thinking skills. Comparing the data between October and June, there was a shift in the students' self-reflections about critical thinking skills in math. There was a noticeable decrease in the number of students who initially found some critical thinking skills challenging. Although many staff members were already integrating exploration and math stations into their regular instruction, the addition of the Mathology program—along

Students in intermediate grades completed a math self-reflection form, reflecting their feelings about math and critical thinking skills and the results from November will be compared to the data in April or May.

GRANDVIEW/ᑭUUQINAK'UUH School Plan

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəy əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) Bayview School is located near the site of a former Musqueam village called iy'a'l'mexw.

The school enjoys a location within walking distance of Jericho Beach Park and 4th Avenue and Broadway. Surrounded by a mix of single dwelling and multi-dwelling homes, the school is an integral part of the community.

Bayview has a current population of 293 students and 41 staff. In addition to the educational program that is available to the students who live in the neighbourhood, the district CORE program is also part of our learning community. Originally constructed in 1914, Bayview School underwent a comprehensive rebuild, symbolizing a commitment to modernity while preserving the historical essence of the community. The school proudly reopened its doors in 2023, providing students with a contemporary learning environment that incorporated elements of the original building.

Bayview School thrives with the support of an outstanding school community. Our Parent Advisory Committee (PAC) takes the lead in coordinating events and fundraising initiatives for the school. Their efforts have significantly contributed to financing crucial elements such as our new playground, the gym score clock, and the development of the grass field. All Bayview families are warmly welcomed and encouraged to actively participate in our vibrant school community.

Bayview School is an engaging community where various activities and programs are offered as a means of increasing belonging and connection to the school. Unique to our school, there are weekly student-led assemblies, where student achievement is celebrated through performances and slideshows. Run by a dedicated volunteer, the Knitting Club is one such example, bringing together individuals who share a passion for knitting. The commitment to literacy is evident in the One-to-One reading program, emphasizing personalized support for students. Students are also welcome to join the parent-led choir or take part in various extracurricular sports. Through school-wide drumming, Coast Salish weaving, and Orange Heart Day art, students are gaining a greater appreciation and understanding of the richness of local Indigenous communities.

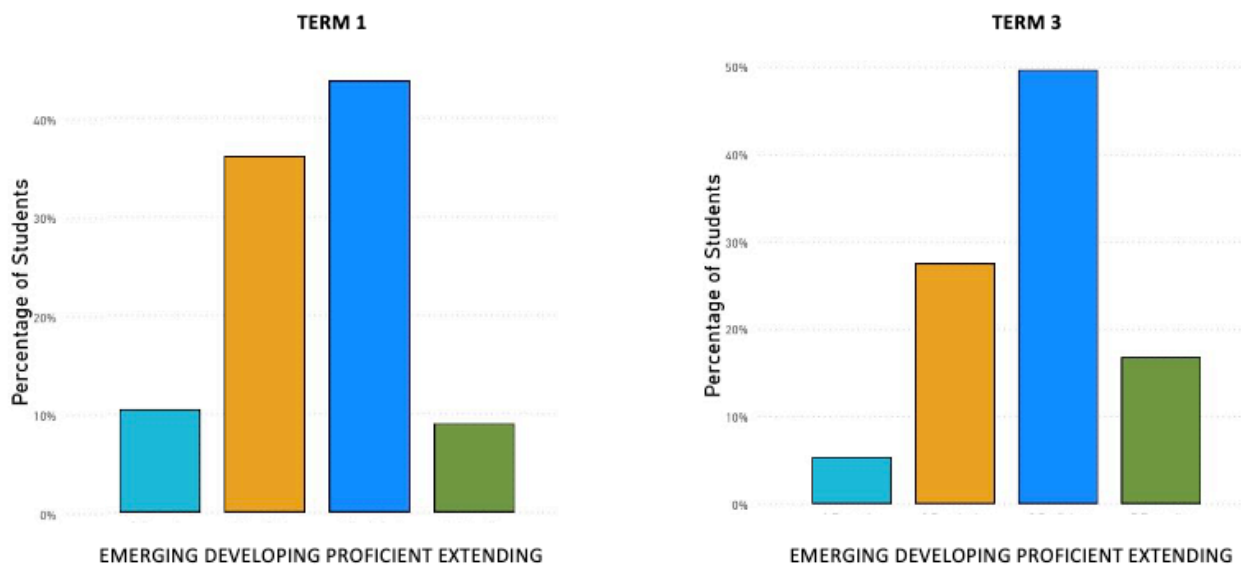
Beyond the classroom, Bayview engages in initiatives like the Terry Fox Run, instilling a sense of community service and participation in charitable events. In-class field trips, both run by UBC student volunteers and paid options, provide hands-on learning experiences. The diversity of experiences extends to guest speakers, government officials, and local artistic performances who contribute to a well-rounded education.

The strong collaboration between Bayview School and the Jericho Kids Club (JKC), before and after school care, emphasizes a holistic approach to child development, ensuring support before and after school. This interconnected web of activities and partnerships underscores Bayview School's commitment to fostering a well-rounded, supportive, and dynamic community for its students.

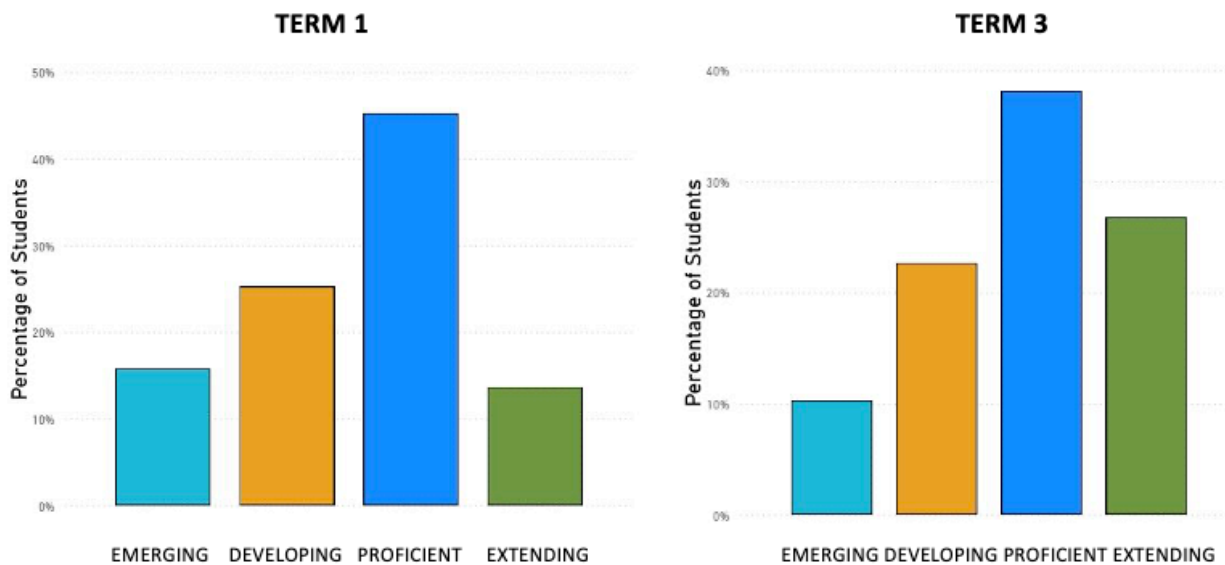
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Through best practices of classroom literacy programs, small group instruction and reading support, the students of the Bayview community are demonstrating strong literacy proficiency. In both primary and intermediate CSL Reports (report cards), there is an observable shift from students being emerging or developing to becoming proficient or extending. Of note, the percentage of primary students that were assessed as developing decreased from 36.11% to 27.52% over the course of the year. Intermediate students demonstrated a significant shift of 18.7% to 30.71% of students achieving extending over the course of the school year. Responses from our students in the 2024 Student Learning Survey indicate that 71.4% of primary students and 83.3% of intermediate students feel they are getting better at reading. Similarly, 71.4% of primary students and 87.5% of intermediate students feel they are getting better at writing.

PRIMARY CSL LITERACY (GRADES K-3)



INTERMEDIATE CSL LITERACY (GRADES 4-7)



The Bayview community of learners are equitably supported by resource teachers, school psychologists, speech and language pathologists, student support workers, occupational therapists, physiotherapists and area counsellors. Together, these professionals support inclusive education for the students at Bayview. This means that all staff work to ensure that students have access to the supports in the classroom and school that they need to be successful.

The community of students indicates a strong sense of belonging. Responses from the 2024 Student Learning Survey indicate that 82.1% of grade 4 students and 87.5% of grade 7 students feel welcome at Bayview. This can possibly be attributed to 85.7% of grade 4 students and 95.8% of grade 7 students feeling that the adults in the school value, welcome, and care about them. Weekly assemblies, PAC social events, school wide workshops and presentations all demonstrate the community's commitment to the developing a strong sense of belonging.

Bayview students are highly involved in afterschool community programs that are offered at the Bayview site. From STEM to art to sports, these community-based programs provide a unique opportunity to be involved in extracurricular activities with their classmates.

The teachers and staff of Bayview place tremendous importance on promoting the school's code of conduct. Collectively, all staff consistently emphasize the importance of respecting and adhering to this code of conduct. Responses from the 2024 Student Learning Survey indicate that 85.7% of grade 4 students and 96% of grade 7 students feel safe at school. This can be attributed to 85.6% of grade 4 students and 96% of grade 7 students expressing that the school rules and behaviour expectations are clear to them. Bayview staff will continue to prioritize this clarity and communication of expectations for all students.

The Bayview community of learners continue their Reconciliation journey by engaging in workshops and lessons that increase knowledge, appreciation of, and respect for Indigenous history, traditions, culture and contributions. In the Student Learning Survey data, 70% of grade 7 students and 60% of grade 4 students state that they are being taught about Indigenous Peoples at

school. While this is a good start, the work will be to ensure students explicitly know what they are learning in relation to Indigenous education. Students also have opportunities to do Land Acknowledgments and participate in the singing of the Coast Salish Anthem at weekly assemblies. The staff of Bayview had an opportunity to visit the Cheakamus Centre in Squamish and participate in professional development workshops focusing on Indigenous and place-based learning.

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

Resource and classroom teachers have been working collaboratively to implement best literacy teaching practices in their classrooms. They have been updating shared leveled reading resources, novel studies and developing consistent assessments across grades. Classroom and Resource teacher representatives will be participating in the SIOP (Sheltered Instruction Observation Protocol) next year. SIOP is an approach to teaching English Language Learners that integrates language and content instruction. The dual goal of sheltered instruction is to provide access to mainstream, grade-level content and to promote the development of English Language proficiency.

The students at Bayview all participate in OTARS (off to a running start), where students and staff walk/run round the school in the morning before instruction, preparing their minds for the day of learning. Staff and volunteers have been supporting athletic programs and teams at Bayview. Through teams, skills development sessions and lunch hour tournaments, Bayview students have been provided with many opportunities to develop their physical literacy.

Bayview staff have been very mindful in supporting the mental well-being of students. Guest speakers and workshops were planned to address online safety, drug and substance use, and body science. Our school counsellor works to support classes with presentations on appropriate social interactions and personal space. Our weekly assemblies bring the entire community together, developing a strong sense of belonging to Bayview.

Improve equity

Classroom and Resource Teachers collaborate to assess and provide support for all learners. Through classroom best practice, and small group instruction, equitable support is provided for the students of Bayview. The resource team has also participated in professional development sessions and testing certification workshops to support effective assessments.

Accessible sports were introduced this year to Bayview, including wheelchair basketball and track and field. Bayview had its first participant in the wheelchair track and field events at the district meet at Swangard Stadium. Improving access to sports, closing gaps with students.

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

Staff attended a professional development workshop at the Cheakamus Center in Squamish, where they had the opportunity to enhance their learning of Indigenous culture and tradition. The staff professional development committee will continue providing these opportunities for staff next year.

Staff will continue to integrate the First Peoples Principles of Learning through classroom lessons and activities. At weekly assemblies, students will continue to sing the Coast Salish anthem and provide the Land Acknowledgement. Bayview was fortunate to have received a grant to have an Indigenous artist work with our students. Next year, we plan to extend these Indigenous workshops for the entire school.

The Bayview PAC will be sponsoring the enhancement of the Indigenous book and resource collection next year.

HOW WILL WE KNOW WE'RE ON TRACK?

We will be collecting data from sources such as CSL reports, literacy assessments, and school and district surveys (including the Student Learning Survey, Middle Years Development Index, and Early Years Development Index). We will also collect informal data from student and staff interviews. This data will be reviewed and analyzed to measure and track Bayview school goals.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Lord Beaconsfield staff and students are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Lord Beaconsfield Elementary is located in Renfrew Heights, near the intersection of Nanaimo and 20th Avenue in Vancouver, British Columbia. Lord Beaconsfield enrolls 245 students from diverse backgrounds in kindergarten to Grade 7. The majority of students are bilingual and speak two languages – English and an additional language. There are at least sixteen language groups represented. Lord Beaconsfield supports two district programs: Excellence in Social Emotional Learning (EXSEL) and the Home Learners program.

Our school has a strong connection to the community. Cedar Cottage Neighbourhood House plays a role in the school by providing before and after school care. The Gladstone Family of Schools offers additional out-of-school time programs to students. Lord Beaconsfield school community also has connections to Trout Lake Community Centre, Renfrew Community Centre, the YMCA, and Renfrew Public Library.

Lord Beaconsfield staff are committed to early literacy. The school is actively involved in the Vancouver School Board's (VSB) Collaborative Early Intervention Initiative (CELI) and, as such, offers the Reading Recovery Program. Our staff are strong advocates for reconciliation and routinely look for opportunities to connect student learning with Indigenous knowledge and culture. We see value in varying the learning spaces for students and make use of the school garden and outside community spaces to support student learning.

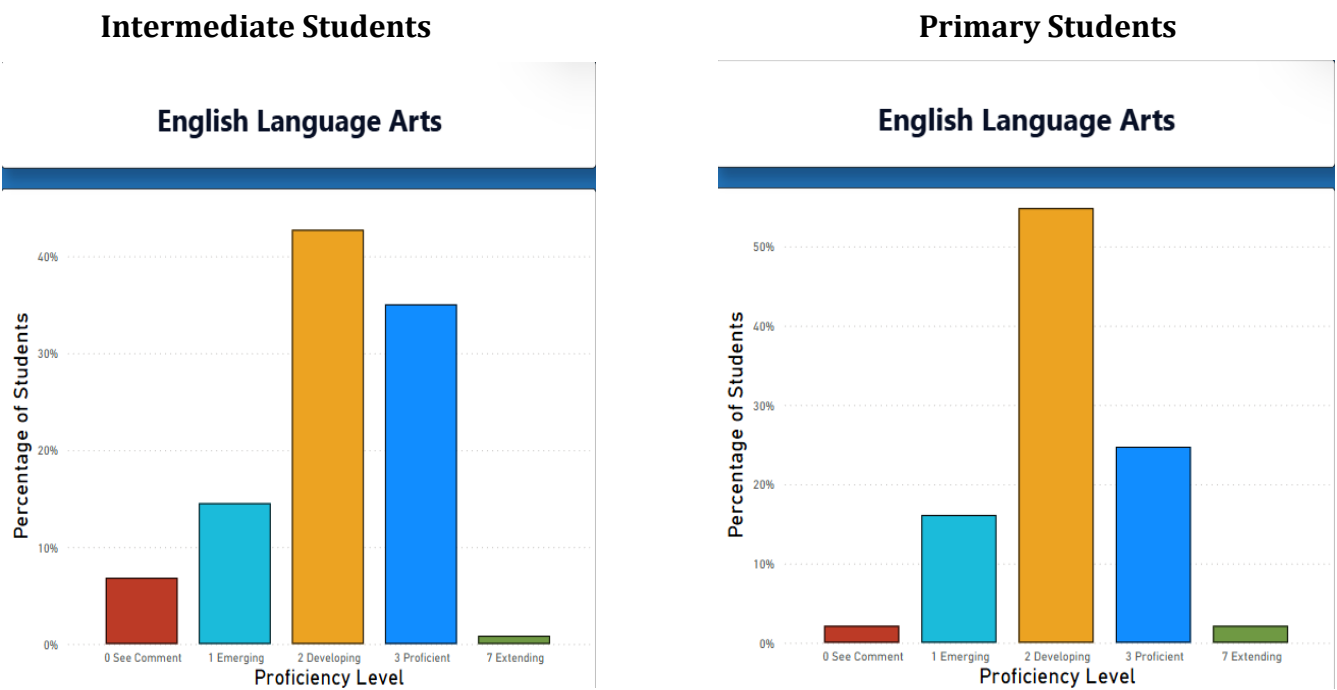
Lord Beaconsfield offers an active extra-curricular sports program with teams playing volleyball, basketball, soccer, badminton, cross-country, and track and field. Lord Beaconsfield students demonstrate a strong sense of community and responsibility. Students take an active role in supporting organizations outside of our school and are involved in annual fundraising activities such as the Terry Fox Foundation. Beaconsfield students are responsible, respectful, and ready to learn as outlined in the school code of conduct.

Parents in our community value school programs, activities, and projects. They take initiative to plan events and support our school. Through active fundraising, Beaconsfield's Parent Advisory Council (PAC) has built two new playgrounds and a beautiful community garden. They support the school in many ways such as organizing hot lunch opportunities and planning events throughout the school year.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learning community is defined by its diversity, kindness, cooperation, and passion for learning. At Lord Beaconsfield Elementary, we take pride in fostering a safe, respectful and responsible environment, with caring staff, hard-working students and supportive parents. Each member of our community actively contributes to creating an environment where everyone feels valued and supported in their journey of learning and personal growth.

This year we continue to focus on literacy. CSL data from Term one indicates that the majority of intermediate students are at the developing or proficient levels in Language Arts. At the primary level, most students are in the developing stage. Language Arts encompasses reading, writing, and oral language.



To narrow our focus to reading comprehension and decoding skills, we administered the Fountas and Pinnell Benchmark Reading Assessment. This assessment measures the reading levels of students in relation to their grade levels. Results indicated that on average, 47% of students at the intermediate level are at the emerging level and 53 % are at extending, proficient and developing levels in their reading comprehension and decoding skills.

Primary Students

At the primary level, results from the Fountas and Pinnell Benchmark Reading Assessment indicate that 39% of students are at the emerging level and 61% are at extending, proficient and developing levels in reading comprehension and decoding skills.

Recognizing that students come from diverse social economic backgrounds and experiences, we strive to level the entry point for all students. When possible, our commitment extends to supporting families throughout the summer months. We will continue to promote equity by reaching out to families to address basic needs such as food insecurity.

Our students participate in the reconciliation process learning through classroom teachings and projects, assemblies and land-based learning where outdoor spaces are created to support connection to each other and to the land. We will continue to feature and grow our collection of Indigenous books in the library as well as resources for staff. We will also continue to integrate First Peoples Principles of Learning throughout our classroom activities and routines.

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

Our literacy goal is to improve students' reading performance (decoding, comprehension and phonological awareness). We continue this process by providing daily opportunities for students to learn at their own instructional level and we are monitoring our process by collecting and analyzing school wide data through reading benchmark assessments.

Our strategies include small, guided reading groups in grades K to 4. As we are a collaborative early literacy (CELI) school, our intentional and personalized classroom practice includes small group activities that emphasise oral language development, phonological and phonemic awareness. We also acknowledge the key role that early writing plays in developing print awareness and foundational reading skills. Our flexible, dynamic groupings adapt based on student needs. Additionally, we use formative and summative assessments to inform our teaching practices. Specifically, our program targets at risk learners, providing additional small group work for these students four times a week.

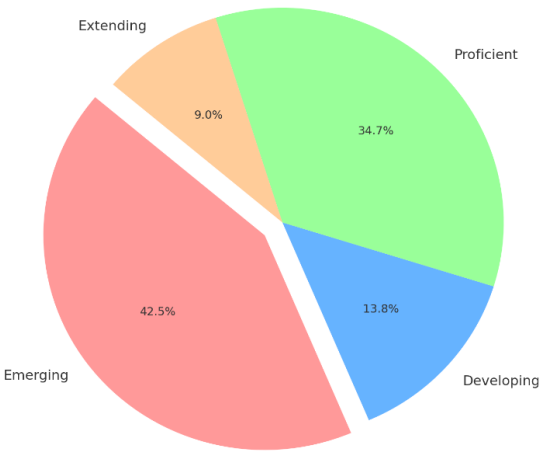
At the intermediate level, our teachers are utilizing various strategies to enhance literacy including the use of graphic organizers such as concept maps, Venn diagrams, and storyboards to help students organize information, identify main ideas, and make connections. Additionally, literature circles are formed where students read and discuss books together, with each member taking on a specific role, such as discussion leader or summarizer. Writing workshops are also a key component, providing opportunities for drafting, revising, and editing. These workshops focus on different genres, including narrative, persuasive, and informative perspectives, emphasizing clarity, coherence, and voice.

At the end of May, our students' reading levels were re-evaluated using the Fountas and Pinnell Benchmark Reading Assessment to see if we were making progress in enhancing reading performance.

Intermediate Students

At the intermediate level, 57% of students achieved results within the developing, proficient, or extending categories. Our school demonstrated an overall improvement in performance from term one.

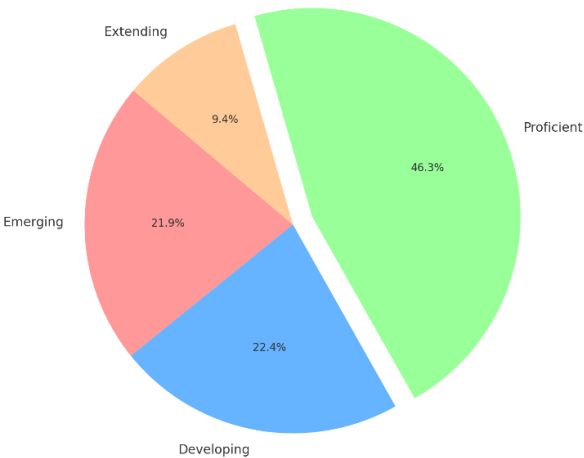
Students' Reading Abilities as Measured by Fountas and Pinnell Benchmark Assessment



Primary Students

At the primary level, 78% of students achieved results within the developing, proficient, or extending categories. This is an encouraging improvement compared to our assessment data from December. This upward trend highlights the effectiveness of our instructional strategies. Continued focus on differentiated instruction and targeted support will be key to sustaining and building on this progress.

Students' Reading Abilities as Measured by Fountas and Pinnell Benchmark Assessment



These assessment results affirm that our current classroom strategies are effectively supporting student growth and learning. We will continue to refine and adjust these approaches as needed in the coming year to ensure continued progress.

Improve equity

At Beaconsfield Elementary, we are committed to fostering equity by supporting and monitoring our diverse, multicultural student body. We meet regularly to prioritize the needs of students and to ensure they have equal access to the resources, support, and opportunities necessary for their success. We have developed a Response to Intervention (RTI) model designed for their specific needs. This model provides critical insights into each student's academic progress and their behavioral and social-emotional challenges. Our approach recognizes the impact of Adverse Childhood Experiences and how these can create barriers to learning and influence students' self-perception as learners. Using this understanding, we strive to foster a supportive environment that prioritizes cultural sensitivity, inclusion, and diversity.

Baseline data from CSL reports indicates that 14% of students are currently at the emerging level in Language Arts. Our goal is to reduce this percentage through targeted RTI interventions. By focusing on these priority learners and providing structured support, we aim to enhance their literacy proficiency and overall academic success. To specifically support priority learners, we have implemented a multi-tiered RTI approach that includes:

- **Dedicated Resource Support:** Resource teachers provide targeted instruction and interventions to students identified as needing additional academic assistance.
 - **1:1 and Small Group Instruction:** Priority learners receive personalized support through one-on-one instruction and small group sessions designed to reinforce literacy skills and address specific learning gaps.
 - **Collaborative Teacher Support:** Classroom teachers work closely with the District Curriculum Enhancement Teacher to develop differentiated instruction strategies to meet the needs of our students.
- Progress Monitoring and Data-Driven Decision Making: We analyze student performance data, including CSL results, to track progress and refine intervention strategies accordingly.
- **Social-Emotional Learning (SEL) Support:** We integrate SEL practices into our RTI model to help students build resilience and confidence in their learning abilities.

Ensuring access to learning for everyone and prioritizing the inclusion of students with diverse learning needs is essential. At Beaconsfield Elementary, classroom teachers, resource teachers, and support staff work together to integrate students with diverse learning needs into the classroom environment, ensuring they receive the support necessary to thrive academically and socially.

CSL data from Term 3 reveals encouraging progress in our efforts to support students at the emerging level. Through the implementation of targeted interventions mentioned above, we have seen a measurable improvement in student outcomes. Specifically, the percentage of students identified at the emerging level has decreased from 14% in Term 1 to 10% in Term 3. This 4% reduction reflects the positive impact of our strategic supports and suggests that our approach is

addressing the needs of our learners. We will continue to monitor this trend and refine our interventions to ensure sustained growth and success for all students in the upcoming year.

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

Beaconsfield staff are committed to the journey of reconciliation through integrating Indigenous learnings into daily instruction. We actively integrate Indigenous perspectives and contributions into the curriculum, enriching subjects such as social studies, language arts, science, and art. Land-based learning experiences play a central role in our efforts, providing students with opportunities to connect deeply with the land, environment, and traditional territories of local Indigenous communities. One example of this is the Artist in Residence program. This year we are focusing on the second First Peoples Principles of Learning - learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

A key consideration is ensuring that all student and caregiver voices are represented and reflected in what we teach—whether through lessons, presentations, or resources. Thanks to the support of the Indigenous Education department, our library boasts a robust collection of Indigenous literature. We are committed to continually expanding this collection while also adding books that celebrate a variety of races and cultures.

Our commitment to Indigenous education extends beyond specific events, as demonstrated by the Indigenous Day activities in the Spring, where we deepened our understanding of land-based learning, First People's Principles of Learning, and culturally responsive teaching. By weaving Indigenous learnings into the school curriculum, we actively contribute to reconciliation efforts and foster cultural diversity and understanding within our school community.

Recent student learning survey results show a positive trend: students are gaining deeper knowledge of Indigenous celebrations and traditions; a 5% increase from last year. Students have also noted an increase in engaging in activities and programs that foster a stronger understanding of our collective journey toward reconciliation. This growing participation reflects a meaningful shift in awareness, respect, and commitment to Indigenous perspectives within our school community. Next year we will continue to feature and grow the collection of Indigenous books in the library and resources for staff to support the continued integration of First Peoples Principles of Learning throughout classroom activities and routines. Students will continue to research and share information about specific observances and events, deepening their understanding and appreciation of First Nations history, traditions, and perspectives. Through classroom learning, school-wide activities, and meaningful discussions, we aim to foster cultural awareness, respect, and a stronger sense of connection to Indigenous communities. This ongoing work is an important part of our commitment to truth and reconciliation, and to creating a more inclusive and informed school community.

HOW WILL WE KNOW WE'RE ON TRACK?

To make sure that we are on track with the goals in the school plan we will employ a comprehensive approach that includes assessing reading skills in a variety of ways. At the primary level, we will continue to use the K Protocol, Developmental Reading Assessment (DRA), and Benchmarks. At the intermediate level we will assess our students by using the Fountas and Pinnell Benchmark Assessment. We will conduct school-wide writing assessments in the fall and spring and gather data from the Collaborative Early Literacy Intervention (CELI). Regular class reviews and reviewing and analyzing student learning updates ensures continuous data collection and review. Student self-evaluations and profiles rubrics, along with reading rubrics, provide additional insights. Support and assessments from Speech Language Pathologists, and discussions within the School Based Team further contribute to our understanding of each student's reading development. Lastly, we will continue to collaborate with district staff in support of our goals.

2024-2025

School Learning Plan

SCHOOL STORY

Britannia Community Elementary School is located in a vibrant and diverse neighbourhood off Commercial Drive in East Vancouver. Britannia Elementary has 250 students whose families come from diverse cultural, linguistic, and economic backgrounds. It is a proud school with a high number of students coming from imposed conditions on the city's northeast side. We have a variety of programming to support all students in the regular classroom setting.

This year, Britannia has a youth and family worker, neighbourhood assistant, and literacy teacher, as well as an onsite food services coordinator. We offer a breakfast and a lunch program and provide a variety of healthy snacks to all our learners. Our hot breakfast program regularly serves over 15% of our school population and the hot lunch program caters to approximately 60% of our students. Additionally, Funseekers and the Boys and Girls club provide out-of-school programming for a limited number of referred students during prolonged breaks.

The school shares the site with the Britannia Community Centre and works closely with community centre staff to plan after-school programs and day camps during prolonged breaks and on professional development days. The community centre also has before and after-school care, as well as a preschool program. We work collaboratively with the Community Schools Team and have many close partnerships with community groups and agencies such as the Saint James Music Academy, Red Fox Healthy Living Society and Blue Eagles Community Cadets.

Our learners come from diverse and rich cultural, spiritual, linguistic, and socio-economic backgrounds. Britannia has a significant Indigenous population with proud connections to place and culture. We work with our Indigenous enhancement teacher, our Indigenous enhancement worker, and outside Indigenous supports to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. Britannia has a strong commitment to reconciliation and works within the lens of the First Peoples Principles of Learning to guide our work.

Demographics

There are currently 248 students including over 100 Indigenous children from Nations all over BC; 16 English Language Learners, and 54 students with a Ministry designation for a disability or diverse ability.

What are our assets?

- The students, staff and parent community
- We celebrate ALL students daily - with the vision that ALL children CAN learn, and ALL children WILL be successful

What is unique, and positive?

- Britannia Elementary School was originally designed and built in the 1970s as an Open Area School with interior spaces being utilized as resource centers. In 2005 Our school was seismically upgraded, and we were renovated with more traditional classroom spaces
- Enhanced Services School, which supports the complex needs of some of our students and families
- Supported with enhancement-based teachers for literacy and Indigenous education focus
- Breakfast and Lunch Programs - breakfast by family donation, Lunch by envelope submission payment
- Family Room- encourages parent/caregiver-school relationships and parent/caregiver involvement
- Integrated curricular programming: cooking classes and garden growing
- Extra-curricular sports provided by staff throughout year from basketball to cross country - multiple sport activities for students - including morning gym time prior to school hours to support attendance and engagement
- Physical Education specialist providing diverse athletic skills and knowledge
- Connection to community center that provides after school programming: cooking, piano, music etc.
- Student leadership clubs/monitors: recycling, hot lunch, library, grade 7 camp fundraisers, assemblies
- Community outreach through food and clothing supports

Initiatives for 2024-2025:

- Salmon canning and smoking demonstration classes
- Society Promoting Environmental Conservation (SPEC) – School Garden Project
- Construction of a POW WOW drum
- Development of Indigenous Focus Room – a space for cultural enrichment
- Applied Skills, Technology and Design collaborative curriculum opportunities with Secondary School staff
- Continued implementation of a redesigned Code of Conduct based on community feedback and Positive Behaviour Intervention Strategies
- Grade 7 learn to ski program
- Grade 7 graduation drum building
- Teaching all students the coast Salish anthem

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from a wealth of cultural, spiritual, linguistic, and socio-economic backgrounds. Britannia students are lively and represent diversity in identity and learning. Our staff work to develop and provide learning opportunities that highlight community strengths in neurodiversity, cultural awareness, athletics and the arts.

Britannia has a significant Indigenous population with a proud connection to place and culture. We work with our Indigenous Enhancement Team and outside Indigenous supports to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. Britannia is committed to reconciliation and relies on the First Peoples Principles of Learning to guide our work.

Literacy

Our staff have observed that many of our students find the critical analysis of reading materials challenging. Fountas and Pinnell Benchmark Assessment System and teacher anecdotal data show 55% of our intermediate grade 6 and 7 students can decode but are not achieving grade-level expectations in reading comprehension. Which marks a 2% improvement over last year. Additionally, we notice students display a disconnect between what they are reading and life experiences; low background knowledge (or exposure) makes it difficult for the learners to find meaning in stories, concepts, and ideas taught in the upper intermediate grades. Currently, 74% of students K-5 are reading at or above grade level as assessed through the Fountas and Pinnell Benchmark Assessment System. As we develop improved literacy practices and targeted interventions, we expect the strength we see in the primary grades to continue to improve our upper intermediate literacy assessment results.

Using third term 2024-2025 Student Report Card Data, we observe that English Language Arts marks have been trending upwards since the fall. Currently, 13% of students are at the Emerging level of achievement, 42% are at the Developing level, 28% are at the Proficient level, and 10% are at the Extending level.

When examining reading achievement using the Fountas and Pinnell Benchmark Assessment, we found that 20% of students were below grade-level expectations. This represents an 18% improvement over the data recorded in the fall of 2023-2024.

This data indicates that our targeted and consistent efforts in literacy instruction and best-practice strategies have been effective.

Equity

With our school community being recognized as having a significant number of families living with imposed conditions, 49% of families benefit from food and clothing support provided by the school. We have a robust emergency pantry and provide grocery gift cards to those who need them. This program is run by our Neighbourhood Assistant and funded mostly through Vancouver Sun Children's Fund Adopt-A-School grants and private donors.

We talked about connecting the equity goal to literacy and looking beyond the provision of supports. This is important indeed, however, I believe in our discussions we talked about you pulling out the students who are not "on track" and seeing what they need beyond the supports of the rest of the students. You mention this in your goal below, so can you then put in some data (without needing to mask) that illustrates the need for equity in academic support?

Reconciliation

Tracked by our Indigenous support team, all students combined, we noted nearly 600 interactions in culturally significant practices, or about 21 different school-wide cultural projects and events throughout the year. Weaving, carving, dancing and drum-making, and salmon canning are activities we seek to provide to our students each year. Most of these opportunities are realized through grants or private donors.

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

Our goal is to increase reading fluency and comprehension

As a staff, we are examining literacy strategies that introduce explicit instruction in phonics, reading, and writing. We are dedicating professional development time and resources to study best-practice strategies and implement them as a staff to increase student learning and achievement in reading.

Teachers are exploring approaches that highlight the importance of foundational skills such as phonemic awareness, phonics, language, and vocabulary, with emphasis placed on these skills in primary grades (K-3) to ensure a strong foundation for reading. Our curriculum enhancement teacher and district literacy support team have been working with early intermediate teachers, providing professional development to improve early intermediate reading comprehension. These

goals are integral to the VSB Responsive Literacy Framework K-7. Specifically, we are monitoring reading scores through BAS assessments, creating opportunities for small-group targeted reading instruction and intervention, and exploring occasions for universal instruction as well.

This goal aligns with the First People's Principles of Learning in the following areas:

- *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)*
- *Learning involves patience and time*
- *Learning involves recognizing the consequences of one's actions.*

Further, it connects to the Aboriginal Education Enhancement Agreement:

The Vancouver Board of Education will provide equity of opportunity for Aboriginal students and be committed to the ongoing development of best-practice strategies for instruction, improvement, and inclusion.

Improve equity

Our goal is to increase the frequency of outreach for food and clothing support. Focusing on essential support for our families helps build a foundation for our students where their basic needs are being met. Many of our families require support resulting from Intergenerational trauma and fractured relationships with schools. Creating more opportunities for support within the school will help foster trusting connections and a home-school partnership.

We will continue to target our Literacy Enhancement Teacher support and our resource team support towards our most at risk learners, using these resources to teach our primary students to read.

We received a generous donation that the school has earmarked specifically for funding field trips. We want to provide our students with as many opportunities as possible to explore the world outside of our immediate neighbourhood.

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

At Britannia, we strive to increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions through a variety of cultural and historical teachings. This goal aligns with the District's goals but is of particular significance in our community because many families are of Indigenous ancestry. This goal is practiced each day in a variety of ways, as we engage with community and district resources to deliver a well-rounded program which keeps the First Peoples Principles of Learning focal to all we do.

We have explored and provided a variety of experiences for students and the community:

- Orange Shirt Day – awareness of residential schools and stories of survivors
- Opportunities for learning and practicing culture
 - Weaving
 - Carving
 - Powwow dance
 - Traditional games
 - Drum and rattle making
- Indigenous acknowledgement, at whole school events, assemblies, and meetings
- Purchase of Indigenous resources/books and share with staff/students.
- Truth and Reconciliation Day Assembly
- MMIW parade
- National Indigenous Peoples Day Assembly
- First Nations Principles of Learning are incorporated in all curriculum
- Indigenous garden exploration
- Development and review of Indigenous Success Plans for Indigenous students in Grades 1, 2, 4 and 6

HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year communicating student learning (report card) data and the Fountas and Pinnell Benchmark Assessment, we created a baseline for achievement in reading scores and English Language Arts and will examine subsequent scores to analyze and gauge student learning and progression throughout the year, and year-over-year, at Britannia.

By gathering year-over-year data from student report cards and the Fountas and Pinnell Benchmark Assessment, we have established a baseline for reading scores and English Language Arts achievement. This will allow us to analyze and evaluate student learning and progress throughout the year, and over multiple years, at Britannia.

We will also review Student Learning Survey data, Middle Years Development Index data and cultural connections data to assess progress.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we 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). Established in 1908, Britannia Secondary School in Vancouver, British Columbia, boasts a storied history that intertwines with the dynamic tapestry of the Grandview-Woodland neighbourhood. Originally known as Britannia High School, it emerged as one of the city's pioneer secondary institutions, responding to the evolving needs of a burgeoning population.

Throughout the years, Britannia has not only adapted to changes in educational paradigms but has also embraced the rich diversity of its surroundings. The school's commitment to inclusivity is evident in its robust Indigenous supports, acknowledging the ancestral lands upon which it stands. Britannia Secondary actively engages with Indigenous cultures and traditions, fostering an environment that celebrates diversity and reconciliation. This commitment aligns with the broader ethos of the Grandview-Woodland neighborhood, which is renowned for its multicultural makeup, with residents hailing from a myriad of backgrounds.

In addition to its cultural inclusivity, Britannia Secondary School is recognized for its academic excellence. Staff are engaged and dynamic, and despite its small size, the school offers a wide variety of programming for all learners. The International Baccalaureate (IB) program at Britannia provides students with a globally-focused education, emphasizing critical thinking and intercultural understanding. This initiative aligns with the school's dedication to preparing students for a rapidly changing world. Furthermore, Britannia has become a hub for sports enthusiasts, housing a hockey academy that blends academic pursuits with athletic development. The academy not only underscores the school's commitment to holistic education but also taps into the Canadian passion for ice hockey, creating a unique and well-rounded educational experience for students.

With its commitment to diverse community involvement, support for Indigenous communities, student learning and behavioral support programs (Learning Assistance Life Skills, Learning Support Program, Junior and Senior Social Development), Vancouver Alternate Secondary School partnership in alternative programming (Outreach and Streetfront), and the hockey academy, Britannia Secondary School remains a beacon of cultural diversity, educational vibrancy and community unity in Vancouver.

We offer the following student learning and behavioural support programs:

- LALS – Learning Assistance/Life Skills program is designed for students with mild to moderate intellectual disabilities.
- LSP – The Learning Support Program provides academic support for students with diagnosed learning disabilities.
- SSD – The Senior and Junior Social Development Programs offer small, sheltered learning communities for students with significant social-emotional and executive functioning challenges.

Post Secondary Transition – The Secondary Life Skills Program is a small, supportive class for adult students with autism, physical disabilities, deaf/blind or chronic health conditions or have a moderate to severe/profound intellectual disability.

Outreach – Located in the Britannia Community Complex above the Britannia Public Library, Outreach was created to provide a safe, welcoming, and successful learning environment to Indigenous students who face barriers and/or systemic obstacles in regular classes. Students who attend Outreach are working towards graduating with a British Columbia Dogwood Certificate.

Streetfront – The Streetfront program provides experiential activities for students who have had previous difficulty engaging in a mainstream educational setting. These experiences include marathon running through the Street2Peak program, which has taken students to the peaks of Patagonia, New Zealand, Kilimanjaro and Newfoundland. The grade 8 – 10 program students are also on the British Columbia Dogwood graduation certificate track. Staff were recently the recipients of the Premier's Award for Excellence in Education for Outstanding Collaboration.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We are a diverse community. Over 50% of our students identify as Indigenous or Black. Our students are resilient, kind, and industrious. They respond well to our staff who emphasize connection combined with high levels of support and accountability. Basic needs are required by many of our students; as a result, we have an extensive community support framework both in school and after school which endeavours to address student needs and engage students academically and socially.

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

Numeracy and Equity

Goal #1: Our first goal is to improve the numeracy skills of our Grade 8 and 9 students.

Numeracy has an increasingly significant role in enabling and sustaining cultural, social, economic, and technological advances. Being numerate involves more than mastering basic mathematics.

Numeracy involves connecting mathematics that students learn at school with what occurs outside of school, and requires skills such as problem-solving, critical thinking and logic related to applications in the real world.

Mathematics gives students access to important mathematical ideas, knowledge, and skills. Numeracy connects these skills with their personal and professional lives. When a learning institution focuses on these two key areas concurrently, equitable opportunities for students to enroll in senior math courses in high school and post-secondary increase, as well as a positive disposition towards math, occurs.

To ensure equitable skill acquisition in numeracy in students, we will begin the process of early identification of students who have struggled in Mathematics and will support student progress in math by adding an additional class of numeracy support.

Action #1:

- All incoming grade 7 students will be assessed using an online math assessment chosen by the math department.

Action #2

- Through feeder school input, and the numeracy assessment student data, we will determine which students would benefit from extra math support in grade eight. The students will be enrolled in both a Numeracy class and a Math 8 class.

Action #3:

- Data (Numeracy assessment and CSL reports) as well as a post numeracy assessment with all grade eights, will be reviewed in late spring to see if the extra math support helped students improve their numeracy.

As mathematical skills, knowledge and confidence grow, we are predicting an increase in our Numeracy 10 assessment scores which every student must take as part of graduation requirements.

Belonging and Equity

Goal #2: Our second goal is to increase engagement and sense of belonging in our students.

Attendance is an ongoing concern, but one which is complex and has many layers which cannot be resolved easily. Creating opportunities for students to express themselves in a supportive and accountable environment is pivotal, particularly with an emphasis on equity.

The school will focus on three key approaches/structures: restorative practices, motivational interviewing, and student forums.

These approaches/structures aim to provide equitable opportunities for all students to express their needs, concerns, and ideas regarding their school experience. By actively listening and incorporating their feedback into our strategies, we seek to address barriers to attendance, especially those faced by marginalized and underserved students. This approach fosters a more inclusive environment and ensures that every student feels heard, valued, and supported.

By focusing on equity and fostering a sense of belonging, we aim to identify and address the root causes of absenteeism and empower all students to take an active role in shaping their educational journey.

Action #1: Student forums:

- Organize student forums moderated by counsellors to ensure confidentiality while collecting authentic comments from students
- Create a safe space for students to share their experiences, concerns and suggestions

Action #2: Motivational Interviewing

- Provide training for staff on motivational interviewing techniques to help them engage students in meaningful conversations.
- Focus on empowering students to make positive changes and take ownership of their attendance and academic performance.

Action #3: Restorative Practices:

- Implement a high support/high accountability approach using restorative circles.
- Emphasize working collaboratively with students, rather than doing things for them, to them, or not addressing the issue.
- Create a school community where students feel heard, valued, and responsible for their actions.

By integrating these approaches, the school aims to create a more inclusive and supportive environment that encourages students to attend regularly and participate actively in their education.

We will use attendance and student survey data (hard data) and street data (anecdotal and narrative information shared in forums and circles) to track the efficacy of the three approaches as described above.

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

Goal #3: Our third goal is to establish an Indigenous student leadership group in conjunction with the district Indigenous education department.

Of the close to 600 students currently enrolled in Britannia Secondary, over 40% of our students identify as Indigenous. Hence the need to establish a robust and active Indigenous Student Leadership group at Britannia. Whereas Eurocentric leadership emphasizes independent achievement, self-growth, and competitiveness, Indigenous leadership is much more rooted in mutual growth and development with a focus less on self and more on all relations and the wellness of others. Indigenous principles of respect, relevance, reciprocity, and responsibility are integral to a governance model that is reflective of Indigenous ways of knowing, being and doing.

One area we are particularly proud of is the Wellness Blocks for our grades eight and nine students. With the support of staff (classroom teachers, counsellors, Indigenous support staff and community support workers), students participated in a variety of land-based, Indigenous focused, and

mindfulness activities at least two times a week. We began with the grade eights two years ago, but the project has been so successful that the grade nine students have also requested the continuation of the wellness blocks. The wellness project was part of a 3-year inquiry cycle through NOIIE (Networks of Inquiry and Indigenous Education) to improve the transition of students from elementary to high school and will continue with further community funding.

Our staff also supported the creation of a new and much larger All Nations room which is inclusive to *all* students. It is a fun, safe, and caring place to be. Students regularly access the room for academic, emotional, and physical needs supports such as food and clothing.

As we focus on creating the Indigenous student leadership group, it is important for non-Indigenous students and educators to recognize that the Indigenous student leadership cohort is Indigenous led. A more impactful and equitable centering and lifting up of our Indigenous students will, as a result, take place.

Action #1

- District and School staff from our Indigenous Department and School Administration will meet to plan and implement an Indigenous Student Leadership group in Britannia Secondary in the fall.

Action #2

- Local elders will be invited to speak to the students about community leadership and will share their wisdom, experience, and stories about what is Indigenous leadership.

Action #3

- Regular community gatherings and sessions with students led by Indigenous students modelling student leadership will be established beginning in the late fall. Leadership students will share information with other students about how to be a positive Indigenous leader within the school.

The Indigenous Student Leadership group will become an integral part of the school much like the current Student council. Events will be cited in the school calendar well ahead of time so that the school staff, students and surrounding community will be aware of upcoming events.

HOW WILL WE KNOW WE'RE ON TRACK?

Numeracy and Equity

Goal #1: Our first goal is to improve the numeracy skills of our Grade 8 and 9 students.

This year, our focus was on improving numeracy skills among Grade 8 and 9 students, particularly those experiencing math anxiety or at risk of disengagement. We aimed to build foundational skills and confidence before students' progress through the full curriculum.

Action #1: All incoming grade 7 students will be assessed using an online math assessment chosen by the math department.

Evidence

All grade 8 students were tested using the CAT 5 math assessment test in October 2024. This allowed staff to review each student's numeracy level. At the end of the school year all grade 8's completed the Cat 5 test again. This data was used to determine what type of supports to put in place for students, such as enrolling them in a math learning hub block for 2025/26 school year. All results were shared with caregivers.

Action #2: Through feeder school input, and the numeracy assessment student data, we will determine which students would benefit from extra math support in grade eight. The students will be enrolled in both a Numeracy class and a Math 8 class.

Evidence

To support a greater number of students, we will implement two targeted Learning Hub Math support blocks for Grade 8 and 9 students, replacing the current year-long class model. When consulted, students expressed a preference for this new approach, noting that they would rather not remain with the same teacher and peer group for the entire year. The resource team, counsellors and math department head created a list of students who would be best suited to enroll in the Learning Hub Math support class. We also extended this to grade 9 and have decided to run two Learning Hub Math support classes to support our numeracy goal targeting our grade 8 and 9 students.

Action #3: Data (Numeracy assessment and CSL reports) as well as a post numeracy assessment with all grade eights, will be reviewed in late spring to see if the extra math support helped students improve their numeracy.

Evidence

Data has been reviewed and there has been some positive success with the students who were enrolled in the year-long math class. Students are sharing that they have less math anxiety and are feeling more confident. These students will be enrolled in the Learning Hub Math support block next year.

The Britannia staff explored how numeracy appears across subjects, not just in math. The staff reviewed our numeracy assessment data with the district helping teacher Andrew Pirie. The staff are keen on collaborating within departments as well as with our elementary school partners to align numeracy support across transitions.

Summary of Goal, May 2025

Britannia has implemented a structured approach to support numeracy development among students. Incoming grade 7 students will undergo an online math assessment to identify their skill levels early. Based on assessment data, written learning updates and input from feeder schools, selected grade 8 and 9 students will receive additional support through both a Learning Hub Math support class and support within their Math 8 and 9 classes. With the addition of our new Learning Hub starting in September of 2025, the staff will monitor and work closely with students who require extra support with numeracy. Data reviews indicate reduced math anxiety and increased confidence among students. Looking ahead, the school hopes these efforts will

encourage more students to pursue Pre-Calculus 10 rather than defaulting to Workplace Math 10. This will support more students in accessing academic pathways.

Belonging and Equity

Goal #2: Our second goal is to increase engagement and sense of belonging in our students.

Action #1: Student forums:

- **Organize student forums moderated by counsellors to ensure confidentiality while collecting authentic comments from students**
- **Create a safe space for students to share their experiences, concerns and suggestions**

Evidence

Although no formal student forums were held during this school year, student voice was still prioritized through other means. Feedback collected from students at the end of the previous school year was shared with staff and used to guide planning and decision making. This input continues to inform efforts to create a more inclusive and responsive school environment, with plans to implement structured student forums in the future to amplify student perspectives.

Action #2: Motivational Interviewing:

- **Provide training for staff on motivational interviewing techniques to help them engage students in meaningful conversations.**
- **Focus on empowering students to make positive changes and take ownership of their attendance and academic performance.**

Evidence

Counsellors and staff received training in motivational interviewing techniques during the fall to enhance their ability to engage students in meaningful, supportive conversations. While the impact of this approach has not yet been formally measured, it was integrated into broader efforts to support students' attendance and engagement.

Attendance focus:

- Identified 70 students with chronic absenteeism.
- Held targeted attendance meetings involving program teachers, counsellors, and Indigenous Education staff.
- Used Power BI to track and share attendance data, and assigned staff to connect directly with families
- Some success was noted in re-engaging students, though additional outreach is needed.

Family Engagement:

- Ideas such as family dinner nights were proposed to strengthen school-home connections and build trust with families, particularly those of students with persistent attendance challenges.

Action #3: Restorative Practices:

- **Implement a high support/high accountability approach using restorative circles.**
- **Emphasize working collaboratively with students, rather than doing things for them, to them, or not addressing the issue.**
- **Create a school community where students feel heard, valued, and responsible for their actions.**

Evidence

While formal restorative circles were limited, the school focused on community building initiatives to foster a sense of belonging and shared responsibility. Events such as the back-to-school assembly with a focus on the new cell phone policy, the symbolic “BRUINS” field formation, holiday celebrations, a pep rally and a student recognition assembly helped strengthen school spirit and connection. Staff observed that some students were not yet ready to engage in restorative work due to challenges with self-regulation. Ongoing staff discussions have centered on balancing accountability with compassion and recognizing the importance of strong adult student relationships. Additionally, while many students seek out safe spaces in the building, not all feel ready to fully participate in class, highlighting the need for continued support in building readiness and resilience.

Summary of Goal, May 2025

To support students' belonging and engagement, the school focused on student voice, motivational strategies, and community-building. While formal student forums were not held, past feedback informed planning, and staff were trained in motivational interviewing to better support students, especially around attendance. Seventy students with chronic absenteeism were identified, and targeted outreach efforts showed some success, with more engagement planned.

Restorative practices were introduced through school-wide events that fostered connection and school spirit. Some students struggled with self-regulation; highlighting the need for continued support and strong adult-student relationships. These efforts reflect a commitment to creating a more inclusive and responsive school environment.

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

Goal #3: Our third goal is to establish an Indigenous student leadership group in conjunction with the district Indigenous education department.

Action #1: District and School staff from our Indigenous Department and School Administration will meet to plan and implement an Indigenous Student Leadership group at Britannia Secondary in the fall.

Evidence

This year, the school partnered with the District Indigenous Education Department to begin establishing an Indigenous Student Leadership group. Grade 10-12 Indigenous students participated in cultural learning and leadership development activities, including drumming, carving, and a day of learning at Musqueam. These experiences helped strengthen cultural identity and leadership skills, laying a strong foundation for the formal launch of the leadership group.

Action #2: Local elders will be invited to speak to the students about community leadership and will share their wisdom, experience, and stories about what is Indigenous leadership.

Evidence

Students had the opportunity to meet with local Elders to explore the meaning of leadership and strengthen their cultural identity. Britannia remains committed to deepening these connections and will continue to work with the Indigenous Education Department to invite more Elders and community members to engage with the students in the future.

Action #3: Regular community gatherings and sessions with students led by Indigenous students modelling student leadership will be established beginning in the late fall. Leadership students will share information with other students about how to be a positive Indigenous leader within the school.

Evidence

Indigenous students at Britannia participated in a range of enrichment experiences that supported their growth as leaders. These included the **Sauder School of Business Program**, which explored entrepreneurship through an Indigenous lens; the **VCC Culinary Arts Program**, which built practical skills and cultural pride; and the **Outward-Bound Program**, which fostered resilience and leadership through outdoor education. Senior students also led the redesign of the All Nations Room, creating a welcoming and inclusive space. Indigenous student voice was also represented on student council, with two Indigenous student reps serving on the team.

All students continue to explore and strengthen their cultural identity; they are preparing to take on mentorship roles to support younger Indigenous students. These efforts reflect the school's ongoing commitment to reconciliation, cultural revitalization, and empowering Indigenous youth as leaders within the school and beyond.

Summary of Goal, May 2025

As part of Britannia's ongoing commitment to reconciliation, the school partnered with the District Indigenous Education Department to begin establishing an Indigenous Student Leadership group. Grade 10-12 students engaged in cultural and leadership development activities such as drumming, carving, and a day of learning at Musqueam, while also meeting with Elders to explore Indigenous leadership. Students participated in enrichment programs including the Sauder School of Business,

VCC Culinary Arts, and Outward Bound, and led the redesign of the All Nations Room. Two Indigenous students also served on the student council. As students continue to strengthen their cultural identity, they are preparing to mentor younger peers, reflecting on the school's dedication to cultural revitalization and empowering Indigenous youth as leaders.

2024-2025 School Learning Plan

SCHOOL STORY

General Brock Elementary is located on Main Street, in the centre of Vancouver. The school is comprised of three separate buildings – ‘A’ building is the original 1911 Brock School House, ‘B’ building is home to four classrooms and ‘C’ building is where the school office, library, music room, four classrooms, multipurpose room and gym are located. The playground is composed of a large gravel field, a full primary play structure, a stone outdoor classroom and two playground areas on the school's intermediate side.

There are approximately 250 students enrolled at Brock. The classes range from Kindergarten to Grade 7 and are organized into 12 divisions. The students like to take advantage of our well-stocked library and participate in the many sports and clubs offered. Staff volunteer to coach and sponsor sports teams such as cross-country, soccer, volleyball, basketball, badminton, and track and field. Students can also join the Chess Club, Rainbow Club, Writers Club, Choir and Student Council. In addition, our grade 6/7 students build their leadership skills by serving as Peer Helpers. This year, Brock is involved in creating our very own Brock musical on the topic of friendship. The Writer’s Club is writing the script, the Choir is learning the songs, and the Parent Advisory Council (PAC) is supporting financially. We are looking forward to a May 2024 performance.

In addition to the mainstream Kindergarten to Grade 7 program, we are home to four district programs: Elementary Learning Support Program (ELSP), Social Emotional Learning Class (SEL), Intensive French program and a Challenge Centre. The ELSP and SEL programs support children with diverse learning abilities and students with social and emotional needs, respectively. Intensive French offers an accelerated Core French language program alongside a compacted curriculum to students in grades 6 and 7. The Challenge Centre provides a variety of short-term enrichment opportunities for students across the district.

Brock has developed strong relationships with Tupper Secondary School, the Community Schools Team as well as our community partner, Little Mountain Neighbourhood House (LMNH). These partnerships offer a variety of after-school programs for students. We also have onsite after school care provided by Brock Junction.

Brock is fortunate to have a strong parent community and an involved Parent Advisory Council (PAC). The PAC fundraises to support many school initiatives, equipment, and programs. This year the PAC purchased new technology for classrooms, creating parity between classes. We are thankful for their support.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Overall, Brock students do a wonderful job of following the school code of conduct – Be Safe, Be Fair and Be Kind. They value their friends, try their best and are respectful.

The staff really focused on literacy. You will see the Language Arts data from the final term below. Then in the fall, the staff collected data on reading and writing. Strong performance in literacy is a key to student success, and we would like to see most of our students in the Proficient or Extending scores. This data shows that only about one-third of our students are Proficient. We would like 70% of our students to be either Proficient or Extending. The School Wide Write and a reading assessment was administered again in May 2025, and we will be looking at those results to plan for the upcoming school year.

Language Arts Report Card Marks - Final Term - 2023 - 2025 School Year				
	Emerging	Developing	Proficient	Extending
Spring 2023	5%	33%	44%	18%
Spring 2024	8%	25%	48%	19%
Reading – Assessment Results				
	Emerging	Developing	Proficient	Extending
Fall 2023	16%	27%	35%	22%
Spring 2025	9%	17%	42%	31%
Writing - School Wide Write Results				
	Emerging	Developing	Proficient	Extending
Fall 2024	24%	36%	37%	4%
Spring 2025	8%	33%	51%	15%

Interpretation of the Data

Report Card Final Term Marks – Overall, the data shows a positive trend with more individuals moving from the "Developing" stage to "Proficient" and "Extending" stages. This suggests improvements in overall proficiency and skill levels over the year.

Reading – Overall, the data shows a positive trend with more individuals moving from the "Emerging" and "Developing" stages to "Proficient" and "Extending" stages. This suggests significant improvements in reading proficiency over the period.

Writing – This data suggests a notable improvement in student writing performance from Fall 2024 to Spring 2025, with more students moving from "Emerging" to higher performance categories.

When you look at all the data together, a marked improvement across reading and writing and general literacy skills is apparent. This could be in part to a concentration of professional development opportunities in this area, collaborative time given for teachers to mark and analyze student work together in grade groups and more conscious tracking of students with the use of individual literacy files.

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

Teachers have been participating in Professional Development in many areas of literacy. The primary teachers have focused on the Science of Reading and the intermediates on writing. All teachers have assessed their students on reading and writing. To improve our consistency across the school, teachers are participating in grade group marking of School Wide Write. We are tracking students from year to year with individual Literacy files. Next year we are planning on continuing with more Professional Development in the area of literacy, specifically assessment and writing.

Improve equity

Equity for all Brock students is of high importance to our staff. When we think about equity at Brock, we think about ensuring that all students have access to the same supports and opportunities. We are aware of the range of diversity among our population. We have noticed that some groups of students tend to volunteer more readily for offers or opportunities. Thus, we are becoming more thoughtful in our approach when we offer spaces in clubs, sports and other extracurricular opportunities. In the classroom our staff teach that fair is not always equal, so students may perceive that things are not fair, but are starting to learn that some students need more support to have an equal chance of success. Thus, the staff will be cognizant of how they make offers for clubs, sports and service opportunities and ensure they find ways to include all students. There is not a huge need for financial aid in our community, but we are supporting a small group with food gift cards, Starbucks donations and food donations from our Community Link department.

Sports - During the 2024/2025 school year we offered 7 sporting opportunities: Cross-Country, Soccer, Volleyball, Basketball, Badminton and new this year - Flag Football and Pickleball. Pickleball was offered to the entire school. This allowed for increased involvement and appealed to different skill sets. When compared to last school year, there were also notable increases in Cross-Country, Soccer and Volleyball this year. We also continued to offer school wide hip hop dance classes. Thus, all students participated.

Clubs - For the 2024-2025 school year we two new offers, a Baseball Club and Hockey Club. We noticed these clubs appealed to a new demographic of students who don't usually participate in our standard sports teams. The Chess Club also doubled in participation this year. The school musical, Finding Joy, maintained the same high level of student participation, with a notable increase in students auditioning for parts. As a way to include more students this year, we ran two full casts. Thus, almost doubling the number of actors who had a chance to perform. We also invited neighbouring schools to attend performances, thus increasing the number of performances from three to four this year.

Service - This year there was an increase in participation in Library Monitors (30 to 35). Also, there was a notable increase in participation in Peer Helpers (34 to 49). Their duties increased as they were asked to run stations for the entire school between recess and lunch. This event was to

allow teachers to collaborate in grade groups to mark School Wide Writes together. Peer Helpers were also given the responsibility of refereeing the younger students recess and lunch games. This resulted in a large decrease of disagreements and fights on the soccer field.

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

Along with all other Vancouver schools, our school supports the district's Aboriginal Enhancement Agreement. As a staff we are committed to learn more about Indigenous culture and do our part on the pathway toward reconciliation. This learning may be through book clubs or professional development. Throughout the grades, we will actively seek to incorporate Indigenous content across the curriculum, to start each day with the Indigenous land acknowledgement and provide opportunities for staff and students to learn about Indigenous cultures.

This school year all students participated in cedar weaving projects led by Indigenous instructors, and classes read indigenous books, learned about Indigenous plants and herbs and participated in Indigenous art and drumming activities. Next year we are hoping to bring in an Indigenous artist to paint a mural on the exterior North facing gym wall.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure you are on track we will continue to monitor several indicators including report card data, reading assessment and schoolwide writes. Regarding the schoolwide writes, we are looking to see an increase of 10% in students who are in the Fully Meeting and Extending categories.

We are also going to encourage a broader range of book check-outs from the school library, beyond the currently popular graphic novels and we will begin to track the number of Indigenous books that are being checked out. We will also continue to support school wide events and programs that help teach and bring awareness to Indigenous culture.

By regularly reviewing available data and anecdotal information, we will adjust our approach as needed to ensure students are moving forward.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Graham Bruce Elementary School, located on Tanner Street, is a ten-minute walk from Joyce-Collingwood Station. Nearby parks include Cariboo, Carleton, and Price Parks. The school serves a diverse population of various housing types, from high-density apartments to detached and semi-detached houses, and is part of the Windermere Family of Schools.

The school enrolls 285 students from kindergarten to Grade 7. Collingwood Neighbourhood School, a Kindergarten to Grade 3 school on Euclid Avenue, is Bruce's Annex. After Grade 3, most students transition to Bruce in Grade 4. Collingwood Neighbourhood House provides on-site before and after school care.

Bruce's dedicated team includes approximately 40 staff members. Additionally, we collaborate with our district staff to address our students' needs.

The school is involved in the Collaborative Early Literacy Intervention (CELI) and Levelled Literacy Intervention, supporting early learners through one-to-one support, small group instruction, and strong classroom practice. They invest in updated technology for STEAM activities and work closely with community partners for various programs, such as artists who support the Artist-in-Residence Studio Program (AIRS), Literacy One to One, Sarah McLachlan School of Music, the City of Vancouver School Active Travel Program, and the Collingwood Neighbourhood Society.

The Area Counselor, Youth and Family Worker, Indigenous Education Assistant, and Curriculum Enhancement Teacher, along with the District Learning and Instruction Lead, offer ongoing support to students with disabilities and diverse needs. The school also offers a hot lunch program and various extracurricular activities, supported by staff and the Windermere Community Schools team.

The Parent Advisory Council (PAC) provides financial support for enrichment activities and programs, contributing to field trips, classroom funds, performances, and sports activities. The PAC organizes community events and fundraising initiatives.

Graham Bruce Elementary School aligns with the Vancouver School Board's education plan, focusing on student achievement, well-being, belonging, and equity. The staff collaborates to support the intellectual, social, and physical development of all students, working together to achieve school goals and ensure student success.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Graham Bruce Elementary, we celebrate a diverse and dynamic community of learners from various socio-economic and linguistic backgrounds. For the 2024-2025 academic year, 4% of our students identify as Indigenous, and 48% are English Language Learners (ELL), representing thirty-three different language groups. Additionally, 8% of our students have ministry designations, and they have individualized education plans to meet their unique needs.

Our school's recent data on student well-being and belonging aligns with the Vancouver School Board's goal of enhancing student achievement, well-being, and belonging. Our understanding of the school's strengths and needs is based on the Ministry of Education and Child Care Student Learning Survey (SLS), conducted annually in BC public schools, as well as The Middle Years Development Instrument (MDI), which is a self-reporting questionnaire that asks children in Grade 4 to Grade 8 about their thoughts, feelings and experiences in school and in the community. Furthermore, our understanding of student performance in literacy is informed by ongoing assessment and regular review of tools such as BAS (Benchmark Assessment System), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and competency scales, along with CELI results at the primary level.

In Spring 2024, 84% of our Grade 4 students reported enjoying school, according to the SLS, and 71% felt they could seek help from adults when needed. Among Grade 7 students, 54% expressed that they liked school, and 60% felt they could access additional support when necessary. Additionally, 74% of all students rated their physical health as good to excellent, while 62% gave the same rating for their mental health.

According to the 2024–2025 MDI results, 29% of our Grade 6 students demonstrated a high well-being index, indicating they are thriving, while another 29% showed a medium well-being index. These outcomes are consistent with the district-wide results for all Grade 6 students. Among our Grade 6 students, 49% reported a strong sense of belonging at school, while 32% felt a moderate level of belonging.

Based on this data, while younger students report more positive experiences, there is a noticeable decline in school enjoyment and access to support in the middle years, pointing to a need for stronger transitional support. Although physical health is generally rated positively, mental health and sense of belonging show room for growth. These findings highlight the importance of continuing to build

inclusive, supportive environments and expanding mental health resources to ensure all students feel connected, supported, and ready to succeed—directly supporting the district’s commitment to student well-being and success.

At Graham Bruce Elementary School, we strive to create an inclusive environment that celebrates the diverse abilities and cultures of our students, providing numerous opportunities for cultural exchange and learning throughout the school year.

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

This year, our team worked collaboratively to enhance student literacy through an equity-focused, inquiry-based approach. Our progress was supported by daily practice, professional development, and learning team initiatives.

Professional development days are centered on literacy through the lenses of inquiry, mindset, and formative assessment. We reflected on current practices, reviewed research, and began shaping a shared Vision of Assessment aligned with our inquiry goals. Primary and intermediate teams set term goals and used reflective questions to guide their work.

Primary teachers met regularly with CELI and CET to explore effective literacy strategies, while intermediate teachers partnered with a literacy facilitator on a new approach in novel studies. Both groups focused on improving reading comprehension and fostering self-regulated learning. We also collaborated with our CET to build story carts that provided a different learning mode to address the needs of different learners in literacy.

Furthermore, with a focus on our math programs, we additionally began working with our Instructional Learning Lead to integrate engaging math strategies, including launching a Math Festival at our school.

Our primary and intermediate teachers had numerous opportunities to collaborate with the Teacher Librarian through scheduled library collaborative inquiry blocks. Our partnership with the Vancouver Public Library, along with the expansion of our library collections, enriched classroom and library resources by enhancing diversity, visibility, and engagement.

Our approach was grounded in formative teaching practices: clarifying learning intentions, setting success criteria, posing reflective questions, providing feedback, and encouraging self- and peer assessment. Our classroom bulletin boards were transformed from simple display boards into learning boards, where the learning intentions behind the showcased work were clearly communicated. This initiative demonstrated that students understood the purpose of their work and could articulate their learning goals.

In Literacy, we observed a positive shift in competency levels from Fall to year-end assessments, with a decrease in Emerging and Developing levels and an increase in Proficient and Extending competencies among our K-7 students. By June 2024, 14% of our students were at the Emerging level, 38% at Developing, 42% at Proficient, and 6% at Extending.

During the 2024–2025 school year, our CELI teacher delivered Early Intervention (EI) support to Kindergarten and Grade 1 students identified as "at-risk" in key literacy areas. At the beginning of the year in September, all participating students were assessed at the Emerging level. By June, however, the majority had progressed to Proficient or Extending levels, demonstrating the effectiveness of the Early Intervention program.

Looking ahead, we continue to aim to deepen our alignment with the district's Responsive Literacy Framework by refining assessment tools and ensuring consistency across all grade levels. We are also exploring more meaningful ways to integrate Indigenous perspectives into our literacy programs.

Improve student physical and mental well-being, and belonging

Based on Hertzman & Boyce (2010), supporting children's physical health and well-being during the middle years is essential for fostering lifelong healthy habits. While genetics play a role in physical health, various external influences—such as family dynamics, peer relationships, and broader social and economic environments—also significantly shape health outcomes.

To enhance our students' sense of belonging, well-being and creativity at school, we placed a strong emphasis on supporting their mental and physical well-being while creating opportunities that made them feel valued. Our dedicated staff offered a wide variety of sports activities, including cross country, soccer, volleyball, basketball, track and field, fencing, and badminton. Additionally, students across all grade levels participated in two-week sessions of rollerblading, gymnastics, and curling, led by certified instructors, to enrich the physical and health education curriculum.

Beyond athletics, we provided numerous clubs and community service opportunities, such as the Earth Club, Gardening Club, Dance Club, Coding Club, as well as roles like Library Monitors and Kindergarten Monitors. Our Youth and Family Worker also provides targeted support through specialized clubs designed for students who benefit from more focused attention. These include the Comic Club, Friendship Club, Yarn Club, and Board Games Club, all of which offer safe, inclusive spaces for students to build social connections, develop interpersonal skills, and engage in meaningful activities.

To provide students with regular opportunities to interact and foster a sense of belonging, we introduced weekly Friday assemblies. Each week, a different class leads the assembly, helping students develop leadership skills while showcasing individual efforts and talents. These gatherings conclude with 'Fitness Fridays' to encourage active living and joyful participation.

Our full-time music program allows students across all grade levels to grow artistically and develop their musical talents. Additionally, our Artist-in-Residence program exposes students to high-quality art experiences led by accomplished and professional artists, enriching their creative learning journey.

This year, we began a partnership with the Sarah McLachlan School of Music, through which our Grade 4 and 5 students received drumming lessons. The same instructors will continue working with this group over the next three years, fostering continuity and deeper learning. In addition, the school is offering our students access to an outreach program and summer camps during the summer.

With the support of our PAC, several community events were organized to strengthen family connections and foster a sense of belonging. Highlights included a vibrant craft fair and a year-end BBQ, along with a variety of other initiatives that brought our school community together.

Together, these initiatives reflect our commitment to nurturing the whole child—academically, socially, emotionally, and creatively—while building a strong, inclusive school community.

Improve equity

At Bruce, our mission aligns with the 2026 VSB Education Plan, with a strong focus on equity and closing achievement gaps. Our work is grounded in four key areas:

Team Approach: We foster inclusive education through strong collaboration among educators, support staff, and district partners. This includes our Curriculum Enhancement Teacher, Learning and Instruction Lead, and Multicultural Liaison Workers. Together, we ensure every student feels supported in a safe, equitable learning environment.

Teaching Diverse Learners: We use a variety of strategies—such as technology integration, peer collaboration, and personalized instruction—to meet the needs of all learners. English Language Learners and students with disabilities receive targeted support, while enrichment opportunities are provided for gifted students. District specialists also help us explore outreach programs and curricular enhancements.

Equity Beyond the Classroom: Our commitment to equity extends into extracurriculars. Highlights include weekly art sessions with our artist-in-residence, the One-to-One literacy program, and music instruction through the Sarah McLachlan School of Music. Field trips, sports, clubs, and in-school performances further enrich student learning and engagement.

Anti-Racism and Inclusion: We promote a culture of belonging through events like Orange Shirt Day, Black History Month, and Pink Shirt Day. Our library collection reflects diverse voices and stories, supporting conversations around equity, identity, and inclusion.

By embedding equity into all aspects of school life, we aim to ensure every student at Bruce thrives—academically, socially, and emotionally. This commitment will continue to guide our work moving forward. Our literacy outcomes, CELI results for at-risk students, year-end progress reviews for students with disabilities, participation rates in sports and clubs, and teachers' observations of student behaviour and performance all serve as evidence of the high-quality work we do. These indicators reflect our ongoing efforts to reduce achievement gaps and advance both our school goals and the priorities outlined in the VSB Education Plan.

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

Our commitment to truth and reconciliation is reflected in our educational practices, which integrate Indigenous perspectives. Survey results indicate that while some students are exposed to Indigenous content and activities, consistent engagement remains limited. For example, only a small percentage of students report regularly learning about Indigenous Peoples or participating in related celebrations, suggesting that while this learning is occurring, it may not be clearly visible or recognized by students.

This highlights an important opportunity for deeper integration across our curriculum. As part of our Indigenous Success Plan, we monitor literacy and numeracy performance three times a year, alongside discussions about student well-being, transitions, and engagement. Currently, most of our Indigenous students are performing at the emerging or developing levels. We remain committed to strengthening these outcomes through targeted support and ongoing collaboration.

As part of our continued commitment to truth and reconciliation, our school community engaged in meaningful learning and dialogue throughout the year, with a strong focus on Indigenous perspectives and relationships with the land. Each day began with land acknowledgment, grounding us in respect for the traditional territories on which we live and learn. Highlights included our Indigenous Focus Day and classroom-based learning that explored stewardship, sustainability, and the evolving relationship between Indigenous communities and the land.

Educators integrated Indigenous worldviews across subject areas—science, social studies, the arts, and physical education—through literature, storytelling, and hands-on experiences. Students engaged in activities such as salve-making, tea blending, and learning about the medicinal uses of local plants. Outdoor education emphasized traditional knowledge, including salmon stewardship and the principle of taking only what is needed. Students also practiced hən̓q̓əmiṇəm plant names and explored Indigenous public art and culturally significant school gardens to deepen their connection to place.

Our library expanded its Indigenous collection, and teachers promoted books by Indigenous authors through read-alouds and thematic displays. Social studies learning included circle conversations, inquiry into current events, and exploration of the First Peoples Principles of Learning. Intermediate students studied the Cree Code Talkers and Indigenous veterans, while primary classes explored Indigenous translations of “In Flanders Fields.”

Our Indigenous Education Worker played a key role in supporting students and collaborating with staff. We held three collaborative meetings during the year to review student progress and ensure support was in place. Celebrations, storytelling, and art projects further enriched students’ experiences and fostered a sense of belonging.

Looking ahead, we remain committed to deepening our understanding of Indigenous perspectives through education, dialogue, and action. In partnership with the VSB Indigenous Education Department, we are planning a professional development day focused on the First Peoples Principles of Learning and their integration into literacy instruction.

HOW WILL WE KNOW WE’RE ON TRACK?

Year in Review and Future Planning: In alignment with the Vancouver School Board (VSB) Education Plan 2026, we are committed to monitoring and supporting student achievement, well-being, and belonging by enhancing literacy, numeracy, and critical thinking, while fostering safe and inclusive school environments. We will continue to advance equity by addressing systemic barriers, closing achievement gaps, and ensuring all students see themselves reflected in both the curriculum and school staff. Additionally, we are dedicated to strengthening Indigenous education

and relationships by integrating Indigenous ways of knowing and learning, supporting Indigenous students, and building respectful partnerships with Indigenous communities.

Our efforts included exploring a variety of tools to monitor student performance in Literacy and English Language Arts, as well as implementing new strategies in mathematics. Strengthening reading comprehension was a central focus of our school's literacy goal, with teachers prioritizing strategies to support deeper understanding across all grades.

We are committed to building this foundation through the following actions:

- Identify student strengths and needs through school-wide assessments
- Engage in ongoing staff discussions to evaluate effectiveness and identify areas for growth
- Dedicate professional development to enhancing literacy instruction
- Integrate Indigenous perspectives into our literacy programs
- Collaborate across grade levels (K–7) to assess current programs and determine necessary adjustments

To achieve our goals, we will:

- Use the Formative Assessment principles and shared language to support student learning
- Establish a shared language around formative assessment, grounded in six core principles
- Focus on the First Peoples Principles of Learning
- Explore and implement resources that support Indigenous perspectives in literacy
- Collaboratively review and refine current programs to identify areas for improvement
- Continue staff conversations throughout the year to assess progress and enhance reading comprehension from Kindergarten through Grade 7
- Conduct school-based professional development focused on reading comprehension and integration of Indigenous perspectives
- Participate in district-wide professional development with an emphasis on literacy
- Provide ongoing support for Literacy Enhancement initiatives
- Continue expanding our math strategies working with our CET and LIL
- Explore new Math online programs to support our students at school and home

We will monitor our progress through:

- School-wide assessments to identify student strengths and needs

- Student goal setting and self-reflection activities
- English Language Arts assessment outcomes in Terms 1 and 2, as reported in Learning Updates #1 and #2.
- Comparative analysis of Term 1 and Term 3 outcomes to evaluate the effectiveness of implemented strategies
- Observations of students' engagement with literacy, including book choices and responses to literature
- Use of the BAS kit to collect baseline data in reading comprehension in September and March
- A comprehensive review of library resources and collections
- Analysis of results from the 2025–2026 Ministry Student Learning Survey
- Consideration of Middle Years Development Instrument (MDI) data
- Monitoring the performance of English Language Learners and students at risk
- Analysis of our Indigenous Success Plan
- Monitoring student participation in extra-curricular activities and programs

2024-2025 School Learning Plan

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wə́yəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).



Lord Byng Secondary School is located on the unceded ancestral lands of the the x^wməθk^wə́yəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) and is working to create relationships with our local Indigenous communities as part of the School's Four Pillars of Learning and our Reconciliation journey.

The school is partnered with the following catchment elementary schools:

- Kitchener
- Queen Mary
- Jules Quesnel
- Queen Elizabeth

The local neighbourhood in which the school is located is richly resourced with Dunbar Community Centre and several parks within the catchment, including Jericho Beach Park, Almond Park and Pacific Spirit Park, the school is also close to the University of British Columbia. The current student enrollment is 1460 of which 270 are newcomer ELL learners. Most newcomer ELL learners are from China and are Mandarin language speakers, a smaller number of current students at the school are Cantonese language speakers. Other recently arrived newcomers are from Latin America, the United Kingdom, and several European countries as well as from Ukraine.

Byng respects and values diversity and embraces inclusion as a fundamental guiding principle of learning. This guiding principle aligns with the school's Inclusion and Diversity Pillar of Learning and reflects the Ministry of Education's (MOE) new reporting requirements that mandates equitable support for all learners. The school has a robust plan to develop and implement core aspects of the curriculum and is aligning our pedagogical practices to align with district and MOE guidelines.

The population of teaching and support staff at Lord Byng includes 80 teaching staff with 10 support staff. Staff at the school are actively engaged in ongoing professional development and the school learning community makes effective use of our Collaborative Planning structure that provides staff with continued professional development and support.

The collective vision of the school reflected in the Four Pillars of Learning is to create equity and support all learners to fully develop their intellectual, emotional, and physical potential to enable them to appreciate their own worth and the worth of others, as well as to function responsibly and effectively in a changing and increasingly technological Canadian society as Educated Citizens.

Supporting that vision, the school offers a comprehensive curricular program for all students and has a very high graduation rate. The school offers outstanding programs in performing and visual arts, computer sciences, and other academic areas, which are enhanced by the Byng Arts Mini School Program. The Byng Arts Mini School provides continuity of learning from grade 8-12 including a unique arts-focused Career Education and Capstone 11, 12 learning pathway. The Byng Arts Program is open to all students from across the Vancouver School District and enrolls 420 students.

Other programs at the school include the Experiential Learning Cohort (ELC) which provides a unique learning opportunity for students in Grades 10 and 11 with a focus on outdoor learning as well as project-focused learning experiences. The school also runs the LALS class for students with special learning needs that has integrated classroom experiences.

All Byng students have access to a rich Career Education 8-12 program that provides excellent foundational skills for all students and supports learners with school and community mentors during their senior years. The school showcases the Grade 12 student passion projects each year. The school also offers a comprehensive Work Experience learning opportunity for Grade 11 and 12 students.

Students graduating from Byng transition into various post-secondary institutions including university, college, and trades and vocational training opportunities.

The school has a very active athletics and physical and health education program with students able to participate in sports activities for all levels of sporting aptitude in the Fall, Winter and Spring seasons. The school offers many extracurricular activities, including clubs and community focused volunteer experiences. These offerings provide a rich resource for students to celebrate diversity; challenge their physical, intellectual and creative abilities; raise awareness of economic, social and environmental issues; and engage in community service and philanthropic work.

The school enjoys the support of a very actively engaged parent community and is well

served by community volunteers who support school-wide events, graduation, athletics and active fundraising for school projects that reflect our Four Pillars of Learning. The Byng PAC has actively supported the students, staff, and administration as they work towards achieving school goals.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Byng student learning community is complex and multi-faceted with a rich diversity of learning styles, needs and abilities. Many students are academically focused and accomplished, a fact that is reflected by several indicators including Ministry of Education assessments in numeracy and literacy, senior academic courses taken by students at the school, the graduation rate for the students as well as the successful transition of Grade 12 students into post-secondary institutions. A significant proportion of the student population has Ministry designations that reflect the diversity of learners at the school.

Many of the newcomer students to the school are focused on English Language acquisition and are keen to transition rapidly through the ELL Program to be fully integrated into mainstream classes.

Most learners are actively engaged in the school community, a fact reflected in the number of clubs, extra-curricular activities and athletics programs that run year-round. Students are keen to participate in all manner of active learning opportunities provided by the school including field trips, project-based learning, and artistic performances and to showcase their learning through frequent exhibits, and through the Capstone 12 Fair that is run annually at the school. A strong student voice is very apparent at the school, reflected by the student feedback expressed through the Ministry of Education Satisfaction Survey for students in Grades 10 and 12 as well as evidence gathered through separate student surveys for Grades 8, 9 and 11.

Challenges expressed by students through the same school and MOE surveys include anxiety related to testing, homework and balancing schoolwork and other activities. Other highlights from the data included students wanting to find additional creative ways to express their learning. Students have identified that they want different ways to express their learning. An example of this is seen in the recent data gathered from the MOE Grade 10 Satisfaction survey with only 14.8% of student responses indicating that they can choose how they show their learning (Grade 10) while only 16.3% of Grade 12s indicated that they had opportunities to choose their learning methods all the time. Opportunities for students in Grade 10 to use creative methods" Most of the time" was 20.3% and 24.5% for students in Grade 12.

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

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

Goal 1: To support students in all grades to reduce stress created by school related learning activities.

This goal was selected to address the concerns shared by students identifying testing and homework as the leading cause of school related stress with both Grade 10 & 12 students indicating this in the 2023- 24 Ministry of Education Student Learning Survey.

To address this goal the following actions will be taken:

- Review assessment practices in all curricula areas and work with staff on using both Core and Curricula Competencies and the four-point proficiency scale.
- Continue to provide staff with professional development support through Collaborative Planning Time to develop alternative assessment tools for summative assessment.
- The school will continue to work with students to support them to reflect on their learning and to develop frequent check-ins for understanding of the Core Competencies and Curricula Competencies (during FIT sessions and homeroom reflection periods).
- Provide additional support for stress management and academic support through a new realigned student support model combining the roles of key Student Support Team members into a Learning Hub model for learning.
- Develop student learning support through the Learning Hub that provides year-round support (Semester 1 & Semester 2).

Improve equity

Goal 2: To support students in all grades to experience equity for learning.

This goal was selected to address the concerns shared by students identifying that they wanted greater input into the types of topics and projects they could use to express their learning.

Only 11% of students in Grade 10 had an opportunity to choose their own topics and projects while 24.5% of Grade 12's had an opportunity to select topics and projects of their choosing. Evidence for this conclusion was found in the 2023-24 MOE Satisfaction Survey. Both responses came from students providing answers to the question:

At school, I provide input into what I learn, and how I learn (for example, suggesting topics that interest me, and choosing my projects)? (MOE Student Satisfaction Survey Grade 10 &12).

To address this goal the following actions will be taken:

- Develop strategies with teachers to provide learning opportunities for our diverse learners to allow for multiple opportunities to demonstrate their understanding of key concepts and knowledge through increasing choice and creativity in key assignments.
- Develop strategies with departments to develop multi-faceted projects that provide choices and opportunities for all learners to experience success.
- Continue to develop resources and support for the CLC Capstone 12 learning opportunities. Examples will include developing Career Education 10-12 for Byng Arts students.
- Celebrate and acknowledge student accomplishments through showcasing student work through frequent newsletters and community-focused events such as the Capstone Fair.

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

The school has worked to develop and support the implementation of our Reconciliation with First Nations, Metis and Inuit peoples in alignment with the VSB Ed. Plan 2026 and MOE guidelines.

Strengths include the consistent year-over-year offerings of senior academic Indigenous focused graduation courses that are current graduation requirements. Each year the school has developed additional learning opportunities for students to meet their academic graduation requirements as well as to develop a deep understanding of Indigenous history, culture and teachings.

Current offerings 2023-24 and next year 2024-25 course offerings include:

- Senior academic courses introduced for graduation requirements in Social Studies: Current year SS Contemporary Indigenous Studies 12 & BC First Peoples 12. Next year Contemporary Indigenous Studies 12 and BC First Peoples 12.
- Senior academic English Courses: Current year English First Peoples Writing & Literary Studies 10, English First Peoples Writing & Literary Studies 10, English First Peoples New Media and Spoken Language 10, English First Peoples New Media & Spoken Language 10, English First Peoples 12. Next year English First Peoples 12, English First Peoples Literary Studies Spoken Language 11, English First Peoples Writing & Lit Studies 10, English First Peoples New Media & Spoken Language 10.
- Capstone 12 Indigenous Focused (LEAF) is being introduced for senior students who can opt to focus their required Capstone 12 project with an Indigenous focus based on LEAF pedagogy. The LEAF model allows students to complete their Capstone project using the First Peoples Principles of Learning in a way that develops leadership skills

in a place-based learning process. A LEAF Certificate is awarded at Graduation to recognize students' unique achievements in Leadership, Action, Environment and First Peoples Principles of Learning.

Along with the introduction of multiple learning opportunities for students in the core Social Studies and English Senior academic course offerings, students in all grades have benefitted from the continued opportunities to work alongside Indigenous Knowledge Keepers and Elders.

These include:

- Martin Sparrow (Musqueam Nation): Student Learning experiences include carving, cedar weaving, singing & storytelling.
- Dave Robinson (Iroquois): Student learning experiences include teachings from the First Peoples Principles of Learning (Indigenous Science and Ethics, storytelling & carving).
- Ray McKeown: (Lakota Metis): Student learning experiences include Indigenous Games and learning, cultural teachings and traditional artwork.

Students were given an opportunity to reflect on their learning experiences on this important school goal that is reflected in our Four Pillars of Learning and guiding question:

Truth and Reconciliation Through Indigenous Teaching and Learning: How do we authentically promote, embrace, and engage with the First Peoples Principles of Learning?

Student responses in both the Grade 10 & 12 Ministry of Education Satisfaction Survey as well as the school-wide 8, 9 and 10 survey indicated that students had a positive experience of learning about Reconciliation as well as First Nations, Metis and Inuit people's history, culture and teachings.

Our goal for this area of learning will be:

Goal #3: To support students in all grades to continue our journey of Reconciliation with First Nations, Metis and Inuit and to build on our strengths and accomplishments as a learning community.

To address this goal the following actions will be taken:

- Continue to develop relationships with the local Indigenous community through developing project-based experiences for all students in Grades 8-12 (e.g. Capstone 12 LEAF focused learning opportunity).
- Continue to celebrate and recognize important calendar events throughout the year (September Reconciliation Month, September 30th Orange Shirt Day, June National Indigenous Month, June 21st National Indigenous Day).
- Continue to work with the VSB Indigenous Education Department to create learning opportunities for all students.
- Continue to provide ongoing professional development opportunities for staff.
- Develop school-based distributed leadership at the school level to support school-wide initiatives for learning (For example the Social Studies Department is now the Social Studies & Indigenous Education Department).

HOW WILL WE KNOW WE'RE ON TRACK?

Success at Lord Byng will be measured through the ongoing outcomes. Indicators of success will include:

Belonging

Goal #1: To support students in all grades to reduce stress created by school-related learning activities

Action #1: Review assessment practices in all curricula areas practices in all curricula areas and work with staff on using both Core and Curricula Competencies and the Four Point Proficiency Scale.

Evidence:

Teachers in all curricula areas have continued to introduce the Four Point Proficiency Scale as a tool for assessment and formal and anecdotal reporting, as well as for both summative and formative assessment of student learning.

Course outlines in all curricula areas include the Four Point Proficiency Scale

Action #2: Continue to provide staff with professional development support through Collaborative Planning Time & Professional Development learning opportunities

Evidence:

Collaborative planning initiatives and professional development learning opportunities have continued to provide support for staff to create instructional practices and assessments in alignment with reducing student stress and anxiety. This includes strategies to support staff with the use of Student Learning Plans for any student requiring support, as well as adaptations made to support student IEPs and AIPs.

Action #3: The school will continue to work with students to support them to reflect on their learning and to develop frequent check-ins for understanding of the Core Competencies and Curricula Competencies

Evidence:

Staff have been trained on the new self-reflection tool, which enables students to report on their learning.

Students have been trained by staff to use the new tool during specific FIT periods that align with reporting timelines in both semesters.

Action #4: Provide additional support for stress management and academic support through a new, realigned student support model combining the roles of key Student Support Team members (SSAs, DRT, Skills Teacher, Counsellors) into a Hub Model for Learning.

Evidence:

The introduction of the Hub Model provided support for learners in all grades 8-12 with a minimum of two teachers and one SSA in the room at any one time.

Frequent communication with the Counselling Team provided ongoing support for all students in the Hub while addressing anxiety and stress concerns through intervention, referrals to the

School-Based Team and continued support for student social and emotional needs.

Action #5: Develop student learning support through the Learning Hub that provides year-round support (Semester 1 & Semester 2).

Evidence:

The new Hub model utilizes the four FIT Time sessions per week (Monday, Tuesday, Thursday, Friday), which is a total of 160 minutes each week for students to access Hub Learning Support.

Any student with a Skills block in S1 can access the Hub during FIT in S2, likewise any student scheduled with a S2 FIT can access the Hub during weekly FIT periods in S1.

Learning Hub usage statistics indicate high student engagement and satisfaction (student attendance records reflect a very high level of student participation at 90% or higher on any given day).

Equity:

Goal #2: To support students in all grades to experience equity for learning.

Evidence:

Action #1: Develop strategies with teachers to provide learning opportunities for our diverse learners to allow multiple opportunities to demonstrate their understanding of key concepts and knowledge through increasing choice and creativity in key assignments.

The weekly School Newsletter provides anecdotal evidence throughout the school year for students learning through a variety of experiences, including projects, experiential learning opportunities, field trips, guest speakers, group work, peer-to-peer support and a variety of other ways for students to demonstrate their learning.

Action #2: Develop strategies with departments to develop multi-faceted projects that provide choices and opportunities for all learners to experience success.

Evidence:

The following activities were observed throughout the school year:

Creative Arts Activities

- Art exhibitions: Students were able to showcase drawings, paintings, or crafts. Success is based on effort and creativity, not technical skill.
- Drama and role-play: Students were encouraged to express their learning through teamwork. Everyone contributes to different roles—acting, directing, costume design, etc.
- Musical performances: Group singing, percussion circles, or digital music creation can include all skill levels.

Academic Enrichment Activities

- Project-based learning: Students work in groups on real-world problems, allowing them to contribute based on their strengths (e.g., research, design, presentation).
- Math or science activities focused on encouraging exploration and innovation. Success is measured by curiosity and effort, not just results.
- Reading circles are routinely used to promote discussion and comprehension in a supportive environment.

Physical and Outdoor Activities

- Inclusive sports days included non-competitive games like relay races, obstacle courses, or team-building challenges (Grade 8 Camp and Sports Day).
- Gardening clubs: Hands-on and therapeutic, suitable for all learners.
- Nature walks or scavenger hunts: Encourage observation and collaboration. Students frequently take walks in the Camosun Bog for Land Based Learning opportunities.

Social and Emotional Learning Activities

- The Peer Counselling Programs led by the Counselling Department support confidence and leadership in both mentors and mentees throughout the school year.
- Student Council provided frequent opportunities for everyone to have a voice and to shape school culture through clubs and frequent student-initiated activities.

Technology-Based Activities

- Digital storytelling has been introduced in several classes combining writing and art, with students narrating their own stories using multimedia.
- Coding clubs: Use beginner-friendly platforms like Scratch to make learning fun and accessible.
- Assistive tech projects: Encourage students to design tools that help others, fostering empathy and innovation.

Action #3: Continue to develop resources for the CLC Capstone 12 learning opportunities. Examples will include developing Career Education 10-12 for Byng Arts students.

Evidence:

Grade 11 & 12 students completed Capstone 12 projects. A total of 600 students completed their final projects and met with teacher mentors for final evaluation in exit interviews. All Grade 11 students showcased their final projects in a final year-end Capstone 12 Fair open to students in all grades and for parents and community members to attend.

Action #4: Celebrate and acknowledge student accomplishments through showcasing student work through frequent newsletters and community-focused events such as the Capstone Fair.

Evidence:

Capstone 12 Leaf students demonstrated their deep understanding of the First Peoples Principles of Learning

Byng Arts Career Education 10 & 11 students experienced a newly introduced model of learning that reflected, enhanced and extended their arts education.

Byng Arts CLC 12 students (Grade 11) completed their final project and participated in the Capstone Fair.

Reconciliation

Goal #3: To support students in all grades to continue our journey of Reconciliation with First Nations, Metis and Inuit and build on our strengths and accomplishments as a learning community.

Action #1: Continue to develop relationships with the local Indigenous community through developing project-based experiences for all students in Grades 8-12 (e.g. Capstone 12 LEAF focused learning opportunity).

Evidence: The school community, alongside local Indigenous artists from the Musqueam Nation carving a Welcome Figure House as well as carving paddles for the school's 100 Year Celebrations. Over 300 students worked on the carving projects for this event.

Action #2: Continue to celebrate and recognize important calendar events throughout the year (September Reconciliation Month, September 30th Orange Shirt Day, June National Indigenous Month, June 21st National Indigenous Day).

Evidence:

Throughout September, staff and students engaged in projects related to recognizing and understanding the Residential School's experience in Canada and taking action to support and honor victims. One example of this was the Orange Shirt Project that was developed by the Textiles Teacher working with Indigenous Elder and Artist Ray McKeown.

National Day of Reconciliation was acknowledged and recognized by a school-wide assembly with students, staff and members of the local Indigenous community participating.

Action #3: Continue to work with the VSB Indigenous Education Department to create learning opportunities for all students

Evidence:

The school collaborated with the VSB Indigenous Education Department throughout the school year.

Examples of this collaboration included:

- Planning in collaboration with the Indigenous Education Department, the celebration and recognition of the House Post unveiling ceremony in May.
- Participating in the Horizons Program led by the VSB Indigenous Education Department. Students from Byng worked with Faculty and Staff from UBC Sauder and Junior Achievement British Columbia to develop CLC Capstone Projects. Completing the Program, students received credit in either CLC 12, Entrepreneurship 12 or Independent Directed Studies.

Action #5: Continue to provide ongoing Professional Development opportunities for staff.

The school hosted the Indigenous Focused Training Day in April, with multiple Byng staff leading workshops and training sessions at Byng (one of the secondary host school sites).

The school learning community completed an Inquiry Project focused on the First Peoples Principles of Learning, led and facilitated by the school's District Resource Teacher.

The school facilitated and supported staff and their classes working with local artists and elders.

Evidence:

Action #6: Develop school-based distributed leadership at the school level to support school-wide initiatives for learning (For example, the Social Studies Department is now the Social Studies & Indigenous Education Department).

Evidence:

Counselling staff worked with Indigenous youth to develop and create an Indigenous focused youth lounge, the Many Nations Room.

Media Arts Projects this year included the creation of two film productions:

- The Porcupine: A film inspired by the teachings of Lakota Metis Elder Mr. Ray McKeown
- The Woman of the Grass House Post Unveiling, a recording of the historic House Post unveiling event at Byng that took place on May 9th.

This year a staff member at the school was recognized with an award by the Indigenous Education Department, the Bryce Henderson Allyship Award. Three Byng staff have now been recognized with this award.

Summary

Byng Secondary School has made significant strides in aligning its teaching and learning with the VSB Education Plan 2026 through a wide range of inclusive, culturally responsive, and student-centred initiatives during the 2024–25 school year. The school implemented the Four Point Proficiency Scale across all departments, supported by collaborative planning and professional development to reduce student stress and enhance assessment practices. The introduction of a new Hub Model provided integrated academic and emotional support, while the Learning Hub offered consistent, high-engagement support during FIT periods. Equity was advanced through diverse learning experiences such as project-based learning, arts showcase, land-based education, and technology integration. Reconciliation efforts were deeply embedded through partnerships with the Musqueam Nation, student participation in cultural carving projects, and school-wide recognition of Indigenous events. Collaboration with the VSB Indigenous Education Department led to impactful programs like the Horizons Capstone initiative, while staff-led professional development and the creation of the Many Nations Room further demonstrated a commitment to Indigenous education and distributed leadership. These initiatives collectively reflect Byng's strong alignment with the VSB's goals of belonging, equity, and reconciliation.



2024-2025 School Learning Plan

SCHOOL STORY

We respectfully acknowledge that Carnarvon School is located on the traditional, ancestral, and unceded territories of the Coast Salish peoples, including the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwatał (Tsleil-Waututh Nation).

Carnarvon School is dedicated to fostering a safe, inclusive, and welcoming learning environment where every student is supported in reaching their full potential. We believe that all learners thrive in a community that values diversity, promotes equity, and encourages active participation. Our commitment to student well-being and academic excellence is rooted in the understanding that learning is a holistic, lifelong journey shaped by relationships, culture, and a sense of belonging.

We honour their enduring presence and stewardship of the land, and we recognize the importance of integrating Indigenous knowledge, perspectives, and ways of knowing into our educational practices. This includes a focus on the First Peoples Principles of Learning, which guide our approach to teaching and learning through respect, reciprocity, and connection to community and place.

Established in 1955 as Trafalgar Annex and renamed Carnarvon School in 1966, our school has a long-standing tradition of serving the west side of Vancouver with a strong emphasis on community engagement and inclusive education. Over the decades, Carnarvon has evolved to meet the changing needs of our students and families, becoming a designated Community School in 1974 and continuing to offer a range of programs that support early learning, family involvement, and student enrichment. Although structural changes in 2004 shifted the delivery of some programs, our Parent Advisory Council (PAC) has played a vital role in sustaining many of the school's cherished traditions and activities.

Today, Carnarvon School serves 344 students from Kindergarten to Grade 7. Our school grounds include a universally accessible playground and a vibrant outdoor garden, reflecting our commitment to inclusive design and environmental learning. We are proud to offer a curriculum that is responsive to the diverse identities, experiences, and strengths of our learners. Through regular cultural events, classroom inquiry, and community partnerships, including local

organizations and artists, we strive to ensure that Indigenous histories, languages, and worldviews are meaningfully represented and celebrated.

We actively promote student voice and leadership by providing opportunities for learners to engage in school-wide initiatives, contribute to decision-making processes, and take ownership of their learning journey. Our school is also committed to equity and anti-racism, working to dismantle systemic barriers and create a learning environment where all students feel seen, heard, and respected.

We embrace innovative teaching practices that foster critical thinking, creativity, and collaboration, preparing students to thrive in a rapidly changing world. Our vision for student success is guided by our Mission Statement and informed by a belief in the power of education to transform lives. Looking ahead, we remain committed to continuous growth, guided by our shared values and the voices of our students, staff, and families.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Carnarvon, we actively focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves on the curriculum offered through the joint commitment of staff, parents, and community partners. Carnarvon students come from many different cultural backgrounds. Like the 2023-24 school year, 25% of our school community are English Language Learners (ELL). More than 30 of our students have ministry designations that reflect their unique learning needs. Twenty-four of our students are international students, and eleven students identify as Indigenous. Carnarvon School hosts teacher candidates enrolled in the UBC Bachelor of Education program.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). Students are supported by our administration team, our classroom teachers, our resource and ELL teaching team, our Music Specialist and Teacher Librarian, our Education Assistants (SSAs), our School Counsellor, our Speech Language Pathologist, our School Psychologist, and our Supervision Aide team. At Carnarvon, staff take a team approach to support and nurture students.

Comparing the Grade 4 and Grade 7 *Student Learning Survey* results reveals important patterns that speak to the evolving student experience and our school's overall culture.

Shared Strengths Across Grades: Foundations of a Caring and Safe Environment

- **Emotional Safety:** Both Grade 4 (91%) and Grade 7 (87%) students feel safe at school "most" or "all of the time." This indicates a consistently strong sense of physical and emotional safety across the student body.
- **Welcoming Climate:** A large majority in both groups feel welcome (Grade 4: 88%, Grade 7: 77%), with many students affirming that adults are approachable and supportive.
 - **Supportive Relationships with Staff:** The Grade 4s strongly affirmed that adults welcome questions (95%) and provide help (91%). While Grade 7s were slightly lower (80% felt welcomed to ask questions; 58% felt they got help), the trend shows staff-student relationships remain a school strength.

Our school culture is rooted in care, safety, and adult support. Students across both age groups feel welcomed and safe, which reflects strong foundational relationships and effective school-wide systems.

However, the intermediate years reveal emerging complexities:

- Belonging becomes more fragile.
- Student voice becomes more important but less available.
- Peer dynamics and mental health begin to demand more nuanced responses.

These insights suggest that while our school values and community ethos are strong, we're at a point where we can evolve further by:

- Amplifying student agency and engagement, especially in Grades 5–7.
- Deepening Indigenous learning in authentic, localized, and participatory ways.
- Targeting supports for peer relationships and emotional regulation, particularly as students mature.

This reflective comparison provides a roadmap for growth, helping us preserve what's working while courageously improving areas that will make our school even more inclusive, empowering, and culturally responsive.

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

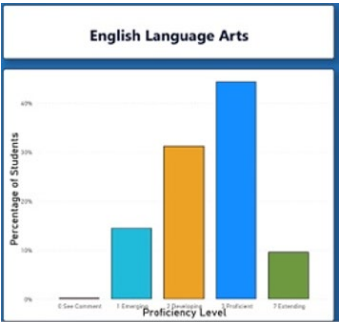
VSB and School Goal: Increasing literacy, numeracy, and deep, critical, and creative thinking.

At Carnarvon, our educators collaborate in dedicated Primary and Intermediate teams, meeting regularly to reflect on student progress and to support meaningful, responsive learning. The Primary Team is engaged in a Collaborative Inquiry focused on strengthening early literacy through the implementation of the Heggerty and UFLI Phonics programs. Their goal is to establish a consistent, research-informed approach to teaching foundational Language Arts skills across Kindergarten to Grade 2. Using a carefully sequenced scope and sequence, students are supported in developing each skill systematically, with an emphasis on building fluency, confidence, and

automaticity. The UFLI program serves as both a core instructional resource for primary classrooms and an effective intervention tool for students requiring additional support at any grade level.

Meanwhile, the Intermediate Team integrates current world events into classroom learning to deepen students’ global awareness and critical thinking. Through collaborative, hands-on projects, students explore complex topics and build connections across disciplines. Teachers weave together Language Arts, Mathematics, Science, Social Studies, ADST, and Career Education through inquiry-based learning, encouraging students to produce rich, multi-modal projects that are shared with families and the broader school community.

Ongoing assessment through Communicating Student Learning (CSL), Student Learning Surveys, and Foundation Skills Assessment (FSA) results indicate that our students are progressing well and are on a positive trajectory in their learning journey.



Student Learning Survey 2025: Grades 4 & 7

Getting Better at Reading	Percentage		Getting Better at Writing	Percentage
Grade 7s	65%		Grade 7s	60%
Grade 4s	76%		Grade 4s	68%

Language Arts Data from CSL:

	Emerging	Developing	Proficient	Extending
Grade 7	<i>Suppressed due to low count</i>	23	28	<i>Suppressed due to low count</i>
Grade 6	15	12	22	<i>Suppressed due to low count</i>
Grade 5	12	10	24	<i>Suppressed due to low count</i>

Grade 4	<i>Suppressed due to low count</i>	10	21	<i>Suppressed due to low count</i>
Grade 3	<i>Suppressed due to low count</i>	18	22	<i>Suppressed due to low count</i>
Grade 2	<i>Suppressed due to low count</i>	15	10	<i>Suppressed due to low count</i>
Grade 1	<i>Suppressed due to low count</i>	13	16	<i>Suppressed due to low count</i>
Kindergarten	<i>Suppressed due to low count</i>	13	19	<i>Suppressed due to low count</i>

Carnarvon School CSL Data, Term 3, June 2025

Academic Enrichment:

In-class guest speakers are brought in to enhance science and STEM activities, as well as the arts. To engage students' creativity and build a 21st Century Mindset, teachers challenge their students to brainstorm, plan, design, test and retest wind turbine machines, floating penny barges, cardboard structures, food truck design and food sourcing, food sustainability and political structures.

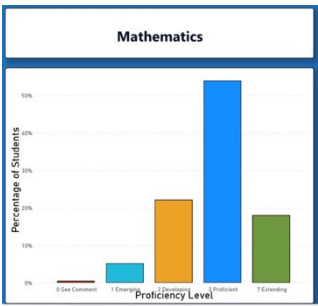
FSA: Literacy

	Emerging	On Tract	Extending
Grade 7	<i>Suppressed due to low count</i>	83%	11%
Grade 4	12%	65%	23%

Primary: Intermediate: Term 3

FSA: Numeracy

	Emerging	On Tract	Extending
Grade 7	<i>Suppressed due to low count</i>	46%	46%
Grade 4	23%	54%	23%

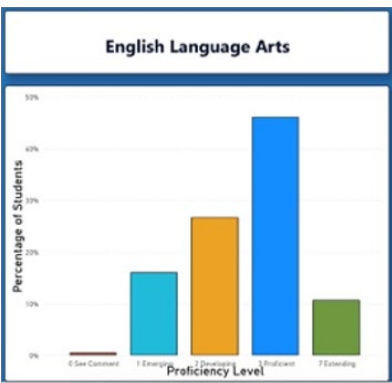
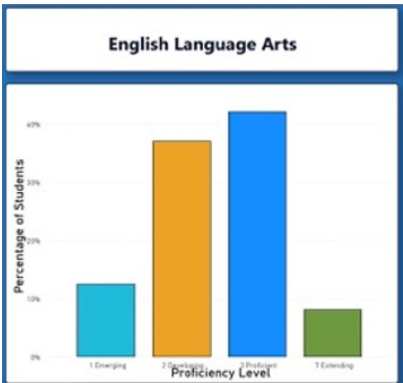


Term 3 CSL Results for Math

Our school offers a diverse range of artistic opportunities. Intermediate students learn to play the recorder, ukulele, and guitar. The Winter Concert is organized by our music specialist, showcasing student voices and talent the students bring to the school such as the cello, erhu, and piano. Teachers also bring in professional artists to lead students through enhanced art and drama activities throughout the year.

Students have shown us they enjoy staying active and involved. We provide a variety of physical activities such as cross-country, volleyball, basketball, badminton, ball hockey, track and field, and ultimate frisbee. Additionally, we bring in expert instructors for lacrosse, Bollywood dance, Body Science, and pickleball sessions. Our students participate in many extracurricular clubs and activities. They love exploring their interests and giving back to the school community, often designing and running clubs highlighting student interests.

We offer roles like Morning Announcers, Student Council, Library Monitors, Lunch Knitting, Craft and Chess Clubs, the School Yearbook, Rubik's Cube Club, Diversity, and Garden Club. Through these opportunities, students develop leadership skills by serving as student announcers for morning announcements, leading assemblies, spearheading technology initiatives, participating in buddy classes, organizing student council events, contributing to food drives, coordinating Remembrance Day Poppy sales, and supporting fundraisers such as Elf Fest to benefit a local Vancouver school.



At Carnarvon, we prioritize the mental health and well-being of our students through a comprehensive approach that includes school-based counselling, social-emotional learning programs, and daily reinforcement of our school's code of conduct. These daily messages provide students with clear, practical examples of how to care for themselves, others, and the environment, fostering a culture of empathy and responsibility. Teachers also embed a growth mindset into their instruction, helping students build resilience, embrace challenges, and develop confidence in their ability to learn and grow.

This year, our Parent Advisory Council (PAC) supported the Kelty Mental Health Resource Centre, a provincial resource hub that offers mental health and substance use information, tools, and peer support for children, youth, and families across British Columbia. Through this partnership, families at Carnarvon have access to a wide range of resources, including webinars, toolkits, and referral pathways to community services. These supports empower parents and caregivers to better understand and respond to their children's mental health needs, reinforcing the connection between home and school in supporting student well-being.

Improve equity

The Vancouver School Board will increase equity by eliminating gaps in achievement and outcomes among students.

It is our goal to ensure that students are active participants in their learning, working productively together, listening, and learning from others, and reflecting on their work. As students move up through the grades, they are learning the importance of a 21st century mindset, building critical thinking and communication skills, creativity, problem-solving, perseverance, collaboration, information literacy, technology skills and digital literacy, media literacy, global awareness, self-direction, social skills, literacy skills, civic literacy, social responsibility, innovation skills, thinking skills.

Developmental Shifts and Trends by Grade

These trends reflect developmental changes between early and later elementary years:

1. Sense of Belonging and Peer Dynamics

- **Grade 4:** 83% feel a sense of belonging "most" or "all of the time".
- **Grade 7:** Drops to 65%, with more students only "sometimes" feeling like they belong.
- **Interpretation:** As students get older, social dynamics and peer comparisons may impact their sense of identity and connection. This suggests a need to continue supporting peer relationships and inclusion in upper-intermediate grades.

2. Student Voice and Choice

- **Grade 4:** Only 17% say they “always” get to work on things they’re interested in.
- **Grade 7:** Slightly higher at 26%, but still low overall.
- **Interpretation:** There’s a school-wide opportunity to expand student agency, especially as students mature and seek more autonomy in their learning.

Our Resource model is also designed with fluidity to ensure that students needing support are provided with targeted instruction. For example, in January, our Kindergarten students are assessed using the Record of Mid-Year Student Screening. We look at phonological awareness, concepts of print, letter recognition, and oral language. The screener was also used to assess the needs of our Grade 1 students. From February to May, identified students received small group support, experiencing realistic text-based activities of interactive writing and shared reading. In Kindergarten, 26% of students were identified as at risk. In Grade 1, 31% were identified and targeted support was provided.

Learning & Instruction

Feeling Successful: *see chart above*

- 65% of Grade 7s believe they are improving in reading and writing.
- 60% feel they are getting better at math.

Feedback & Understanding:

- 75% receive feedback most or all of the time.
 - 60% say concepts are explained in ways they understand most or all of the time.

Learning Support:

- 58% feel they get extra help most or all of the time.
- However, only 35% report being helped by more than two teachers, possibly indicating limited touchpoints with multiple staff.

Engagement & Voice:

- 80% say adults welcome their questions.
- 66% feel they collaborate well on group projects.
- 51% report having opportunities to work on areas of personal interest.

Well-being & Personal Growth

- **Resilience:** 65% say they persist when facing difficult tasks.
- **Mental Health:** 59% say they are learning to care for their mental health, consistent with district averages.

Indigenous Learning:

- 76% report being taught about Indigenous Peoples in Canada at least “sometimes.”
- However, 46% say they “never” participate in Indigenous celebrations or programs, highlighting an area for growth.

Learning Beyond Academics

- **Civic Awareness:** 52% believe they can make a difference in their community.
- **Environmental Learning:** 48% are learning how to care for the environment most or all of the time.
- **Creativity & Critical Thinking:**
 - About 38% say they learn creative thinking strategies most or all of the time.

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

The Vancouver School Board continues its Reconciliation journey with First Nations, Métis, and Inuit communities by deepening knowledge, awareness, appreciation, and respect for Indigenous histories, cultures, and contributions. At Carnarvon, this commitment is reflected in our daily practices and learning environments. Each morning, students acknowledge the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations using traditional pronunciations, fostering a meaningful connection to the land and the peoples who have stewarded it since time immemorial. Many students are now able to deliver the land acknowledgement independently at school events and assemblies, demonstrating both confidence and respect.

Our students are guided by the First Peoples Principles of Learning, which emphasize the importance of community, connection to the land, and learning through story and experience. These principles are woven into classroom instruction and school-wide initiatives. For example, students make personal connections to the land acknowledgement by reflecting on their own learning journeys and the responsibility we all share in caring for the land we are privileged to learn on. This is further reinforced through hands-on experiences such as planting and harvesting in our Community Garden and participating in regular school and neighbourhood clean-ups.

While Indigenous content is present across grade levels, we recognize that deeper, more authentic integration remains an area for growth. Student reflections and Term 3 Communicating Student Learning (CSL) reports show that learners are engaging with Indigenous cultures, particularly through Language Arts and Social Studies, and this engagement is reflected in our Student Learning Survey. When asked, “Are you learning about Indigenous Peoples?” 86% of our Grade 4s responded *sometimes, most of the time and/or all the time*. 76% of our Grade 7s responded favourably as well. When asked specifically about learning about local First Nations, 68% of our Grade 4s and 82% of our Grade 7s responded favourably. Students in Grade 4 and Grade 7 demonstrate general knowledge of Indigenous histories and traditions, but report limited engagement with local languages, celebrations, or community-led experiences. Student responses are lower when we look at the questions, “Do you participate in Indigenous Activities?”, “Do you participate in any ongoing Indigenous activities outside of school?” and “Are you learning First Nations languages?” Grade 4s reported 34%, 11% and 32% respectively. Similar results are reflected in our Grade 7 reflections: 24%, 19% and 30%, indicating areas of growth for the school.

Nonetheless, there are promising signs of meaningful learning. In one class, students explored oral storytelling traditions through the Coast Salish story *The Two-Headed Serpent*, making thoughtful connections between the narrative and the land. In another, students used non-fiction texts to research the significance of cedar trees, water, and animals in traditional Coast Salish life, developing both literacy and cultural understanding. These examples reflect the First Peoples Principles of Learning, particularly the emphasis on memory, identity, and the interconnectedness of all things.

To deepen this work, we aim to make learning intentions more explicit and to expand opportunities for experiential, land-based learning and direct engagement with Indigenous voices. These steps will help students more clearly recognize and value their learning about Indigenous cultures and worldviews, and support our school's ongoing commitment to Reconciliation through education.

HOW WILL WE KNOW WE'RE ON TRACK?

Assessment data and classroom observations at Carnarvon indicate that most students are progressing well in both literacy and numeracy. Literacy confidence remains steady across all grade levels, while numeracy shows marked improvement in the intermediate years. This trend suggests that instructional strategies and student engagement in mathematics are particularly effective in the upper grades. However, early numeracy continues to be an area requiring attention, as some students in the primary years need additional support in developing foundational math skills.

While the majority of students are meeting expectations, the number of students achieving at the “extending” level in literacy remains relatively small. This highlights the importance of consistent instruction and targeted interventions to help more students move from the “emerging” category to “on track” or beyond. To address this, the school is focusing on several key areas for growth and development.

One priority is strengthening early numeracy through the use of Grade 4 data to identify specific strands—such as number sense and problem-solving—that require reinforcement. Emphasizing hands-on, conceptual learning in the primary grades will help build a stronger mathematical foundation. At the same time, there is a need to challenge high-performing students, particularly in Grade 7 math, by offering enrichment opportunities such as inquiry-based tasks, open-ended problem-solving, and leadership roles that allow students to mentor peers or engage in cross-grade learning.

In literacy, while most students are on track, there is room to expand opportunities for extension. Embedding more open-ended reading and writing tasks, literature circles, creative writing, and critical reading activities can help students deepen their engagement and move toward higher levels of achievement. The school also recognizes the importance of leveraging the growth seen in

Grades 4 through 7 by encouraging collaboration between primary and intermediate teams. Sharing effective strategies—such as those contributing to success in Grade 7 numeracy—can help inform and strengthen instruction in earlier grades.

Finally, a continued focus on students in the “emerging” category is essential. Responsive, small-group interventions tailored to individual learning needs, along with collaboration with Learning Support Services, will ensure early identification and the provision of layered supports. These combined efforts reflect a thoughtful and data-informed approach to ensuring that all students are on a positive learning trajectory.

2024-2025

School Learning Plan

SCHOOL STORY

Emily Carr Elementary School is in a densely populated urban setting at Oak Street and King Edward in the Douglas Park area. We have 330 students in grades Kindergarten to seven. The school is named after the Canadian writer and painter, Emily Carr.

Our school population has diverse needs and abilities. We fully integrate all students, including those with Ministry Designations that represent their specific learning requirements and those who are learning to speak English. We strive to achieve the meaningful participation of all students.

Parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) and with generous contributions to fund-raising, organizing school events, and supporting students' academic, social, and cultural growth. The PAC's Inclusivity and Diversity Committee continues to grow and promote support and connection with families who have children who have disabilities or are neurodivergent, with initiatives, such as information coffee sessions for parents and lunch and organizing learn opportunities for staff. They have also worked to add books to our school library on various topics around diversity and neurodiversity.

Students at Emily Carr are well-rounded, successful children with a variety of background experiences. They have many strengths in the BC Curriculum Core Competencies including positive communication skills, solid creative and critical thinking, and a strong sense of personal and social responsibility. Students celebrate many aspects of their learning through activities including performances, assemblies, concerts, sharing within classes and between buddy classes, volunteer opportunities and field trips. Student Leadership programs (including Peer Helpers, Kindergarten Leaders, Activity Leaders, Library Monitors, Hallway Monitors and Equipment Monitors) as well as student clubs/initiatives (such as Emily Carr's Got Talent Club, Social Justice Club, Beading Club, Crafting Club, Kindness Club, Chess Club and Book Club) continue to grow at Emily Carr Elementary, contributing to a positive school culture where students work in teams to achieve tasks and build communication and interpersonal skills, while promoting values of volunteerism, community service and cooperation.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Overall, the Emily Carr community of learners is highly motivated to succeed in all subject areas. Many of our students have good communication skills, like to talk and are not afraid to ask questions. Also, they like to read and follow directions and routines relatively well.

Our students demonstrate a strong sense of community, as seen in the growing number of student leadership programs and the consistent number of intermediate volunteers that run these student-led programs. Students are eager to be helpers around the school for a variety of tasks and regularly enjoy being 'big buddies' to younger students through reading and other activities. Emily Carr students volunteer to help in a variety of ways and make a difference, both in the school and the general community. A general sense of kindness exists and is evident daily, across the grades, with many who act as champions for others who need a boost in this area.

This is an active school, with many students that enjoy participating in school sports teams (ex. cross country, soccer, ultimate frisbee, volleyball club and basketball club) and daily student-initiated sports (ex. soccer, football, and square ball, etc.). Additionally, Emily Carr students express their ideas/views and explore their personal interests through a growing number of clubs (Social Justice Club, Book Club, Emily Carr's Got Talent Club, Crafting Club and Beading Club, etc.). They celebrate diversity and enjoy learning about social justice issues.

However, we have many newcomers and ELL students who struggle to make connections. They require English language instruction and support to acclimatize to their new learning environment. Additionally, there are students with high social-emotional needs and some students that have experienced trauma or big life challenges. Many students are continuing to learn to regulate their emotions and struggle with peaceful conflict. Most behaviour-related incidents can be related to a lack of self-regulation skills resulting in physical or verbal outbursts. Students are working on taking responsibility for their belongings, actions, and their learning. Many students have difficulty with attention, staying calm, alert, and focused. There is a wide range of learners, academically, and students with exceptionalities, demonstrating a need for differentiated learning, support, and sometimes creative ways to help students achieve in all developmental areas.

The school is addressing students' social-emotional learning (SEL) needs through a comprehensive approach that includes early identification of vulnerable students, creating inclusive and calming classroom environments, and implementing targeted SEL programs. Staff collaborate on resources, share strategies, and engage in professional development to support both student and adult SEL. The school also fosters connection through extracurricular clubs, restorative discipline, literacy engagement, and community-building events, all aimed at promoting well-being, belonging, and academic success.

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

As a school community, we are continuing to apply trauma informed practices in our classrooms and broader school environment to address behavioural concerns, and establishing a sense of belonging, connection, and support for all. Trauma-informed practices include teaching students Social-Emotional Learning (SEL) strategies to help create supportive and safe learning environments.

We are working on enhancing school engagement and improving student achievement in areas, such as literacy and numeracy physical and mental well-being, and belonging with a collaborative staff focus on SEL to help students develop self-awareness and self-management skills. SEL strategies help by teaching students how to identify, express and manage their emotions, as well as build healthy relationships, which are crucial for feeling safe and supported. This is important for all children and particularly important for students who have experienced trauma, as they may struggle with emotional regulation.

Moreover, it is important that these needs are supported by the whole school community, not just through the roles of specific staff. Building on our conversations about trauma informed practice from our 2022-2023 and 2023-2024 School Learning Plans, our team continues to identify targeted strategies and resources that help create a safe, caring, supportive, and positive environment for staff, students and families. The more that students are emotionally connected to their learning, the more likely they are to participate actively and retain information.

Data collected through Student Learning Surveys from 2023-2024, our teacher led class reviews from 2023-2024 and our MDI data from 2022-2023 provided insight into where our collective efforts could help to improve the success of our student.

The 2023-2024 Student Learning Survey showed that Emily Carr students had lower response rates compared to the District's student population in areas related to physical and mental wellbeing and belonging. For example, in response to the statement, 'At school, I am learning how to care for my mental health' from the Grade 7 Student Learning Survey (2023-2024), 28% answered 'strongly agree' or 'agree', which is far below the district average of 54%. In response to the statement, "At school, I am learning how to care for my physical health", 49% answered 'strongly agree' or 'agree', which is also significantly below the district average of 63%. Further, when students were asked to respond to the statement 'When I am stressed, there are things I can do to feel better', only 52% responded 'most of the time' or 'all the time'.

Class reviews in 2023-2024 also highlighted that we have a significant number of students that would benefit from opportunities to develop a stronger sense of belonging and strategies that would have a positive impact on student physical and mental wellness. It showed that 15.8% of students were identified as vulnerable in physical and mental wellness and 10.9% of students were identified as vulnerable in belonging, as identified by staff.

Additionally, 2022-2023 MDI data showed that connectedness with adults and peers was lower than the district average. For example, only 31% of students were able to identify two adults at school they felt were important to them, which was below the 52% district average. This data

further supports focusing on strategies that could improve physical and mental well-being and belonging at Emily Carr.

Our 2023-2024 class review data on literacy and numeracy from the third term written summary of learning, revealed 6.7% of students were assessed at the emerging level in language arts and 4.2% of students were assessed at the emerging level in math.

Social-Emotional Learning (SEL) strategies can significantly enhance student achievement in literacy, numeracy, physical and mental well-being, and a sense of belonging. It fosters critical thinking and empathy, helps students manage emotions and reduce anxiety, promotes healthy interactions and a supportive environment, encourages physical activity and healthy lifestyles, and creates an inclusive classroom where all students feel valued. SEL builds strong peer relationships, improves the overall school climate, and supports both academic success and overall well-being. Emily Carr staff recognize the importance of providing all students with social-emotional learning (SEL) and self-regulation support.

Through an increased collective effort on SEL strategies (individual, classroom and whole school) we have seen a positive impact on students' mental and physical health. In the 2024-2025 Student Learning Survey, in response to the statement, 'At school, I am learning how to care for my mental health' 61% answered 'strongly agree' or 'agree', now exceeding the district average of 54%. In response to the statement, 'At school, I am learning how to care for my physical health, 70% answered 'strongly agree' or 'agree', which again came out above the district average of 66%. Further, when students were asked to respond to the statement 'When I am stressed, there are things I can do to feel better, 61% responded 'most of the time' or 'all the time', which is 9% higher than the previous year. Additionally, the 2024-2025 MDI data showed that connectedness with adults and peers increased to 55%, which is 24% higher from the 2022-2023 comparative data and 10% higher than the district average for 2024-2025 and the 2024-2025 third term written summary of learning, staff identified that 4.2% of students were assessed at the emerging level in Language Arts and that 2.7% of students were assessed at the emerging level in math, which have both decreased from the 2023-2024 data.

Overall, the 2024-2025 data demonstrates that we are on track to create an environment for promoting physical and mental well-being and belonging at Emily Carr, which we believe has contributed to improved student achievement in academic areas, such as literacy and numeracy.

Improve equity

The Emily Carr school community is working to promote equity in the school community and to ensure that all students have access to the same opportunities and success. Clubs, teams and leadership opportunities are crucial for developing essential skills, fostering community engagement and building confidence and social skills, ultimately preparing them for future success.

At Emily Carr, students have been invited to access varied activities through various clubs, teams and leadership groups. We offer athletics each year, and additional programming through the Community Schools Team. This year both choir and band opportunities were offered before school and at lunch. Leadership groups have been a long-time tradition at Emily Carr, with

sustained numbers of students getting involved throughout the year. We support clubs, such as our Social Justice Club and Book Club, run by teaching staff. Additionally, we have both student-led and parent-led clubs, such as Crafting Club, Beading Club, Chess Club, Emily Carr's Got Talent' Club and the Kindness Club.

All children, including students who come from imposed conditions, benefit from opportunities to foster relationships, build confidence and foster feelings of belonging and connection. We will continue to see if these extracurricular activities are helping to meet their needs.

Class reviews in 2023-2024 highlighted that we had a significant number of students that would benefit from opportunities to develop a stronger sense of belonging and strategies that would have a positive impact on student physical and mental wellness. It showed that 15.8% of students were identified as vulnerable in physical and mental wellness (ex. anxiety, etc.) and 10.9% of students were identified as vulnerable in belonging, as identified by staff. Comparatively, the 2024-2025 class review data showed that 13.2% of students were identified as vulnerable in physical and mental wellness (ex. anxiety, etc.) and 10.1% of students were identified as vulnerable in belonging, as identified by staff, showing a slight decline in students identified as vulnerable in physical and mental wellness and belonging.

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

In keeping with the findings of the Truth and Reconciliation final report, it continues to be the responsibility of educators to take the 94 calls to action seriously and implement changes to increase knowledge and understanding within our learning communities. In the words of the Honourable Murray Sinclair, "It was education that got us here and it will be education that will get us out." Our school is committed to supporting and enhancing understanding of Indigenous world views and knowledge. Emily Carr students and staff have been engaged in various activities to increase empathy and awareness of Indigenous histories and cultures.

Staff have been having ongoing discussions and awareness regarding the story of Indigenous peoples in Canada at assemblies and in classrooms. Additionally, we have dedicated our front lobby to displaying different forms of Indigenous culture.

We invited Indigenous author, educator and storyteller Kung Jaadee to provide an interactive workshop for the upper intermediate students called Reconcili-Action, where she summarizes the key points of the United Nations Declaration on the Rights of Indigenous Peoples and discusses the Calls to Action and the 6 Actions of Reconcili-Action: To Learn, Understand, Explore, Recognize, Take Action, and Teach Others. Using the National Centre for Truth and Reconciliation's Reconcili-Action plan template, students worked with Kung Jaadee to create their own actionable plan to combat prejudice and eliminate discrimination, while also promoting tolerance, understanding and good relations with indigenous peoples.

For the Kindergarten to Grade 5 students, Kung Jaadee shared both Haida and Squamish stories/legends, which include universal teachings about respect, responsibility and the interconnectedness of all living beings. She also shared some traditional songs, as well as her own person stories about growing up as an Indigenous person.

In the 2024-2025 Grade 7 Student Learning Surveys, when asked, "At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?", 50% of students responded

'sometimes', 15% responded 'most of the time' and 12% responded 'all the time'. When asked, "At school, are you being taught about local First Nations?", 42% responded 'sometimes', 10% responded 'most of the time' and 10% responded 'all the time'. This is a significant increase from the 2023-2024 Grade 7 Student Learning Survey data, with 66-84% responding 'never' or 'almost never'. However, it should be noted that the previous year's questions differed from the 2024-2025 questions. For example, the 2023-2024 question asked "At school, do you participate in any Indigenous celebrations or activities" and "At school, do you participate in any ongoing Indigenous programs or activities?". Moving forward, our school will continue to integrate learning about Indigenous Peoples in Canada and about local First Nations, and we will continue to monitor the Student Learning Survey data.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to compare our Student Learning Surveys and MDI data, to monitor progress or concerns each year. MDI and Student Learning Survey data feedback related to relationships, connectedness and belonging would ideally show levels that meet or exceed district averages.

We will also continue to identify vulnerable students through our class reviews to see if our programming is providing them with connection opportunities to build a student's sense of belonging, as these social ties that accompany a sense of belonging can be a protective factor for mental and physical wellness.

An exploration of ways in which we can address the educational aspects of the TRC Calls to Action will continue to be reflected in Written Learning Updates (CSL) and a Summary of Learning at the end of the year, as well as monitored through the Student Learning Survey data.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), skwxwú7mesh (Squamish Nation), and salilwatał (Tsleil-Waututh Nation). It is with respectful consideration that the programs and services are provided to students and families to honour cultural protocols of these communities.

Edith Cavell Elementary School is in Vancouver's Douglas Park neighbourhood and serves around 330 Kindergarten to grade 7 students and approximately 40 staff members. Cavell was seismically upgraded between January 2021 and May 2023.

Our motto: 'Cavell Cares: Take care of yourself; Take care of others; Take care of this place' is clear amongst students. Kindergarten students state that Cavell students are kind, helpful and respectful people. Cavell students love our library to get books, and our gym is fun for playing skittles in. Kindergarten students also love the fact that they learn about the Seven Sacred Teachings. What do intermediate students enjoy about Cavell? The playground, the staff who care about them, the activities and field trips they get to do to enhance their learning, the musical instrument selection because they learn a lot about music and the many sports teams and leadership opportunities that help make them well rounded students.

We celebrate each other through our appreciation for diversity. Our current student population is spread across 14 divisions. Students who are learning English are integrated into our regular program with support from classroom and resource teaching staff. English language learners comprise approximately 22% of our population and speak a variety of home languages including Japanese, Dutch, Spanish, Mandarin, Cantonese, Serbian, Arabic, Swedish, French, Portuguese, Armenian, Turkish, Croatian, Hindi, Vietnamese, Russian, Farsi, Hungarian, Shona and Korean.

We are fortunate to have a dedicated parent community who actively contributes to the educational experiences at our school in a variety of ways. The Parent Advisory Council (PAC) organizes hot lunches 4-5 days a week, school events such as welcome back coffee, welcome back BBQ, family dances, movie nights, parent socials, walk-a-thon, silent auction, and the spring carnival. During the 2024-25 school year the installation of an addition to our playground was completed by our PAC. Parents and guardians volunteer in class as well as within the school community serving on the PAC executive, organizing an event, or offering to coach a sports team. New ideas and members are always welcome at the monthly PAC meetings.

Staff, students, and parents work together to set high expectations in all areas of student learning. Goal setting meetings are an important way to set the direction for the collaborative journey

ahead. Throughout the year there are many opportunities for our students to plan, direct and take responsibility for their learning.

We also provide experiences that showcase student learning including events such as Open Houses, Learning Celebrations, Learning Fairs, student voting, a Winter Concert, school wide projects and many more. We also look for opportunities to extend our learning beyond the classroom walls with experiential learning. Our school is committed to implementing the First Peoples Principles of Learning.

Participation in a wide variety of athletic pursuits is also celebrated. Students are great athletes and appreciate the opportunity to play team sports. This year, students had many extracurricular opportunities including cross country, volleyball, basketball, badminton, ultimate, soccer, kilometre club, intramurals, and track and field.

Consistent with our motto, we encourage students to take care of others. The entire school is engaged in activities which encourage students to develop a broader sense of social responsibility and think about their place in the world. Some of these programs are at the classroom level, while others, such as Jump Rope for Heart, Kindness projects, community outreach, and the Terry Fox run are schoolwide.

In addition to the indoor learning opportunities, our long-term plan is to create additional outdoor learning spaces with gardening and exploration in mind. We are also fortunate to be near Douglas and Queen Elizabeth Parks.

Students at Cavell are responsible and appreciate leadership opportunities. They are eager to build school spirit, and with the support of the Cavell community, raise awareness of current issues such as climate change and anti-racism. Older students assist younger students with inclusion and fair play and partake in leadership opportunities for the benefit of the school community such as primary and lunch monitors, library monitors, and classroom buddy activities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students are making significant strides in literacy. Based on CSL data, in June of 2024 72.1% of our grade 4s and 69.2% of our grade 7s in English Language Arts were at the Proficient or Extending levels. In June 2025, this score increased. 78.3% of grade 4s and 83.9% of grade 7s were now scoring at the proficient or extending level across English Language Arts.

We will track progress across all three Learning Updates, remembering that we are aiming to have students meet the Proficient level.

Standardized tests indicate growth in early literacy skills. The Dibels Reading Assessment was delivered school wide both in the fall of 2024 and late spring of 2025. The scores indicate that approximately 70% of Cavell primary students have improved their reading levels by 5 or more reading levels. In intermediate, approximately 65% of Cavell learners increased their reading scores by at least one grade level. Most notably Cavell students feel that they belong over 80% of the time at our school and felt that many adults cared about them in our building.

Beyond academics, our learners are actively engaged in community arts and sports. According to our Student Learning Survey in Grades 4 and 7, our students are involved in after-school activities

over 70% of the time. Our students feel that social and emotional wellness is very important as the student stress and anxiety levels have increased.

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 believe that we need to keep literacy as a foundational skill, that is essential to a child's ability to understand, pursue and accomplish their goals. To strengthen this foundation, we are implementing a comprehensive assessment practice across all grades, focusing on literacy and writing, and diligently tracking the outcomes to ensure progress. Direct literacy instruction will be targeted specifically at our intermediate grades. Our staff's commitment to professional development is evident as they participated in the Carole Fullerton Numeracy and Assessment Professional Day in September 2024, along with ongoing literacy training throughout the year. Central to our approach is fostering a sense of belonging, with students actively setting goals, reflecting on their learning journey, self-assessing, and persistently trying to improve. We are dedicated to amplifying student voice, choice, and engagement by tailoring our teaching to meet the diverse needs of every learner. Comprehensive formative and summative assessments will be conducted to monitor and support all facets of learning. We are committed to engaging our students with innovative educational practices that connect them deeply with their learning, propelling them towards greater academic success. Moreover, we aim to enhance our community's capacity by supporting the physical and mental well-being of our students, ensuring a nurturing environment where everyone feels they belong. Close to 50% of our grade 6 students do report that they feel stressed at home and school a lot of the time. Our continued work on mental well-being and belonging will continue to focus on this area.

Improve Equity

At our school, we are dedicated to fostering a collaborative environment where staff work together to cultivate a culture of cooperation. This commitment extends to creating meaningful opportunities for both teachers and students to delve into deeper learning experiences that promote a sense of belonging and equity. We are mindful of the challenges faced by our growing population, particularly concerning food security and financial barriers to participating in special activities. Recognizing the diverse backgrounds of our Cavell community, we are steadfast in our pursuit of equity for all. Our approach includes acknowledging the varied learning needs of our students, ensuring that our staff collaborates effectively to provide comprehensive support, both socially and emotionally as well as academically. We continue to place a high priority on social-emotional learning, understanding that a robust SEL foundation is essential for academic success. Additionally, we maintain a focus on monitoring data that reflects student engagement and their connections with adults in the school, as these relationships are vital to our educational mission. Through these concerted efforts, we aim to create an inclusive and supportive learning environment for every member of our school family. Our grade 6 students reported on the MDI survey that 65% of them feel very important and valued at our school. 94-97% of our grade 6 students felt that Cavell had minimal bullying present at our school during the 2024-2025 school

year. The work being done by staff around Social Emotional Learning helps to foster the community we have at Cavell.

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

We are committed to providing ongoing learning opportunities about Indigenous cultures and histories. We aim to start this journey with our youngest learners by integrating the 7 Sacred Teachings into the Kindergarten curriculum, fostering an early appreciation for these guiding principles. Additionally, we will continue to recognize and honor the land of the Three Host Nations through our updated land acknowledgment, ensuring that this act of respect is a part of our daily routine and special assemblies. Our commitment extends to enhancing our students' understanding through authentic experiential learning opportunities that highlight Indigenous culture and history. Moreover, we are dedicated to embedding place-based learning throughout our curriculum, allowing students to gain a deeper connection to the land and the diverse narratives it holds. This holistic approach ensures that our educational goals are not only inclusive but also provide a meaningful exploration of the rich Indigenous heritage that shapes our community. Based on our School Learning Survey data we found that 80% of our students recognized they learned about local First Nations at least some of the time at school. 25% of our grade 4 students acknowledged that our school participates in Indigenous (First Nations, Inuit, Metis) celebrations or activities. As a school we will continue to provide, and explore, learning opportunities for our students and staff.

HOW WILL WE KNOW WE'RE ON TRACK?

As a school we continue to monitor our data and progress across our achievements in literacy and numeracy. During this school year we were able to begin to track progress from our initial baseline data from 2024. Moving forward we will dive deeper into comparative data across literacy programs.

As a staff we will continue to work collaboratively and foster an increased understanding of collaborative practices across the curriculum. Equity for and across our population continues to be a focus of our work as a school. Social Emotional Learning will continue to support our learners and their feelings of anxiety and stress. We will work together to create an equitable and sustainable community.

As a school we continue to work on our goal of reconciliation with the First Nations, Inuit and Metis peoples. By continuing to weave our stories with Indigenous learnings we will continue to learn and unlearn on the ancestral and unceded territories that Edith Cavell is situated upon.

2024-25 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral, and unceded lands of the x^wməθk^wəyəm|Musqueam, Skwxwú7mesh|Squamish & səlilwətał |Tsleil-Waututh Nations.

Students who attend Champlain Heights Annex Elementary are drawn from a catchment area of moderate to higher density housing, consisting of townhouses, single family homes, housing cooperatives, rental and subsidized housing.

Currently in 2024-25: we have 5 divisions with 94 students from kindergarten to grade 3. Almost 40% of our students are English Language Learners, with 15 different languages spoken at home. Our students come from diverse ethnic and demographic backgrounds.

Some of the unique characteristics of our school grounds include a large outdoor grass field, a well-used sand pit, and a large gravel field where many students of all grades play soccer. Students enjoy using the large spaces for tag games or finding a sunny place to sit and relax with friends. Classes participate in using our 7 garden beds to varying degrees to learn about healthy living, sustainability, life cycles, and Indigenous connections to land. Identifiable school strengths include a staff dedicated to lifelong learning and supporting our diverse learners. Staff coach Cross Country and Track and Field for our students every year. Our staff work collectively to collaborate on learning goals and activities and plan school-wide professional development to focus on literacy. Staff also take great pride in teaching students to be independent citizens and critical thinkers. Students are taught to celebrate their abilities and learn to resolve conflicts in peaceful ways that respect all members. Empathy is a large focus on problem solving.

Students learn that they are an important part of the community, and they can make a significant impact in small ways. Staff encourage student leadership opportunities to raise funds for charities such as the Terry Fox Foundation and the World Wildlife Fund through activities students can lead including book fundraisers. Students eagerly demonstrate leadership skills by participating in masters of ceremonies roles to introduce guests and presentations at school-wide assemblies and making special school-wide announcements.

Our dedicated PAC volunteers are committed to raising funds for the school through pizza and bake sales and bottle drives. PAC is invested in supporting the arts and music and fundraising to bring in a variety of high-level performers and workshops including dancing, musical theatre, and drumming specialists. Our PAC is very community minded and works hard to support every family.

The literacy goal came from evidence over several previous school years of very little growth in the literacy skills of our students indicating that further tier 1 (whole class) instruction was needed. Tier 1 instruction focuses universal programming implemented by the classroom teacher that accounts for the diverse needs of all learners.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners have many strengths and challenges. Some strengths of our learners include a determination to work hard and engage in literacy activities to improve reading fluency and writing skills. Students are not afraid to put in the effort needed to improve their writing skills. Students are observant, thoughtful, and curious. Our learners also work collaboratively with their peers to act in kind and respectful ways to follow the school code of conduct to “be Kind, be Safe, and be Great.” Our students are very welcoming and inclusive of all learners. Some challenges for some neurodiverse learners include communicating their needs and navigating social situations. They are working on individualized programs to meet personal goals with Support Staff.

Approximately 20 percent of our learners are neurodiverse who have Ministry Designations, and a small number have self-identified as Indigenous. Approximately 40% of our learners are English as a second language learners.

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

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

Our inquiry question continues to focus on literacy and the First Peoples Principles of Learning. Literacy: How can we increase our students’ language acquisition in speaking, reading, and specifically writing? How will we apply our growing knowledge of reading and writing to ensure student success in language and literacy? As a whole school - classroom teachers, resource teachers, and support staff - continue to use a variety of reading and writing programs to support our literacy goals.

Our staff are seeking to answer these two inquiry questions:

- How can we increase our students’ language acquisition in both reading and writing?
- How will we apply our growing knowledge of current reading and writing practices to ensure student success in language and literacy?

As a whole school (classroom teachers, support staff and resource teachers), we continue to use a variety of reading and writing programs and resources to support our literacy goals. In the 2024/25 school year, we are putting greater emphasis on improving student writing skills.

Staff are creating a shared understanding of how learners read and write through professional development and collaborative teaching. Experienced teachers mentor newer teachers. We are implementing a school-wide reading and writing program supported by data. By understanding the development of students at different ages and using appropriate teaching skills, we are raising student achievement in literacy.

Most current research has found evidence that letter names are best learned after phonogram sounds have been internalized. Studies show that 75 phonograms will correctly spell and decode 98% of English words.

We inform our teaching by highlighting Scarborough's reading rope and Orton Gillingham to design our structured school-wide reading and writing program. By using school-wide Kindergarten to grade 3 universal screeners, DIBELS, we can track student progress. Following students along a continuum from kindergarten to grade 3, we can identify students who benefit from targeted interventions. In writing, staff follow school-wide criteria for each grade level that aligns with the BC Performance standards.

Our data, generated from CSL reporting, indicates that student achievement in Language Arts is increasing. In the first term, students were at the following levels in Language Arts: Developing 19 percent, Proficient 11 percent, and Extending 3.5%. In the last term of school, numbers rose to: Developing 31 percent, Proficient 48 percent, and Extending 6.5 percent for the 2023/24 school year.

Indigenous perspective: How do we respectfully and intentionally weave in Indigenous learning and reconciliation into our everyday learning, while specifically focusing on the First Peoples Principles of Learning. At Champlain Annex we reflect on the first two principles:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Students are learning about the history and origin of land acknowledgements, and how to make personal land acknowledgements. Our students present the Indigenous land acknowledgement at assemblies and classes are taught early in the school year about the importance of the land acknowledgement. Literacy, Social Studies, Science, Art, and other subject areas are often connected to Indigenous books and used as an extension of learning and reconciliation. Through thematic units including teaching about salmon habitat and life cycle, students learn about the importance of salmon to Indigenous Peoples, their connection to the land, place in the food chain, and the impacts on the larger ecosystem. All students participate in raising butterflies and releasing them back into nature as part of their contribution to sustainability.

Our library is very well supported with a variety of books on Indigenous culture, other cultures represented in our school, as well as books that promote critical reflection and perspective thinking in celebrating diversity and building equity. In our school gardens, students learn how our Indigenous ancestors used their lands and their relationships to these lands. We continue to sustain and enhance our understanding of Indigenous perspectives and knowledge through creating a year-round school bulletin board display. Staff are working with district Indigenous Curriculum teachers to foster our understanding of Indigenous worldviews and knowledge. Student leaders are also working on creating personal land acknowledgements with district staff.

Evidence which informs our understanding comes from our ongoing assessments of literacy skills. In reading, we use DIBELS. The DIBELS measures were specifically designed to assess three of the five components of early literacy: Phonemic Awareness, Alphabetic Principle (Phonics), and

fluency with text. Each DIBELS measure has been thoroughly researched and demonstrated to be a reliable and valid indicator of early literacy development.

In writing, we use school-wide criteria and benchmarks to inform our writing pedagogy through collectively assessing and tracking writing progress in the fall and spring.

Grade-wide and School-wide writes follow the BC Performance Standard criteria. Staff use these assessments to create personal writing folders to track the progression of literacy skill acquisition for learners through their years at the Annex; our data reveals student word decoding, phonemic knowledge, comprehension, and fluency skills.

Using this information, we provide targeted interventions to ensure students achieve their benchmarks by grade and term. The evidence tells us that using a school-wide unified literacy approach increases student achievement in literacy skills. Targeted interventions for students with at-risk indicators is bridging the gap and raising outcomes for these learners.

Staff are committed to empowering students to develop personal and social responsibility in actionable ways. Teachers host a yearly school used book fundraiser, or “market” to support local and international charities. Students practice using the Zones of Regulation, Mind Up, and Kelso’s choices to regulate their emotions and interact in prosocial ways with their peers and staff.

To increase physical activity, all classes participate in engaging in daily movement and exercise routines in class. Staff support increased student physical participation by coaching extracurricular activities including Cross Country and Track and Field. As a school, we invite performers and workshop leaders to motivate students to increase their physical fitness through activities including wrestling, martial arts, and drumming. Through these activities, we are able to inspire students to try new activities and reach a larger population of students. We are considering a kilometer club. To further support these goals, staff will be collaborating monthly to review and assess their effectiveness of improving student achievement in literacy, numeracy, physical well-being, and belonging.

Improve equity

- Providing positive feedback and praise for every accomplishment, no matter what size
- Small group Learning Support Teacher providing targeted instruction for literacy skills: reading, writing, math
- Small group instruction for Social Emotional Learning support through role playing

Support for students with diverse needs from our school itinerant staff including school counsellor, speech and language therapists, and school and student support workers

In terms of equity, students who belong to equity-deserving groups—such as those with learning needs are demonstrating success by meeting or exceeding grade-level expectations:

In Language Arts, based on the CSL Summary of Learning Written Updates, 77% of students from equity-deserving groups were in the Developing, Proficient, and Extending range in third term of the 2024/25 school year. This is lower than the overall achievement rate.

In Math, based on the CSL Summary of Learning Written Updates, 94% of students from the equity-deserving groups were in the Developing, Proficient, and Extending range in third term of the 2024/25 school year. This is closer to the overall rate, indicating stronger equity in numeracy.

Table 2: Achievement of Equity-Deserving Groups

Subject	% in Developing, Proficient, and Extending	Comparison to Overall	Interpretation
Language Arts	77%	Lower	Indicates a gap in literacy achievement
Math	94%	Closer	Stronger equity in numeracy

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

- Finding ways to integrate First Peoples Principles of Learning and Indigenous Knowledge through storytelling
- Introducing a school bulletin board display of Indigenous learning that includes student voice and perspectives
- Creating art inspired by Indigenous artist and artifacts
- Asking students to personalize the Land Acknowledgement
- Recognizing the importance of the land as a source of life for animals and plants through studying salmon and releasing them into their natural habitat
- Participating in Truth and Reconciliation Day and the Calls for Action
- Collaborating with our district Indigenous education staff to support staff in developing curriculum

Student surveys, interviews, and conversations showed growth in understanding why we have Land Acknowledgements. Some responses include:

- "Remember, our ground was the Indigenous Peoples' ground"
- "To respect the Indigenous People because we took their land so that's why we do the Land Acknowledgements"
- "When you make a Land Acknowledgement, think about how you want to express yourself"
- "So that people think about the land a little more"
- "We do the Land Acknowledgement to respect the Indigenous, because we stole their land. The ground you are sitting/standing/lying down on. The people before us have been there too."
- "Because we stole their land."

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by informing our practice in several ways:

- Using assessments to inform our practice:
- Formative assessments through observations and conversations with student Summative assessments of daily and weekly work, CSL reporting and data
- Collect School-wide data using the same measures across grades to assess literacy acquisition – using DIBELS
- Collect data from School-wide writes using school wide rubrics and criteria
- School wide tracking of reading and writing data progressing from kindergarten to Grade 3 in addition to yearly tracking by classroom teachers

What the data shows:

Power BI Report Card data provides insight into both overall Student Achievement and the progress of Equity-deserving groups:

Student Achievement refers to how well students are performing overall, regardless of their background:

In Language Arts, based on the CSL Summary of Learning Written Updates, 90% of students were in the Developing, Proficient, and Extending range in the third term of the 2024/25 school year. This suggests strong overall performance in reading and writing.

In Math, based on the CSL Summary of Learning Written Updates, 98% of students were in the Developing, Proficient, and Extending range in third term of the 2024/25 school year. This indicates exceptional performance in math across the student body.

Table 1: Overall Student Achievement

Subject	% in Developing, Proficient, and Extending	Interpretation
Language Arts	90%	Strong overall performance in reading/writing
Math	98%	Exceptional performance across student body

What This Means About Teachers and Staff

- This data suggests that:
- Teachers and staff are effectively supporting most students to meet academic expectations, especially in numeracy.
- There is strong instructional practice in place, particularly in math.
- However, the equity gap in literacy indicates a need for more targeted support or differentiated instruction for students who may face additional challenges.
- Staff are likely already doing meaningful work to support equity, but further strategies may be needed to close the gap in literacy outcomes.

Next Steps

- Analyze classroom-level data to identify specific student groups who may need additional literacy support.
- Collaborate in professional learning communities (PLCs) to share effective strategies for supporting equity-deserving students in literacy.
- Implement targeted interventions and monitor their impact on student progress.
- Engage families and communities to support literacy development at home.
- Celebrate successes and continue to build on strengths in numeracy while applying similar equity-focused strategies to literacy.
- Conduct study surveys to collect baseline and year end data including insights related Indigenous Land Acknowledgement learning

2024-25

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəy' əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Champlain Heights Community Elementary School's teaching staff consists of a Resource Team, Teacher Librarian, Music, French and Physical Education specialist teachers, a Curriculum Enhancement Teacher, and a team of a Youth and Family Worker, Indigenous Enhancement Worker, and School and Student Support workers. The school demonstrates how students, parents and staff work together to create a positive, inclusive learning environment within a diverse context. Some of the unique characteristics of the school include the expansive outdoor area surrounding the school within which students enjoy creative play in the forest on a daily basis, gardening activities at the cedar garden boxes, body breaks, soccer and basketball in the field and courts, and active play in the two sections of the playground. There is a before and after school care facility on site run by the YMCA.

Students demonstrate a sense of care for and connection to the land. In September 2022, a new accessible sensory playground was opened at the school which includes a We-Go-Round, interactive musical instruments, a large-scale communication board, braille and sign language displays, a We-saw, and monkey bars with rubber surfacing on the ground. The Champlain Heights neighbourhood has a lot of green space with trees and park land such as Sparwood Park, Captain Cook Park, Champlain Heights Park and the very large Everett Crowley Park. The school itself has a small forest that is encircled by long gravel paths enjoyed by many community members.

Students at Champlain Heights have many learning opportunities to treat others with respect and work cooperatively with each other, and they take pride in and show a commitment to school engagement through extra-curricular activities such as cross country, track and field, volleyball, and basketball, as well as service oriented activities such as Kindergarten monitors, lunch room monitors, a wide variety of student leadership activities, big and little buddies, daily student announcements, weekly shared grounds clean up duty, Safety Patrol, and school spirit initiatives. The school sees a high participation rate in the athletic opportunities as well as service-oriented commitments throughout the school year. There are also a few school clubs open to students at lunch hour, such as the pride club, chess and checkers club, sewing club, music club, floor hockey club and soccer club. The clubs have a high student participation rate. There is a strong

student leadership dynamic both formally in the form of playground leaders and many volunteer roles, as well as informally in the sense that older students are very kind and welcoming with the younger students and are often looking out for younger students by assisting them if they are hurt or upset while outside on the playground.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students attending Champlain Heights Community Elementary School are drawn from a catchment area of moderate to higher density housing. The student population is diverse in its learning needs. In the 2024 -2025 school year, there are a little over 320 students from kindergarten to Grade 7 distributed into 14 divisions. Approximately 30% of the student population speak English as an additional language, and among these students, Spanish, Cantonese, Korean, Mandarin, Vietnamese and Russian are the home languages spoken with the highest prevalence. Almost twenty students were self- identified as Indigenous while over fifteen percent of our students are identified as students with inclusive education support needs.

Some of the identified Champlain Heights School strengths are the commitment of staff to learn and grow, the staff's dedication to connect with and demonstrate great care for the students, and a school wide commitment to equity (nutrition support, equitable opportunities, support in accessing outside community organizations). The Grade 7 students enjoy unique experiences in the Outdoor Education program. Community Schools also offers after school targeted student leadership programming. The staff work very well as a team and have dedicated efforts in making the school a place where all learners feel safe to learn and thrive. Parents work as active partners with the school. The Parent Advisory Council (PAC) at Champlain run a variety of community events and fundraisers to bring our community together and support the school such as ongoing hot lunch programs, Spring Fling, Halloween Dance, and other after school social activities. The staff and students at Champlain Heights are committed to continuing our Reconciliation journey by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

At Champlain Heights, the students and staff are committed to our Reconciliation journey in many ways such as student engagement in the process of giving the Indigenous land acknowledgement, integration of First Peoples Principles of Learning throughout the curriculum, the unlearning and relearning of history in the Social Studies curriculum, and Indigenous content in school wide events such as a dedicated annual Truth and Reconciliation assembly, the Remembrance Day assembly, and the winter concert. In the 2024/2025 school year for the first time, the whole school participated in a Silent Walk.

Curricular Competency *Strengths*:

- In the 2024/2025 school year in Math, many more students were at the Proficient or Extending range of performance as opposed to Emerging or Developing (around 60% overall throughout term 1, 2 and 3 based on the CSL Written Learning Update data

Curricular Competency *Needs*:

- In the 2024/2025 school year, the number of students across all grades who were at the Proficient or Extending range of performance in Language Arts was lower than the number of students who had Emerging or Developing in English Language Arts each term over the school year (the average over the school year across all grades was about 44% in the Proficient and Extending category, based on the CSL Written Learning Update data.) However, the percentage difference between students whose proficiency scale was emerging/developing and proficient/extending became smaller each term. By the third term in the 2024/2025 school year, the difference between the total in the emerging/developing range versus the proficient/extending range was only 2%.

Core Competency *Strengths*:

- Strong sense of social responsibility: valuing diversity, contributing to community, building relationships
- Strong positive cultural identity
- Sense of belonging

(Evidence is observational, anecdotal, and extracted from pertinent student responses in the Grade 4 and 7 Student Learning Survey data and the Grade 6 Middle Years Development Instrument)

Core Competency *Needs*:

- Self-regulation
- Well-being
- Self-determination
- Communication and body/objects to self during unstructured school time

Student voice has been incorporated both formally in the form of the structured surveys, and student self- assessments, incident logs by students, and informally in the form of observations, conversations, walks and talks, and indirectly from a lot of staff input.

The body of evidence shows that the students have a lot of strengths and a foundation in terms of academic and social strengths, and areas for growth and support are also evident and identifiable. Evidence from the Grade 6 Middle Years Development Instrument reveals that the Grade 6 student population has a significantly lower self-reporting result in the area of nutrition and sleep. Evidence from the Student Learning Survey results at Champlain Heights demonstrates a couple areas that require focus. One of the areas is having one or more adults who care about them at school (Grade 4 and 7) and the sense of feeling happy about school for the Grade 4s. The school's Grade 4 results show a lower self-reported sense of happiness occurring sometimes and most of the time, however, there was a higher occurrence of a sense of happiness all of the time. At a collaborative staff wide professional development day, staff identified the students' sense of resilience as an area for growth, as well as mental health, self-regulation, social emotional learning, readiness to learn and taking responsibility for one's own actions as areas for student growth.

The data from the Grade 7 Student Learning Survey also demonstrates areas in which Champlain Heights has a higher area of assets such as a strong sense of being able to care for one's own physical and mental health, as well as self-identifying being able to learn to communicate well.

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

The school staff is committed to collaboration and ongoing updating and improvement of our practice as we align with the three goals of the VSB Education Plan 2026. The staff is committed to professional development in the areas of literacy and math instruction, as well as Social Emotional Learning. We are continuing our successful work in numeracy by ongoing collaboration with a Learning Services District Resource Teacher who has collaborated with many of the classes to focus on Math instructional practices and facilitated a school wide Math festival in which every class took part. As a staff, we are working on updating and expanding literacy resources at the school, especially for at risk learners. We have accessed special grant funding to assist with resource acquisition. The resource team has reviewed the support model for more efficient and effective interventions. The school conducted a reading assessment for all students at the onset and closing of the 2024/2025 school year and has updated the resource team's organization and intervention response plan as a direct result of the data analysis of the reading assessments. More thorough assessments and interventions took place for identified at-risk learners.

The Professional Development Committee planned a session in September for all staff that addressed social emotional learning and supporting social emotional needs. The school also held a shared professional development day in November that focused on writing instruction and assessment. In April the whole staff spent the time planning for professional development that aligns with the school goals of Literacy (in particular, writing), Social Emotional Learning, and Indigenous Education and reconciliation. A shared professional development day is being planned for September 2025 to support the Literacy goal on the topic of effective and inclusive writing instructional practices.

In order to support students in their overall sense of well-being and personal safety, the Youth and Family Worker programming incorporates learning opportunities for students who may benefit from specific topics including healthy relationships, positive communication, positive self-image and self-talk, mindfulness, managing anxiety, conflict resolution, and self-awareness throughout the upcoming school year.

Education presentations on topics such as pedestrian safety, online safety, body science and sexual health and personal safety have been offered to students throughout the school year from various presenters. Students in grades 6 and 7 took part in the Watari Star (Vancouver Coastal Health) learning series that teaches students about impacts of personal choices on health and well-being and students learn strategies to prevent substance use. Also, in partnership with Vancouver Coastal Health, a community health nurse was invited into primary classes to teach a physical health literacy unit.

Students in all grades learn about healthy living and the benefits of regular physical activity at age-appropriate levels within the regular curriculum. The school has regular extra-curricular sports available to students in specific age groups including cross country, volleyball, basketball, pickleball and track and field. In addition, throughout the school year, special programs are brought in to supplement the physical education curriculum with offerings such as hip-hop dance, field hockey, and pickleball, with some variety year to year.

The school fosters a sense of belonging through school wide activities and events such as assemblies, clubs, opportunities for students volunteering, PAC community events, and spirit days. Almost every class contributed to the school assemblies with presentations that were either visual or performative, and each class performed in the winter concert and hip-hop performance. The data supports the success of these activities. The Grade 4 Student Learning Survey results indicate a higher level of students who feel they belong to school most of the time, and the Grade 7 Student Learning Survey results indicate a higher level of students who feel they belong at school all of the time.

Improve equity

The school is committed to ensuring equitable access and support for all families. The Family Affordability Fund was accessed to help cover school and activity fees and supplies for families experiencing financial challenges to remove barriers for student learning outcomes. Supports such as an online reading program, the One-to-One Children's Literacy Program, and opportunities to read at recess and lunch with staff supervision and support have been established to support student learning outcomes. The resource team's review and adjustment of the support model for more efficient and effective interventions is also a shift to support student learning outcomes in an equitable way. The school wide reading assessment at the onset and closing of the 2024/2025 school year has informed the resource team's organization and intervention response plan as a direct result of the data analysis of the results.

The Parent Advisory Council (PAC) plans community events through an equity lens, ensuring that all families can participate fully. No admission is required for families facing financial hardship, and activities are designed to be welcoming and accessible to all.

Spirit Days at the school have celebrated creativity and community while being mindful of preparation demands. These days are designed to be inclusive, culturally sensitive, and easy for families to participate in, without added pressure or cost.

The school actively seeks to listen to and reflect the voices of all members of our school community. For example, if there is a language barrier, district cultural interpreters are called on for support. The school staff works to reduce barriers to attendance and learning by setting up modified schedules to support individual student needs, offering targeted support and partnering with community organizations where helpful.

Above all, the school team is deeply committed to maintaining a school environment that is safe—both physically and emotionally—for every student. Issues of safety and well-being are addressed promptly and with high priority. District Resource Teachers as well as the Principal of the Equity,

Antiracism and Oppression department have been invited to many classes to support, teach and collaborate with staff to address areas of concern or areas which require learning growth. At the intermediate level, learning took place about history and topics such as anti-Black racism, anti-Jewish racism, and other oppressive ideology. In classes ranging in grade from Grade 3 to 7, students learned about different forms of discrimination and racism, gender stereotypes, the difference between equity and equality, and how to be upstanders.

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

There are many teachers on staff who are very committed to teaching and learning Indigenous knowledge, history and awareness. The school invites Indigenous parents and caregivers in to share knowledge and cultural teachings with students and has the opportunity for collaboration and engagement with the Indigenous Enhancement Worker.

In the Student Learning Survey, the school's Grade 7 students reported a higher response for being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada all the time. At the Grade 4 level in the Student Learning Survey, students reported being taught most of the time about Indigenous Peoples (First Nations, Inuit, Metis) in Canada

In addition to the abundance of Indigenous Education that takes place in the respective classroom learning that is integrated in the curriculum, the whole school took part in presenting a very meaningful Truth and Reconciliation assembly. All classes also took part in a Silent Walk, drumming, and Indigenous content in other school wide assemblies such as the winter concert and the Remembrance Day assembly. Some intermediate classes accessed a learning grant and took part in some Indigenous learning and a poppy beading workshop with an Indigenous presenter in November. A few of the primary classes had an enhanced Indigenous learning experience of visiting the Grouse Mountain Cultural Program. Those classes also learned about the salmon life cycle through an Indigenous lens. Some of the classes also learn Math with Indigenous content integration.

The school is committed to continuing to expand our learning and deepen knowledge as we continue our journey of reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

- Use of baseline data (Middle Years Development Instrument, Student Learning Survey, The Childhood Experiences Questionnaire and case studies) and compare with newer data gathered
- School wide reading assessment data
- Anecdotal information from students (walking interviews)
- Monitoring concerns shared by parents
- PSR Marks (English Language Arts)
- Written Learning Update performance data
- Attendance analysis
- Anecdotal comments from students and families

- Anecdotal observations of students
- Staff meetings to check in, share data, revisit plans to discuss
- Check ins at PAC meetings to hear parent perspectives
- All students and community members feeling welcomed and sense of belonging at Champlain Heights Community Elementary School
- Celebrate successes as a school at school wide assemblies
- Pivot and adjust if a positive difference is not observed

2024-2025 School Learning Plan

With deep gratitude and respect, we 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).

SCHOOL STORY

Sir Winston Churchill Secondary School (SWC) is located in south-central Vancouver at the intersection of West 54th Avenue and Heather Street. First opened in 1956, the school is home to approximately 2050 students and 140 staff. Our diverse community of learners come from a wide variety of cultures and backgrounds, travel here from across the school district, and include 160 International Education students joining us from countries around the world. In addition to the regular classes in standard departments, we also offer several District and school specialty programs:

French Immersion Program (Grade 8 – 12) – District Program

Students take four classes taught in French: two French language classes, Social Studies, and Science; along with the remainder (English, Math and electives) in English.

Autism Resource Centre (Grade 8 - 12) – District Program

This Centre is designed for students that are diagnosed with autism and able to meet secondary school expectations with minimal adaptations and support. The Centre provides a place for students to enhance their social, executive functioning, and organizational skills.

Synergy Program (Grade 8 and 9)

A Grade 8 and 9 learning cluster program designed for Churchill students who have demonstrated excellence, have a positive attitude toward learning, are highly motivated and reliable, are curious, critical and creative thinkers and are open to learning in new ways and places. Courses are taught in an interdisciplinary manner, to meet the unique needs of highly capable learners and to foster curiosity, social responsibility, personal and intellectual growth, and leadership.

Prelude Program (Grade 10)

This Churchill Grade 10 program consists of challenging courses that place emphasis on the skills of independent research, analysis, and communication in a variety of forms. Collaboration and self-motivation are key. At the heart of Prelude are two program-specific

courses designed to promote international awareness, leadership, and community engagement: International Studies and Prelude Leadership.

International Baccalaureate Diploma Program (Grade 11 & 12) – District Program

The IB Diploma Program is designed as an academically challenging and balanced program that encourages community involvement and service while also preparing students for success at university. The IB Program values 21st century learning, there is a focus on the development of specific approaches to learning: communication, social, self-management/executive, research and thinking.

The IB Learner Profile and Approaches to Teaching and Learning are frameworks that encourage a holistic approach to education. All teachers and students strive to be:

- Inquirers – curious
- Knowledgeable - well-read, aware
- Thinkers - rational, critical
- Communicators – collaborative
- Principled - honest, act with integrity
- Open-Minded - non-judgmental, unprejudiced
- Caring – compassionate
- Risk-Takers – resilient
- Balanced – mindful
- Reflective - thoughtful

Ideal Mini (Grade 8 - 12) – District Program

This district program is a unique, self-contained, family like “school within a school” offering a safe, collaborative and enriching cohort-based learning environment for academically motivated and creative students. The program fosters a school community which emphasizes social responsibility, collaboration, mentorship and leadership. Ideal Mini is located in a self-contained space within the Churchill main building.

We are a community committed to learning and celebrating that learning!

Students’ learning and accomplishments are celebrated at a variety of school and community shows, fairs, concerts, performances, competitions (fun and formal), tournaments, etc.... Staff make an effort to note and celebrate all kinds of student achievement, not just academic. Diversity and inclusion are celebrated throughout the school year at Churchill, as we focus on equity and belonging for everyone in our school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

GOAL: Promote a sense of belonging and well-being by creating safe, inclusive spaces, prioritizing mental health support and ensuring equitable representation within our school community, increasing student voice opportunities and continued anti-racism work with staff and students.

The Youth Development Instrument (YDI) (2022-23) would indicate that our learners feel safe and connected to students and staff at Churchill and are very engaged in education and volunteering in and outside of school. However, our students reporting a strong sense of belonging, purpose, empathy, gratitude, self-concept and life satisfaction is lower than expected. General physical health, mental health literacy and mental health attitudes were also lower than expected.

The Student Learning Survey (SLS) supports the above in indicating that our students feel safe and supported at school, but that in terms of learning how to deal with emotions, feeling like they belong, feeling good about themselves and having strategies to maintain physical health and wellness, learning basic life and social skills needed for the future, our Grade 10s do not report as positively in this area as some of our other grades. Our Grade 12s feel much more positive and optimistic about their learning and the preparation for the future.

COMPASS Survey (2022 and 2024) results indicate that Churchill students feel safe and close to people at school, spend a lot of time doing homework, and again, feel less purposeful, capable, engaged and optimistic. 2024 survey results suggest that our priority on student mental health has improved outcomes going from 41% of students in 2022, reporting feeling nervous, anxious or on edge on most days in the last few weeks, going down to 31% feeling this in 2024. An interesting result shows that while 70% of our students are meeting the national guideline for physical activity, 57% of them are trying to change their weight. Survey results suggest that equity, inclusion, and belonging need to be a priority as 52% report feeling unwelcome or uncomfortable at school. Additionally, 3% of our students meet the national guideline of spending 2 hours or less on recreational screen time/day for a variety of reasons.

For the most part our learners do very well on their report cards and on Ministry Assessments: Numeracy 10: 74% of our students are Proficient or above; 84% are Proficient or above in Literacy 10; and this is 90% in Literacy 12.

When asked “What is going on for our learners?” staff answered (in order): anxiety, tired, excitement, fatigue; and commented that they find our students to be very grade conscious. When students were asked what one word best described their experience of school over Semester #1, they most often answered “stress” or “stressful” followed by “tiring” and “exhausting”.

As a result of our scanning, we will continue our focus beyond academics, on building belonging and supporting students’ social and emotional learning and growth.

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

In our vibrant school community, we recognize that literacy and numeracy are foundational skills essential for success in all aspects of life. And while SWC fairs well in our Ministry Assessment results (see results on previous page), as educators, parents, and students, we collaborate to create an environment that fosters growth and proficiency in these critical areas. Our goal here is to maintain and/or improve outcomes on the Ministry Assessments in both areas of literacy and

numeracy. In this first year, we started by scanning the staff for their thoughts on this school goal and received the following feedback about how we are currently supporting our students.

Tailored Approaches for Diverse Learners: We celebrate the uniqueness of each student. Our teachers employ a variety of teaching methods, catering to different learning styles. Visual aids, hands-on activities, storytelling, and technology integration ensure that every student can engage with math and language effectively.

Real-Life Connections: Learning doesn't happen in isolation. We weave real-world examples into our lessons. Whether it's calculating grocery bills, analyzing news articles, or exploring scientific phenomena, students see the relevance of literacy and numeracy beyond the classroom.

Empowering Student Agency: We encourage students to express their understanding in creative ways. Whether through writing, presentations, or artistic projects, they learn that literacy and numeracy are tools for self-expression and problem-solving.

Early Intervention and Support: Recognizing that some students face challenges, we provide targeted support. Skills blocks, peer tutoring, and additional resources help struggling learners build a solid foundation.

Promoting Pleasure Reading: We advocate for reading beyond textbooks. Our library is a treasure trove of diverse books, enticing students to explore different genres. Reading for pleasure enhances vocabulary, comprehension, and critical thinking.

Remember, literacy and numeracy aren't just academic skills—they empower our students to navigate a complex world, make informed decisions, and contribute meaningfully. Let's continue this journey of growth and learning!

Mental Well-being and Belonging – classroom practices: In fostering a positive and inclusive classroom environment, teachers employ a variety of practices. They begin with check-in questions, which allow students to express their feelings and experiences. By offering multiple formats for presentations and conducting vocabulary checks, teachers accommodate diverse learning styles. Talking circles and an open-door policy create a safe space where all students feel welcome. Encouraging communication and building confidence through respectful pressure ensures that every student has something valuable to contribute. Personalizing instruction, using student names, and getting to know students individually further enhance the sense of belonging. While group and pair learning activities connect students to the subject matter, teachers recognize that some students may not attend class regularly. To address this, they share resources through poster projects and engage in round-robin reading. Patience, trust-building, and maintaining an environment where students interact with each other (away from phones) contribute to a positive atmosphere. Ultimately, teachers strive to make students feel a sense of belonging by focusing on relationships and building academic achievement through that connected lens and caring for student well-being.

Improve equity:

In this first year, we started by scanning the staff for their thoughts on this school goal and received the following feedback:

Equity – classroom practices: In pursuit of equity, teachers engage in conversations and observations without judgment. They take a deeper dive into understanding the needs of students with diverse learning and language requirements. Reflecting on existing policies, they question whether these policies truly promote equity or if there's room for improvement. Flexibility and an understanding that everyone learns differently are key to achieving equitable practices. Teachers also recognize the limited diversity represented in the literature taught in high school and emphasize the importance of authentic voices. Incorporating field trips, case studies, and art—guided by the principle of 'nothing about us without us'—allows students to explore different perspectives and contexts. Additionally, teachers strive to implement Universal Design for Learning (UDL) by providing visual and verbal instructions and offering various ways for students to engage in learning. Promoting cooperation over competition, allowing multiple formats for assignments (online or hard copies), and implementing small strategies like movement breaks and mindfulness contribute to making content accessible and creating an inclusive classroom environment.

What teachers wonder in this journey: Teachers harbor several curiosities related to equity and inclusion in their classrooms. Firstly, they wonder how banning phones might impact equity and access. While the ban could discourage distractions, teachers recognize that some students rely on phones for notetaking or catching up on Teams. Secondly, they inquire about structured opportunities for individualized learning support at Churchill. Are there daily chances for students to receive personalized assistance? Additionally, teachers seek ways to change their class openers to be more inclusive, fostering a welcoming environment for all. They also express interest in securing funding for sensory equipment in the ARC (Alternative Resource Center). Regarding Universal Design for Learning (UDL), teachers desire more information on implementation and assessment, especially for eighth graders who are developing social and executive functioning skills. Exploring professional development opportunities, including a full-day session with Destine Lord, remains a curiosity. Lastly, teachers emphasize that student accountability is not synonymous with equity; they aim to redefine inclusion and promote social justice. In working through these curiosities and wonderings we hope to improve our measurements in the 2024-25 Compass Survey discussed on p. 3.

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

Staff are feeling engaged in this work and seeking to continue their learning – here is their feedback:

Classroom practices: Acknowledging the ongoing journey of reconciliation, teachers actively weave indigenous learning into their class routines and lessons, making it a natural part of the course. Talking circles and sharing circles provide spaces for open dialogue and community-building. Storytelling, a powerful tradition, occurs almost daily, emphasizing patience and the time

required for meaningful learning. Teachers encourage each other to ‘just do it’—to try out lessons and strategies that have been shared within the educational community. Recognizing colonial attitudes that historically separated nature and humans as distinct entities, teachers now strive for an equal human-environment framework. They draw insights from research, personal experiences, conversations, and historical and current perspectives. Appropriation is acknowledged, and teachers engage in circle check-ins, where they buy and give students small snacks to foster class community. Actively participating in local indigenous activities further strengthens connections. Teachers realize that even seemingly ordinary activities can be approached with an indigenous lens, fostering community and appreciation for outdoor spaces. Despite uncertainties, teachers aim to bring more circle storytelling into the classroom, applying basic principles and ensuring students see the connections.

What teachers want to know more about: Teachers often wonder about how to further indigenize their practice, seeking ways to incorporate Indigenous ways of knowing into their teaching. The goal being to support one another and learn together to improve the depth and breadth of Indigenous content in courses, thus further deepening student appreciation and knowledge of Indigenous culture and traditions. A secondary goal is to further embed the First Peoples Principles of Learning in their practice. Here are some considerations:

1. **Math Class Integration:** Teachers explore how to infuse indigenous issues into math lessons. This involves connecting mathematical concepts with indigenous perspectives, history, and cultural contexts. For instance, exploring traditional Indigenous counting systems or incorporating land-based mathematics can deepen students’ understanding.
2. **Authenticity and Inclusivity:** Teachers strive for authenticity in their teaching, ensuring that Indigenous content is presented respectfully and without burdening Indigenous communities. Inclusive teaching practices within constraints (such as curriculum requirements) allow for meaningful integration.
3. **Cultural Awareness:** Teachers recognize the need for continuous learning and cultural awareness. They seek resources, attend workshops, and engage in professional development to deepen their understanding of Indigenous cultures, histories, and worldviews.
4. **Advocacy for Funding:** Teachers advocate for equity and reconciliation practices to receive adequate funding. They recognize that these practices are essential but may not always be prioritized within educational systems.
5. **Geopolitical Understanding:** Teachers explore how to incorporate Indigenous perspectives into geopolitical discussions. Understanding the roles of colonialism in the actions of great powers helps foster critical thinking and empathy.
6. **Collaboration and Access:** Collaborating with Indigenous educators, guest speakers, and local First Peoples provides authentic learning experiences. Teachers seek access to resources and experts who can enhance their teaching.
7. **Hands-On Activities:** Teachers design hands-on activities that integrate Indigenous culture into science lessons. This could involve exploring traditional ecological knowledge, land stewardship, or Indigenous contributions to scientific fields.
8. **Indigenous Music:** Professional development sessions led by experts in Indigenous music provide strategies for incorporating impactful Indigenous music and resources into the classroom.

While challenges exist, teachers remain committed to indigenizing their practice and promoting reconciliation. They inquire about available resources, protocols, and opportunities for collaboration to create a more inclusive and culturally responsive learning environment.

HOW WILL WE KNOW WE'RE ON TRACK?

This year, our School Learning Plan focused on promoting a sense of belonging and well-being by creating safe, inclusive spaces, prioritizing mental health support, ensuring equitable representation, increasing student voice opportunities, and continuing anti-racism work. Below is how we are acting on these goals through our three focus areas, and how we know our strategies are working:

1 A. Improving Student Achievement in Literacy and Numeracy

Staff are using a variety of strategies to support literacy and numeracy development across disciplines:

- **Literacy:** Teachers are incorporating daily vocabulary work, reading programs, and a wide range of texts to build comprehension and engagement. Mock literacy exams have helped students prepare for provincial assessments. Scaffolding strategies, such as curated handouts and duotangs, support access to complex texts.
- **Numeracy:** Educators are emphasizing mathematical vocabulary and comprehension, helping students distinguish between every day and academic language. In applied settings, students use numeracy in project-based learning, then reflect on and articulate their mathematical thinking.
- **Assessment & Engagement:** Students demonstrate learning through multiple formats—written, oral, visual, and kinesthetic. Teachers assess progress through student output, participation, and the demonstration of ALT (Applied Learning and Thinking) skills.

Evidence of success 1A: Students are more confident in using academic language, more engaged in class, and show improved performance on assessments. Teachers note increased initiative, such as students reading ahead and problem-solving independently.

1B. Mental Well-Being and Belonging

This area is at the heart of many classroom practices and is deeply embedded in daily routines:

- **Relationship & Community Building:** Teachers prioritize daily check-ins, attendance questions, and one-on-one conversations to foster trust and connection. Classrooms are intentionally structured to be inclusive, with flexible seating, group work, and community-building activities.
- **Safe & Supportive Environments:** Educators create spaces where students feel safe to take creative risks, share ideas, and be themselves. Teachers model vulnerability and resilience, share personal stories, and normalize challenges like anxiety.
- **Boundaries & Resilience:** Staff are also supporting mental health by setting clear expectations and boundaries, helping students build resilience and accountability.
- **Cross-Curricular Support:** In Foods, PE, and Library programs, staff are integrating strategies to support comfort, challenge, and representation. For example, the library offers diverse materials that reflect students' identities and interests.

Evidence of success 1B: Students report feeling seen, heard, and valued. They are more willing to participate, take risks, and attend class regularly. Teachers observe stronger peer relationships, increased confidence, and positive feedback through surveys and informal conversations.

2. Improving Equity

Equity is being addressed through inclusive practices, differentiated instruction, and curriculum design:

- **Differentiated Assessment:** Teachers offer multiple ways for students to demonstrate learning, including alternatives to traditional presentations and assessments. Resubmission opportunities and flexible deadlines support continued growth.
- **Inclusive Curriculum:** Staff integrate the histories and experiences of marginalized groups into everyday learning, helping students understand systemic inequalities and normalize diverse perspectives.
- **Support for ELL and Diverse Learners:** Teachers collaborate with student support teams to scaffold learning and ensure access for all students, particularly English Language Learners.

Evidence of success: Students are engaging with equity-focused content in meaningful ways, incorporating it into their evaluations and discussions. Teachers note increased participation and success among students who previously struggled with access or confidence.

3. Continuing the Journey of Reconciliation with First Nations, Métis, and Inuit

While not always explicitly named, the principles of reconciliation are reflected in the inclusive, relationship-centered, and equity-driven practices described above. Teachers are fostering respect for diverse perspectives and creating space for all voices to be heard.

Next Steps: We aim to deepen this work by integrating more Indigenous content and perspectives into our curriculum, and by continuing professional learning focused on reconciliation and decolonization.

2024-2025

School Learning Plan

SCHOOL STORY

It is with deep gratitude and respect that Collingwood Neighbourhood School (CNS) is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) and səlilwatał (Tsleil-Wauthuth Nation).

Collingwood Neighbourhood School (CNS) is a kindergarten to grade three school that serves as an annex to Graham Bruce Elementary School, where most of our students transition to grade four for their intermediate years. CNS is part of the Windermere Family of Schools. Currently, there are 144 students in eight divisions and 29 staff members. The district TEIR (Targeted Early Intervention Resource) program is also part of our school, providing targeted reading instruction for a group of grade two students from across the district identified with delays in acquiring literacy skills.

CNS is located close to the border of Burnaby and near Joyce Skytrain Station, a major transit hub. The neighborhood is a growing, bustling mixture of new commercial development and tower housing alongside long-time businesses and single-family homes. The stores and restaurants are diverse in their offerings, showcasing the neighborhood's different cultures. The school makes use of Gaston Park for outside playtimes.

Physically connected to Collingwood Neighbourhood House Community Centre, CNS is very much a community hub. We host a popular Strong Start Program, which also runs an I-PALS (Parents as Literacy Supporters in Immigrant Communities) program for 3–5-year-old children and their parents who have permanent residency or refugee status. As many of these students attend kindergarten at CNS, the two teams work closely throughout the kindergarten transition. Additionally, CNS is home to an Out of School Care Program for before and after-school. CNS also has a strong relationship with our local Vancouver Public Library and Public Health Nurse. Relationships and belonging are central to our work at CNS and reflect the First Peoples' Principles of Learning that "learning is not an individual act but happens in relationship with people, materials, and place."

CNS has a long-standing tradition of several weekly runs around Gaston Park. Rain or shine, this fifteen-minute exercise time involves all grades 1-3 classes and contributes to our students' sense of belonging and their physical and mental well-being. Because of this program, we have many strong runners, many of whom join our Cross-Country running team.

The school garden, enclosed in our back courtyard, is a place for teaching, gathering, eating, playing, and learning to be together in the community. In our six raised garden beds are indigenous plants, a mud kitchen, and edible plants and herbs.

CNS continues to be committed to a school-wide Music program that introduces all students to the fundamentals of music, including rhythm, beat, movement, song, and simple instruments. There has also been a commitment to decolonize the school experience through song choice and including student voice.

Student achievement is seen as an opportunity for belonging and celebration. Each Spring, all classes engage in an Applied Design Skills and Technology (ADST) project, culminating in a school-wide activity.

Our PAC is a group of parents who meet regularly at the beginning of each month. Recently, the PAC has supported school-wide initiatives including gymnastics, Bollywood, hip hop, school-wide field studies, as well as improvements to our school garden. This commitment to providing opportunities for all students works towards our common goals of equity and belonging for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of young learners is a mixed population. The majority, 60%, of our students identify as having a Home Language other than English, with the two most identified home languages being Tagalog and Mandarin/Cantonese. Twenty-five different languages have been identified as a first language within the school community. Students with diverse needs make up 10% of our student population and fewer than 10 students identify as Indigenous. With such diversity, one of Collingwood's strengths lies in its inclusivity. Students take responsibility for their peers, and the sense of community is visible. Additionally, we often have many students joining our school community throughout the school year bringing new perspectives and energy.

Most of our students belong to families with working parents and caregivers, so grandparents, extended family, baby-sitters, or Out of School Care support parents and caregivers by caring for our students before and after school. Dental health is a need for our community.

Communication skills and general knowledge are a need for the learners in our community. Students' ability to successfully engage with peers, display expected play skills and participate in group learning have been identified by both teachers and the Early Developmental Index (EDI) as specific areas of need. While teaching problem solving skills and positive behaviour expectations do happen in classrooms, we are working towards a school-wide approach for consistency.

Based on EDI data collected between 2019-2022, we have identified an opportunity to support 40.4% of kindergarten students in Renfrew-Collingwood. The primary focus will be on enhancing Communication Skills and General Knowledge, which includes developing English language skills and general knowledge, such as the ability to clearly communicate needs, participate in storytelling, and foster a general interest in the world. The kindergarten screener, administered mid-year, highlights that half of our kindergarten students would benefit from targeted literacy support in phonological awareness and oral language. To address these needs, we will implement comprehensive literacy programs and engaging activities designed to boost communication skills and general knowledge.

However, the kindergarten screener did indicate that concepts of print and letter identification are strong. Additionally, according to the EDI, one of our relative strengths is language and cognitive development which measures children's basic and advanced literacy skills, numeracy skills, interest in numeracy/literacy and memory.

From Communicating Student Learning data from term 3 in 2024, 45% of students are developing in English Language Arts and under 40% of students are proficient. For Mathematics, 30% of students are developing, whereas 50% of students are proficient.

Reading and writing data are also regularly collected for all our older students (grades 1-3). Reading data from the DIBELS assessment indicates that half of our students are reading well and at negligible risk for future reading difficulties and half of our students are struggling with one or more components of reading. From regular school wide writes, we know that most of our students' writing skills are either developing or proficient. Students not in these categories have emerging writing skills.

At Collingwood, our students are familiar with the land acknowledgement. Each day begins with a school-wide land acknowledgement that students read over the PA, and a second one is delivered by students in their classrooms. All students at Collingwood are familiar with VSB 's current land acknowledgement that honors the traditional territories of our three host nations. Students know that learning takes time, and this is also communicated in parent conversations. During our Orange Shirt Day Assembly all students learned about promoting reconciliation and the importance of understanding the legacy of residential schools.

While our staff diligently integrate Indigenous ways of knowing into the curriculum, deliver and support daily land acknowledgments, expand library resources, and organize engaging activities, we acknowledge the importance of further enhancing visibility and understanding of Indigenous learning among our students. At Collingwood Neighbourhood School, we strive to maintain an inclusive environment for all our students and celebrate our different abilities and cultures in a variety of ways throughout the school year, providing opportunities for cultural exchange and learning.

Equity in primary schools is a crucial topic, and there are several key areas where evidence of equity can be observed at Collingwood: inclusive curriculum, teacher-student relationships, equitable leadership, support systems and professional development. Teachers at CNS strive to deliver a culturally responsive pedagogy and implement a curriculum reflecting our school's

diverse cultures, histories and perspectives which helps ensure all students see themselves represented in their education. Strong, respectful relationships between teachers and students are vital. According to data collected through an informal classroom survey, 95% of all Grade 2 and 3 students could identify at least one supportive staff member.

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

A school wide focus on evidence-based practices has been adopted by teachers to improve student achievement. Continuing from the previous school year, staff continued to implement structured literacy and taught reading consistently across all settings. Many of the teachers, especially the resource team, used the decodable readers supported by the PAC and school fundraising. DIBELS assessments were used to track school-wide reading assessments. Having this data from the previous year allowed teachers to have a record of growth and improvement in reading scores. School-Wide Writes were used as writing samples for all students.

This year, we also had a Curriculum Enhancement Teacher that led students through Story Workshop as an opportunity for additional literacy support. In discussion with teachers, they noted that students that were reluctant to write were excited about the opportunity to work with loose parts. Through Story Workshop students practiced oral storytelling. English language learners found a starting point for their stories, which helped generate writing ideas and reinforced classroom lessons. The workshop broke down the structure and parts of a story, providing enrichment opportunities for students to extend their learning.

Using culturally responsive pedagogy within the context of literacy is one way to improve belonging. We continually build our collection of books that represent all children in classrooms and in our library. We use literacy to explore identity and have tied this to celebration and representation. Through library lessons, there was a focus on highlighting stories from celebrations and recognition, for example, books about truth and reconciliation, Diwali, Kwanzaa, Black history month and stories from the Asian diaspora for Asian Heritage month.

As a school community, we are working on the following to improve numeracy achievement: We are implementing a consistent, evidence-based approach to math instruction across all grades, supported by diagnostic assessments to guide teaching and identify student needs. Teachers are engaging in professional development to strengthen their math pedagogy and use culturally responsive strategies. We are also providing targeted intervention and enrichment opportunities, integrating math into real-world contexts. Our goal is to build a strong, positive math culture where all students feel confident and capable.

This school year we began school-wide assemblies and opportunities to foster belonging and student leadership. Once a month the school gathers in the Gym to listen and learn from (mostly) student presenters. Some of the highlights this year were our Pink Shirt Day Assembly, Indigenous Heritage Month Assembly, Remembrance Day Assembly, Earth Day Assembly, Asian Heritage

Month Assembly and anything that features a practice performance from one of the Music Classes. We also had a Winter Concert, and a Collingwood Variety Show to showcase students' talents. All grade three students have a school leadership role and contribute to the school community. Everything from delivering the morning announcements to recycling to advertising to lunchroom monitors, library monitors and playground leaders. When writing their memories about Collingwood Neighbourhood School, students often referred to these leadership opportunities.

Improve Equity

Equity in classrooms and schools means making sure every student has the resources and support they need to be successful. At Collingwood, we strive to ensure that all students have equal opportunities to achieve their full learning potential. This commitment drives our approach to selecting instructional tools that accommodate various learning styles, supporting staff in navigating the emotional and cognitive complexities necessary for fostering equity, and making inclusive decisions regarding school resources and funding.

We use data to identify disparities in performance and determine what interventions are most urgently needed. This includes providing targeted support, interventions, and assistance to students at risk of falling behind. Collingwood strives to be an inclusive learning environment and models this early on to the benefit of our entire school community. Accommodations, individualized programming, adaptations, and modifications to support positive behaviour and meaningful school experiences are developed and implemented when needs are identified regardless of diagnosis and designations.

Building equity is a process and staff have taken steps to examine their teaching materials. Conscious and visible efforts to cull classroom libraries and work towards building a more representative collection are underway.

Communicating with and supporting parents are two of our top priorities. We take the time necessary and implement various strategies to reach all parents. Whether that is through Google translate, using our district interpreters and settlement workers, providing multi-lingual links and a diversity calendar in newsletters. We aim to be adaptable, individually focused and fair in targeting supplemental funding to families when available, such as the Fresh Produce Backpack Program.

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

Collingwood's journey of reconciliation happens on many levels. There is personal, classroom, and school learning that happens throughout the school year. Personally, staff have engaged in understanding proper reconciliation and meaningful land acknowledgements. In our classrooms there have been focused lessons and units of specific topics while weaving the First Peoples Principles of Learning through all units of study. The theme of *Learning From the Land* provided a school-wide focus for student learning. In some classes this looked like learning about the importance of rivers and salmon. In others there was learning about indigenous shapes and totem animals, seasonal rounds, icons and touchstones. There were lessons on taking care of the land using the land and the connection between communities, shared values and understandings.

Students in the Grade 2/3 classes did inquiry research projects about different indigenous groups in Canada utilizing materials from our school library. Students applied this learning to written responses, drawings, and projects. We have noticed more students have been independently seeking out and noticing Indigenous books in the library and they are able to identify First Nations art around the school and in the community. Student announcers have been delivering the land acknowledgement daily, and classes have developed their own extensions and understandings around land acknowledgments. Students have reported enjoying learning about indigenous cultures and specifically Coast Salish culture.

Going forward, staff have decided to work towards increasing resources and continue the school-wide focus on *Learning From the Land*. Having a larger and diversified collection of Indigenous Guided Reading books, units of study, multi-media lesson supplements, and workshops/performances will support new learning. The idea of oral storytelling and encouraging students to tell their stories has been explored as a way the First Peoples Principles of Learning can come to life within the context of teaching and learning within literacy. There is also a goal amongst staff to align our school's direction and develop a whole school project with an indigenous focus.

HOW WILL WE KNOW WE'RE ON TRACK?

To focus on our goals of supporting student achievement in literacy and numeracy, physical and mental well-being and belonging we will:

- Continue training and support for all staff with structured literacy and ensure consistent literacy instruction in all classrooms
- Expand decodable reader resources by assessing the current inventory and identify gaps and have resource teacher support in implementing reading groups
- Utilize DIBELS for Data-Driven Instruction by conducting DIBELS assessments three times a year and use results to inform small group instruction and interventions
- Enhance Writing Instruction and Assessment-continue collaborative planning and assessment of school-wide writes
- Adopt a School-Wide Numeracy Framework-choose and implement a consistent research-based instructional approach e.g. Number Talks or Building Thinking Classrooms
- Use Diagnostic and Formative Assessments like BC Numeracy Performance standards
- Professional Development for teachers to learn about differentiated math instruction, teaching math through problem solving
- Math Intervention and Enrichment- establish groups for students below grade level
- Continue to expand diverse book collection and purchase books that represent student identities and cultures
- Continue Monthly School-Wide assemblies with student-led presentations
- Review and expand Grade 3 leadership roles
- Connect with Windermere high school students and the Collingwood Neighbourhood House to provide enrichment opportunities at recess and lunch

To improve equity to ensure that every student has the resources, support and inclusive environment needed to reach their full learning potential we will:

- Equitable Access to Learning Resources-review and select instructional tools that support diverse learning styles and needs
- Data-Informed Interventions-use academic and behavioural data to identify disparities and prioritize interventions
- Inclusive Programming and Supports-develop and implement accommodations, adaptations and modifications based on student needs
- Culturally Responsive Teaching Materials
- Staff Capacity Building-provide professional learning on equity, trauma-informed practices and inclusive education
- Family Engagement and Communication-use culturally relevant communication strategies to reach all families, have opportunities to connect with one another

To support our journey of reconciliation with the First Nations, Metis and Inuit and to deepen understanding and respect of Indigenous cultures and histories and perspectives we will:

- Strengthen professional and personal learning through land acknowledgments and reconciliation
- Embed Indigenous learning across the curriculum-integrate the First Peoples Principles of Learning into all subject areas
- Enhance Indigenous Learning Resources-books, guided reading materials, multimedia resources and culturally relevant units
- Promote oral storytelling and student voice-incorporating oral storytelling into literacy instruction and encourage students to share their own stories and connect to the land
- Celebrate and reflect on learning opportunities to showcase their learning through art, writing and presentations

2024-2025

School Learning Plan

SCHOOL STORY

Captain James Cook Elementary is located on the ancestral and unceded, lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation) is. With deep gratitude and respect, we are honoured to be learning and unlearning as we work towards reconciliation.

The Cook School community is made up of a diverse range of learners and families. There are students from a mix of socio-economic families. The community is made up of a mixture of older and new single-family dwellings, moderate to high-priced rental units, and cooperative and subsidized housing projects. Many students speak multiple languages. At present there are over 34 home languages in our school community. Cook Elementary presently enrolls 465 students. We have 20 divisions; with 20 classroom teachers, 8 Resource teachers who work part-time and full-time, a teacher-librarian, a PE prep teacher, a Curriculum Enhancement Teacher, an Area Counsellor, a Speech and Language Pathologist, 2 office administrators, 3 supervision aides, a Youth and Family Worker and a Strong Start teacher, as well as a Vice Principal and Principal. There are also 24 Student Support Workers who support students with diverse needs.

Cook is a school with students that are proud of their community. Cook students are advocates for each other and are incredibly supportive. Cook is made up of a diverse community of learners - students who have faced many adversities as well as students with diverse needs or abilities. The Cook community is diverse, strong, and beautiful. Our students create amazing projects within our school and out in the community. We have a highly active student body that loves to make our community and the world better!

The school has a full-time Youth & Family Worker (YFW) as well as after-school Killarney CST (KCST) programming support. Cook has been able to offer added school programs such as a Weekly Grocery program, Lunch Program, District Curriculum Enhancement Teacher, a One-to-One Reader volunteer, and Arts Umbrella. In addition, Cook practices The Early Intervention Model and Reading Recovery programming. The school is fortunate to have a thriving StrongStart Centre for families with children ages 0-5 that runs twice a week in the mornings at Cook.

Learners are eager to take part in school life beyond the classroom. There have been several successful student initiatives including Chess Club, Uno Club, Art Club, Fun Club, Animal Club, Ecology Club, Soccer Club, multiple fundraisers and more have all been created and run. We have

highly attended sports teams: basketball, cross-country, volleyball and track and field. We also host Global Citizens, Gardening, the LEAD program, our Dance program, Library monitors, Playground Leaders, Student Leadership Committee, Buddy Classes, Daily Announcements, and much more. High participation in these areas tells us that students are eager for opportunities to be leaders in their community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our diverse learners need academic and social-emotional support. We view everything in our school through a trauma-informed and equity lens.

OUR STAFF SUPPORT STUDENTS ON THEIR LITERACY JOURNEY:

Our literacy rates are on the rise. We found a deficit in literacy rates schoolwide in the 2020-2021 school year. This year, in 2024-2025, we used the Benchmark Assessment System (BAS) to collect literacy data for all our students. We have implemented school-wide reading groups, with Resource and Classroom Teacher teaching Reading groups together. Students recognize that they are getting better at reading.

Student Learning Survey 2024-2025	Grade 4		Grade 7	
	Agree	Strongly Agree	Agree	Strongly Agree
I feel I am getting better at reading	55%	25%	32%	29%

OUR STUDENTS NEED STRONG ADVOCATES FOR EQUITY:

Our teachers and support staff work hard to offer learning opportunities that support all students' diverse needs and abilities.

OUR INDIGENOUS LEARNER POPULATION HAS GROWN:

Staff are working collaboratively with IEW to support Indigenous students and families.

AS A SCHOOL COMMUNITY CAPTAIN JAMES COOK ELEMENTARY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy

Cook staff are working together as a team (classroom teacher, resource teacher, curriculum enhancement teacher, CELI, reading recovery, vice-principal, principal) to create consistent, school-wide, structured efforts to improve the literacy rates of our student population and give them improved chances of success in life.

The most important work we can do for our learners with literacy deficits is already happening at Cook. We provide targeted reading interventions for every student who is 1-2+ years below grade level in reading. This targeted intervention is small, guided reading groups where we see massive success schoolwide.

Here is the baseline data for 2024-2025 school year of students who at grade level or beyond, 1 year behind and 2 years behind or more.

	Percentage of Grade 1-7 Students
At or Beyond Grade Level	63%
1 Year Behind Grade Level	18%
2+ Years Behind Grade Level	13%
No Data Available	6%

Improve Equity

Cook Elementary staff continue to practice and uphold the VSB Equity statement,” [t]he VSB will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves”. Cook supports this by:

- Collaborating with families, school, district and outside agencies to meet the diverse needs of students
- Offering alternative spaces such as the Ready Bodies Motor Lab (RBML) room and Sensory Room to regulate diverse learner's bodies and minds to ensure productive learning times
- Having accessibility at the forefront when planning curricular activities, field studies, and extra-curricular opportunities
- Ensuring that students and families can access all school activities and opportunities by providing financial support for activities such as field trips, Pizza Hot Lunch, after school programs, summer camps, etc.
- Implementing restorative approaches to conflict and problem solving through a restorative justice model
- Fostering inclusion through student-led clubs, community meetings and grade group meetings
- Continuing our close partnership with our Community Schools Coordinator for programming and opportunities

The 2024-2025 Student Learning Survey reveals that students in Grades 4 and 7 can access the curriculum in ways they understand and can show their learning in diverse ways. Both outcomes are a sign that teachers and support staff are giving learning opportunities to all learners.

Student Learning Survey 2024-2025	Grade 4		Grade 7	
	Sometimes	Most or All of the Time	Sometimes	Most or All of the Time
At school, how often are concepts explained in ways that you can understand?	N/A	N/A	37%	46%
Do you have chances to show what you learned in different ways (pictures, models, writing?)	35%	51%	18%	55%

As a school, we pride ourselves in our ability to host regular School-Based Team (SBT) meetings to be able to strategically support students with learning or behavior concerns. In the 2024-2025 school year, SBT was held 75 unique times to support students’ learning outcomes.

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

The Cook community is dedicated to decolonizing our practices and embracing First People’s Principles of Learning. Our interdependent approach to learning and literacy comes from Indigenous knowledge and an understanding that all things are connected.

Every student in our Cook community has been given an Orange Shirt to celebrate Indigenous People’s Day, we sing the Coast Salish welcome song at some community gatherings, our IEW integrates into many of our classrooms providing Indigenous Education and experiences to our students and staff.

In practice this looks like monthly community meetings where we discuss taking care of each other, ourselves and this place and the Student Leadership leads and assembly for Reconciliation.

Our teachers work hard to integrate Indigenous ways of knowing into their everyday classroom experience. We believe this knowledge needs to be embedded into our curriculum every day rather than taught as a separate subject. Our students have completed assignments and projects about First Peoples Ways of Knowing, Residential schools, and much more.

Our staff takes part in professional development throughout the year, and we have prioritized Indigenous knowledge and ways of being as one of our professional development goals. We organize school-wide events, such as Indigenous Peoples' Day, Orange Shirt Day, or National Indigenous History Month, to raise awareness and celebrate Indigenous cultures and contributions. Staff create opportunities for students to actively take part in cultural activities, such as traditional crafts, storytelling, or Indigenous games.

Based on Cook’s 2024-2025 Student Learning Survey, many of our Grade 4 and Grade 7 students acknowledge that they are learning about Indigenous Peoples and local First Nations sometimes or most/all of the time.

Student Learning Survey 2024-2025	Grade 4		Grade 7	
	Sometimes	Most or All of the Time	Sometimes	Most or All of the Time
At school, do you participate in any Indigenous (First Nation, Inuit, Metis) celebrations or activities?	N/A	N/A	37%	6%
At school, do you participate in any ongoing Indigenous programs or activities?	15%	3%	34%	3%
At school, are you being taught about Indigenous Peoples in Canada?	47%	30%	48%	35%
At school, are you being taught about local First Nations?	40%	10%	53%	13%
At school, are you being taught the local First Nations’ language(s)?	21%	2%	23%	0%

HOW WILL WE KNOW WE’RE ON TRACK?

Data will be collected in formal and informal avenues. Through informal conversations, observations, and meetings with students, staff, and families. We collect data in a formal way through Foundation Skills Assessment (FSA), the Middle-Years Development Instrument (MDI), BAS Scores, Student Learning Surveys, and Student Learning Updates. Data will be collected in the following ways in the categories listed below:

Literacy	Equity	Indigenous Knowledge and Reconciliation
BAS Scores will be collected three times per year to see growth over the year. This allows us to be flexible for reading groups and target students who may need more explicit instruction. Classroom Teachers and Resource Teachers work together for whole school reading groups. Lunch & Learns to further refine this school-wide practice. FSA data for Grade 4 & 7 learners will show growth in the number of students on track (or extending) for grade level expectations in Literacy. Continuing with Reading Recovery for the 2025-2026 school year to accelerate progress for a small number of students. Term 1, 2 & 3 Learning Update data will show growth in the number of students meeting grade level expectations in Language Arts.	Continuing to order PAC Pizza Hot Lunch for students on the VSB Hot Lunch Program and families to request aid. Upholding and improving the field-trip planning process to have equity and inclusion at the forefront. Organizing preps around recourse/student need. Restorative Practices learning, practice and consistency with staff and students. Adapt and update Think Sheets to reflect this new way of thinking. Track student-led clubs to gather data about accessibility, equity, and inclusion. Encouraging continued professional development for the district sensory room. Classroom Teachers and Support Staff gather data for students who access this specialized space.	Strategically partnering with our IEW to support students, families and staff. Gather reflections from staff and students after professional development workshops, special speakers, Indigenous Focus Day, etc. Getting students outside on the land for place-based learning and Outdoor Education, including Gardening Club, Native Plant Garden, Four Corners morning welcoming. Improving Student Learning Survey data on Indigenous activities, teaching/knowledge of Indigenous Peoples of Canada and local First Nations.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, the Cunningham community is 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).

Cunningham Elementary School was first opened in 1959 as an annex to Norquay Main School and was originally named Norquay School Annex. After the building was expanded to meet the growing population, it was officially reopened in November 1966 and named G.T. Cunningham Elementary School. George T. Cunningham (1889 – 1965) was a lifelong resident and businessman of Vancouver who was honoured for his philanthropy, public service, and dedication to education. His family continues to volunteer and be active, highly valued members of our school community.

Cunningham is a vibrant and welcoming learning community that prioritizes student social-emotional and physical well-being combined with academic success. We have empathetic learners who understand that everyone has different skills and abilities. With a student population of over 400, our school site and playground serve as a cornerstone for the community.

A dedicated staff work together to provide a well-rounded education for all students. Staff work to foster a supportive and inclusive environment for all, to ensure that every student can thrive academically, emotionally and socially. The staff are working to support students in building independence and resiliency. At Cunningham Elementary, student well-being is of utmost importance. We strive to create a safe and nurturing environment where students can flourish. Our holistic approach to education emphasizes physical activity, social responsibility, and academic excellence. Our students are encouraged to be curious learners, authentic individuals, respectful towards others, and enthusiastic about their education.

We have a strong emphasis on community service by the students. Various leadership opportunities also arise during the year and include assembly emcees, student announcers, and library monitors. The majority of our students, upon completing grade 7, attend Gladstone Secondary. Cunningham alumni return regularly to see their former teachers and other staff that were here when they were students.

Diversity and inclusion are celebrated at Cunningham Elementary, where we embrace and celebrate the uniqueness of each learner. We are in a neighbourhood with multi-generational families. Some parents of current students attended Cunningham themselves when they were students. Our diverse student body includes a significant English Language Learner (ELL)

population. Approximately fifty percent of our student population identifies an additional language, other than English, spoken at home.

Parent involvement is highly valued at Cunningham Elementary, and we have the privilege of having caring and involved parents who actively contribute to the school community. The strong relationships between home and school are nurtured and maintained, ensuring a collaborative and supportive educational experience. Cunningham is fortunate to have an engaged Parent Advisory Council (PAC). Some PAC initiatives include creating a pumpkin patch in the courtyard and a book giveaway, where every student receives a book to read at the end of the school year. These initiatives make a big impact in building a sense of community at our school. The PAC strengthens the bond between the school and the community, providing parents with a platform to actively contribute to the school's activities. This collaboration fosters a sense of partnership and ensures that parents' voices are heard and valued.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students come from diverse backgrounds and cultures, and many speak a language other than English at home. They are eager and willing to learn and engage in outdoor learning opportunities with enthusiasm. Students are engaged by the hands-on learning opportunities in the courtyard space and garden beds. They are respectful, friendly, and caring. Students are willing to persevere in their learning even when it's difficult, and they are proud of their accomplishments. Our students embrace the arts. They are provided with opportunities to explore and create with a variety of mediums. There is a high engagement in clubs, both at lunch and after school. Students take part in extracurricular activities when they are offered such as choir, chess, Cricut and knitting, as well as basketball, volleyball, track and badminton. Cunningham students are enthusiastic, encouraging and welcoming when we have new students who join our community.

Last year, the staff looked at data and engaged in many discussions around student learning. We discussed strategies of teaching using a Universal Design for Learning (UDL) approach. When we teach using a UDL approach, we are enabling all students to access the curriculum and increase their sense of belonging. Our hope was that a UDL approach to teaching would increase literacy scores. We compared the CSL data for Language Arts from March 2024 to March 2025. By focusing on oral language during this school year, we were hoping to see an improvement in the overall literacy of our students. The focus on strengthening oral language should also be reflected in students' ability to read and write.

Based on the Communicating Student Learning for Language Arts data in March 2024, approximately 14% of the students were emerging, 47% were developing, 28% were proficient and 10% were extending. In March 2025, approximately 15% of the students were emerging, 55% were developing, 27% were proficient and 3% were extending. We were hoping to see an improvement in the proficient scores from developing to proficient in the overall CSL scores by 3-5% this school year. Although we saw a slight increase in the emerging and developing categories, we did not see the increase we were hoping to. Therefore, we will continue to work on the goal next year with an emphasis on oral language and include a focus on reading.

This year, we also began collecting baseline data about the students' oral language abilities. Each classroom teacher completed a rubric for each student. They completed one in November 2024 and one in April 2025. The beginning of the year data indicated that of the 426 students at the school at the time, 89 (21%) of our students were emerging, 185 (45%) students were developing, 138 (32%) students were applying, and 14 (3%) students were extending. Our goal was to see an improvement of 5% of the students moving up one category. In April, using the same rubrics, 420 students who were evaluated in November were evaluated again in April. In April, 55 (13%) of our students were emerging, 134 (32%) students were developing, 188 (45%) students were applying, and 43 (10%) students were extending. Overall, there was an improvement of 7-13% for each of the performance descriptors. This means that we did achieve our goal. The staff would like to continue to focus on oral language next year too so that we have further data to examine. We also want to examine the students' reading scores. We will compare reading assessments for the students in October and April and hope to see a similar increase as the oral language goal.

The curricular integration of Indigenous worldviews is an important aspect of education at Cunningham Elementary. The school recognizes the significance of incorporating Indigenous perspectives and knowledge systems into the curriculum to promote understanding and appreciation of Indigenous cultures. At Cunningham Elementary, evidence of understanding of Indigenous worldviews and knowledge is fostered within the school community through various initiatives. One way this is achieved is by embedding Indigenous perspectives into the curriculum across different subjects, such as incorporating Indigenous literature, art, history, and some language into lessons. For instance, teachers use books written by Indigenous authors, display Indigenous artwork in the classroom, and teach about the history of Indigenous peoples in the local area.

According to the results of the 2024 Student Learning Surveys, 97% of the Grade 4 students reported that they are learning about Indigenous Peoples sometimes, most of the time or all of the time. Of the Grade 7 students, 84% answered the same question with a response that they agree or strongly agree with the statement that they are learning about Indigenous Peoples. Our goal was to see this increased to 100% in each grade level on the 2025 Student Learning Surveys. The results of the 2025 Student Learning Surveys indicated that 99% of the Grade 4 students and 87% of the Grade 7s answered this same question with a response that they are learning about Indigenous Peoples sometimes, most of the time or all of the time. As a staff, when looking at the results, we decided that we wanted the Grade 7 results to be at least 90% for the 2026 surveys. We will continue to work on this goal for next year.

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

Through experiential and placed-based learning, we are working to improve and increase our students' oral language skills and vocabulary. We have literacy goals in oral language and reading because we believe that when the students have an increased vocabulary, we will see improvements in reading comprehension as they will have more knowledge and understanding.

Our focus on developing oral language skills will help to support students' ability to communicate and express their thinking about what they are learning and how they are feeling. This focus will improve students' success in literacy and numeracy as well as their social emotional well-being.

A goal on developing vocabulary and building background knowledge will help students in all subjects to explain their comprehension, such as being able to explain mathematical understanding and describe their scientific observations. It will also allow them to express themselves more clearly when interacting with their peers to peacefully solve problems.

Improve equity

We will strive to create opportunities for all students to actively participate and feel a sense of belonging within our community. Our equity focus is using Universal Design for Learning (UDL) to ensure that every student has access to the necessary support and resources to thrive academically and emotionally, contributing to their overall success and well-being in an educational setting.

By taking a Universal Design for Learning approach when teaching all subjects, we create an equitable learning environment. This will ensure success for all learners. All topics can be accessed and used by all students, regardless of their abilities, backgrounds, or learning styles. This ensures that learners can access information in a way that works best for them. By offering multiple options for engaging learners and stimulating their interest; it can provide choices on topics or activities, incorporating multimedia elements, offering hands-on experiences, and connecting learning to real-world contexts. By accommodating different interests and preferences, we can increase engagement and motivation for all learners.

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

At Cunningham, we are continuing on our journey of reconciliation with First Nations, Metis and Inuit. Our literacy focus on oral language ties into the First Peoples Principles of Learning. At Cunningham, we embrace place-based learning in our classrooms and in our outdoor learning program. We understand that learning is holistic, experiential and relational. Learning is embedded in story-telling which connects to our goal on oral language development. An Indigenous Enhancement Worker supports staff and students to ensure that Indigenous knowledge and perspectives are integrated into the curriculum in a meaningful and respectful way. Through these initiatives, Cunningham Elementary has created an inclusive learning environment that promotes respect for Indigenous cultures and knowledge systems.

The Indigenous Education Worker has collaborated with classroom teachers to teach lessons exploring Indigenous cultures through story and legend telling. For example, she shared the story of Turtle Island. By being in the classrooms, she is making connections with the students who are Indigenous and is also exposing all of the students to the story telling aspect of Indigenous cultures. She has done many story-telling workshops with follow-up Art and writing activities. She includes visuals in her lessons, and these are left behind in the classes so that students can explore more with the materials during Centers.

Indigenous learning is inherent within the outdoor learning program both through the way the students learn as it is hands-on, experiential, and connects students to the land. The content of the

lessons includes learning Indigenous names of local plants, Indigenous perspectives and stories about the environment. All of our experiences in the outdoor learning program incorporate First Peoples Principles of Learning.

HOW WILL WE KNOW WE'RE ON TRACK?

To enrich students' oral language and increase their vocabulary and background knowledge, staff engage in rich conversations and discussions to increase the students' ability to critically think and to make predictions. Teachers will continue to reference the Vancouver School Board's Responsive Literacy Framework. This framework guides teachers to approach literacy (comprehension, vocabulary, phonics, phonemic awareness and fluency) through the lens of First Peoples' Principles of Learning, place-based pedagogy, documentation and assessment, culturally-responsive pedagogy and Universal Design for Learning. Vocabulary will be explicitly taught, and lessons embedded throughout each teaching area. They will continue to use visuals attached to words so that students can associate a visual when they see or hear a word.

Oral language and reading will be enriched through discussions of stories in guided reading groups, literature circles and whole class read alouds. Students will share what they are reading individually by doing book talks and presentations. They will develop opportunities to create their own stories with story workshops and share these orally with each other. Students will understand that there's a beginning, middle, and end and this will increase the capacity of storytelling. They can make graphic novels of their experiences, and they can explain what happened before that led to where we are right now. It will also help them make connections, take more risks, and build their resilience.

We will know that we are on track by using oral language rubrics and reading assessments to measure growth and improvement over a six-month period. Conducting an assessment in October and then again in April, we will collect individual scores based on the rubrics and assessments. By the end of the year, we believe that students will have shown an improvement in their oral language scores.

In addition to using Universal Design for Learning and equity to help build community and belonging at Cunningham Elementary, the staff are using social emotional learning strategies and are providing leadership opportunities. To ensure that we are on track, it is important to establish clear benchmarks and measurable outcomes. These include things like changes in student behavior and engagement, increased participation in community projects, and positive feedback from students, families, and staff. Ongoing evaluation and data collection will be essential to assess progress towards these outcomes and make any necessary adjustments to the plan. Additionally, regular communication and collaboration among all stakeholders will be key to ensuring that everyone is working together towards the shared goal of building a strong and supportive school community.

Indigenous cultural activities and events are also important for fostering an understanding of Indigenous worldviews and knowledge. To ensure we are on track, Cunningham Elementary will continue to invite Indigenous speakers to speak to students and organizes cultural field trips.

These activities will provide students with a firsthand experience of Indigenous culture and help to develop a deeper understanding and respect for Indigenous worldviews.

At Cunningham, we will continue to work on our goals to improve achievement, equity, and our journey of reconciliation.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlihwətał (Tsleil-Waututh Nation).

Nestled in the heart of Vancouver's historic Marpole area, David Lloyd George Elementary is a vibrant school with a wonderfully supportive community. We are deeply grateful and respectful as we acknowledge that we are learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation), and səlihwətał (Tsleil-Waututh Nation).

Our school is conveniently located at the crossroads of major transportation routes, making it easy to get to UBC, the airport, and downtown Vancouver. Plus, we have fantastic views of Richmond with passenger jets soaring overhead!

Our community is growing, and so is our school. Named after British Prime Minister David Lloyd George, our school has a rich history. The first school in Marpole opened in 1889, and after several name changes and moves, we became David Lloyd George Elementary in 1921.

In 2017, we started designing a new, seismically safe school. The Vancouver School Board and our staff worked closely with architects to create a space that meets the needs of our students and staff. On November 27, 2023, we proudly began teaching and learning in our new building. This new space features flexible furniture and collaborative learning areas, including breakout spaces and commons, which we are very excited about.

Today, our school has 18 classroom divisions, around 430 students, and 45 staff members. We take great pride in our collaborative efforts with parents to offer special programs for our students, such as the Diversity Club, the Celebration Choir, various athletic activities, Daylighters (student leadership), school carnivals, parent-sponsored events, and a robust music program.

We are thrilled to live, learn and be an important part of the vibrant Marpole community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

David Lloyd George Elementary serves a culturally rich and diverse community in Marpole, where families speak many different home languages. Our 430 students come from families who value education and support our dedicated staff. Of our student population, 64% are English Language Learners, fewer than 20 students identify as Indigenous, and 11% are students with designations. We are committed to fostering inclusion through innovative teaching practices, differentiated instruction, and flexible learning environments. Students benefit from a range of supports, including a daily food program, music, athletics, clubs, and district-provided services such as a Youth and Family Worker, Indigenous Education Worker, and Community School Team.

At David Lloyd George Elementary, our students demonstrate notable strengths in their strong sense of community, their accomplishments in music and the arts, and a relative strength in mathematics. These areas reflect the vibrant and supportive learning environment cultivated within our school. While we are proud of these achievements, we recognize that there is always room for growth. We remain committed to continuous improvement in all areas to ensure that every student is supported, challenged, and inspired to reach their full potential.

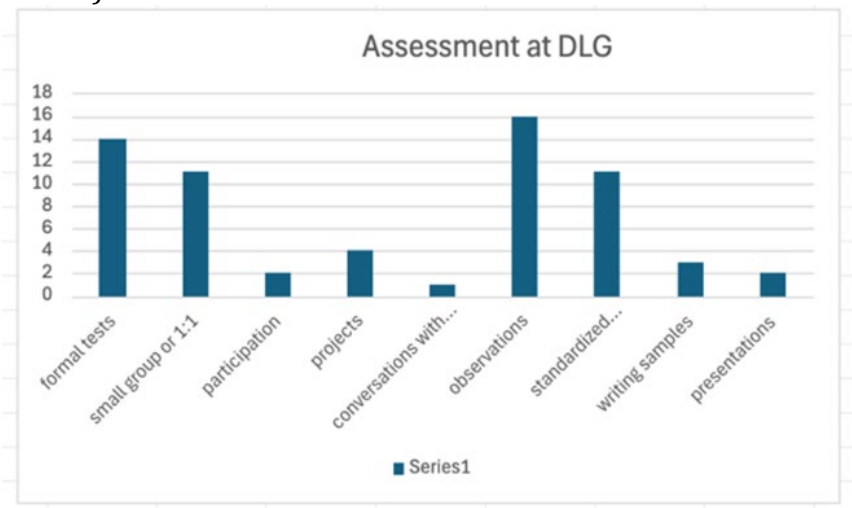
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

Students at David Lloyd George Elementary are demonstrating steady growth in both literacy and numeracy. In Reading and Writing, 39% of students from Kindergarten to Grade 3 are proficient or higher, with this number rising to 57% in Grades 4 through 7. Similarly, in Math, 57% of primary students meet or exceed proficiency, increasing to 67% in the intermediate grades. While these gains are encouraging, our staff remains committed to continuous improvement and is actively exploring strategies to further support student learning and achievement.

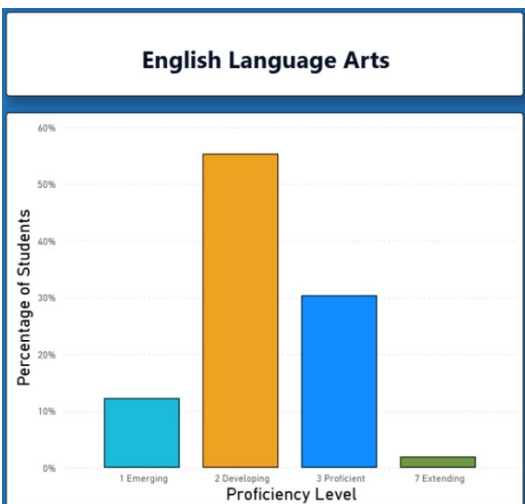
To support standardized assessment practices, our teachers utilize a range of tools in both Numeracy and Literacy. In Numeracy, instruction and evaluation are guided by the BC Performance Standards and the Vancouver Island Numeracy Assessment. In Literacy, teachers implement a variety of standardized assessments including Benchmark, Heggerty, DRA, RAD, DIBELS, and the BC Performance Standards. However, assessment is not limited to standardized tools alone. A comprehensive approach is taken, incorporating multiple sources of evidence to evaluate student learning. These include teacher observations,

student participation, classwork, learning conversations, writing samples, in-class assessments, and project-based learning. This multifaceted approach ensures that students receive meaningful feedback that supports their growth and development. (See graph below.)

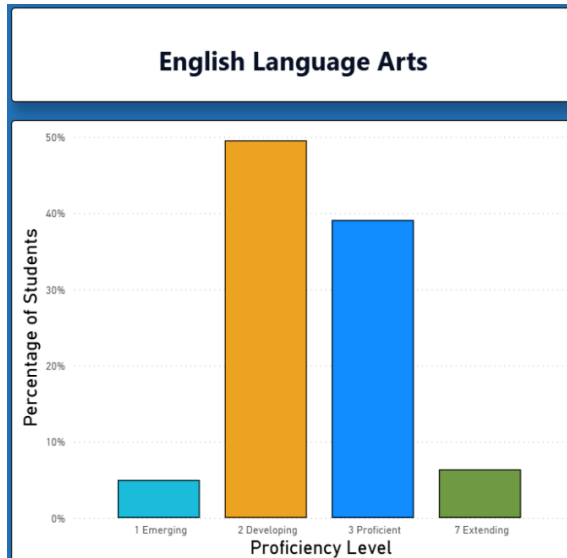


To improve literacy and numeracy, we are strengthening foundational skills through increased support from our Resource Teachers, Speech-Language Pathologist, counsellors, and school psychologist. In early primary, we are implementing shared phonics programs and placing greater emphasis on explicit teaching practices such as letter formation in Kindergarten and Grade 1. Teachers will continue to collaborate more intentionally through focused professional learning opportunities, release time, and cross-grade planning. By applying Universal Design for Learning (UDL) strategies, we aim to ensure that each student receives the support they need in a way that honours their learning style and pace. We are also working to support early career and experienced teachers through mentorship and time for classroom visits, creating a strong, connected professional community.

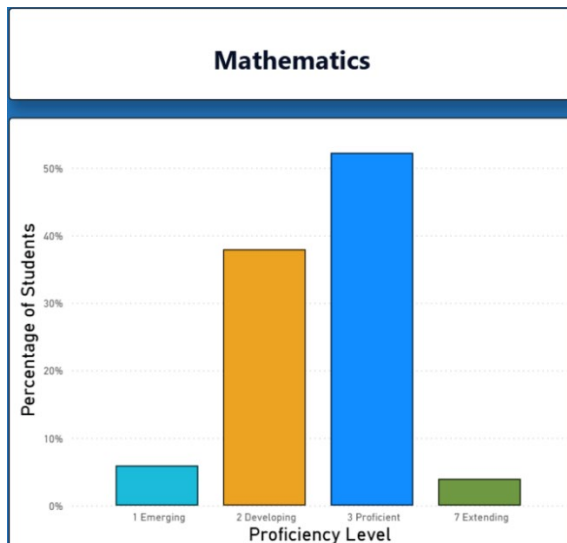
DLG Literacy Performance Grades K-3 (June 2025 Summary of Learning)



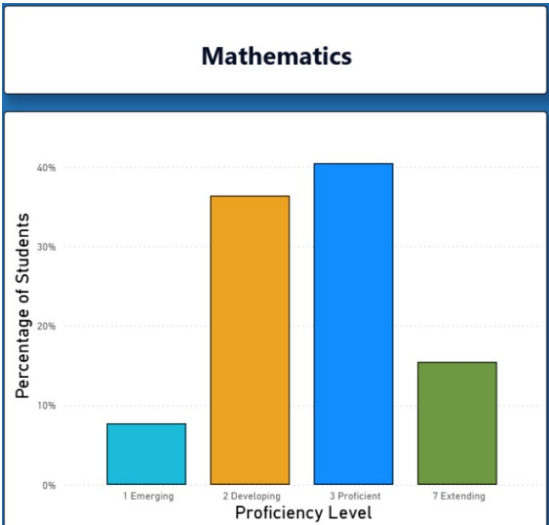
DLG Literacy Performance Grades 4-7 (June 2025 Summary of Learning)



DLG Numeracy Performance Grades K-3 (June 2025 Summary of Learning)



DLG Numeracy Performance Grade 4-7 (June 2025 Summary of Learning)



Improve equity

In our commitment to equity, we are taking steps to ensure that every child feels seen, heard, and valued. This includes offering diverse stories and lessons that reflect the lived experiences of our students, and creating opportunities for students to express themselves and advocate for their learning needs. We’re helping students develop self-regulation skills and resilience—essential tools for both academic and social success. Across the school, students will have access to lunch groups, peer mentoring, and multi-age learning experiences that foster inclusion and relationship-building. We are also continuing our own professional learning as educators, engaging in workshops and reflections to recognize bias, expand our understanding of equity, and create more inclusive classrooms. Our goal is for all students, especially those who may be underserved—such as newcomers, students with designations, and those struggling with mental health—to feel supported and successful. As part of our goal to improve equity, we will continue to rely on our school’s Code of Conduct. Equity is at the heart of this guiding document, which promotes a positive, inclusive environment where all members of our community feel welcome and supported. Our Code of Conduct encourages respectful relationships, shared responsibility, and a collective commitment to meeting the diverse needs of our students and families.

Grade 4 Student Learning Survey

Unofficial Results

Printed on July 4, 2025

Is school a place where you feel like you belong?	Count	Percent
Never	1	1%
Almost Never	2	3%
Sometimes	16	30%
Most of the Time	21	39%
All of the Time	12	22%
Don't know	1	1%
Total	53	100%
Do you feel welcome at your school?	Count	Percent
Never	0	0%
Almost Never	1	1%
Sometimes	11	20%
Most of the Time	26	49%
All of the Time	13	24%
Don't know	2	3%
Total	53	100%

Grade 7 Student Learning Survey

Unofficial Results

Printed on July 4, 2025

Is school a place where you feel like you belong?	Count	Percent
Never	2	3%
Almost Never	2	3%
Sometimes	18	33%
Most of the Time	21	39%
All of the Time	9	16%
Don't know	1	1%
Total	53	100%
Do you feel welcome at your school?	Count	Percent
Never	1	1%
Almost Never	1	1%
Sometimes	9	17%
Most of the Time	24	46%
All of the Time	15	28%
Don't know	2	3%
Total	52	100%

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

Our commitment to Reconciliation is woven into the fabric of our school culture. Land Acknowledgements begin every gathering, and Indigenous knowledge and ways of learning are embedded in classroom instruction for all subjects. This includes storytelling

workshops, the use of talking circles, Indigenous art practices, and resources shared among staff. Many of our staff have participated in Pro-D at the Musqueam Cultural Centre and other Indigenous-led learning sessions, including workshops with members of the VSB Indigenous Education team. This year, we will continue to deepen this work by inviting Elders and Indigenous speakers into our school, exploring place-based learning at sites like UBC Farm and through Talesay Tours, and developing a stronger understanding of frameworks like the Circle of Courage. Our goal is to ensure that Indigenous perspectives are not a one-time lesson but a meaningful and ongoing part of our students' learning.

Our school is committed to Indigenous Reconciliation and continues its journey with meaningful initiatives and projects. Classrooms use the First Peoples Principles of Learning as a guide for all students' learning in all subjects. All classrooms participate in special projects around Orange Shirt Day, and we hold assemblies to recognize and learn about residential schools. Throughout the year, we will capture evidence of our progress using reflection notes, photos, displaying projects, and more. In future years we will compare the below numbers and hope to move the numbers up the scale so that more students see themselves as being learners of Indigenous histories and cultures.

Grade 4 Student Learning Survey

Unofficial Results

Printed on July 4, 2025

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?	Count	Percent
Never	0	0%
Almost Never	1	1%
Sometimes	35	66%
Most of the Time	14	26%
All of the Time	1	1%
Don't know	2	3%
Total	53	100%

Grade 7 Student Learning Survey

Unofficial Results

Printed on July 4, 2025

Comparison Question(s)

1. At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	Count	Percent
Never	1	1%
Almost Never	6	11%
Sometimes	24	45%
Most of the Time	17	32%
All of the Time	0	0%
Don't know	5	9%
Total	53	100%

HOW WILL WE KNOW WE'RE ON TRACK?

Improving Literacy and Numeracy: To know we're on track, we will be looking for signs of growth across all areas. In literacy and numeracy, this means more students meeting expectations and engaging confidently with foundational skills. Shared assessment tools will help learners find the instruction they need to improve. Teachers will be working together more frequently, and shared instructional approaches—like common phonics programs—will be visible in classrooms. We will also be looking at assessment data – both report card and literacy and numeracy screening tests – to inform our practice and evaluate our efforts. **In equity**, we will see students participating in clubs, friendship groups, and mentorship opportunities. Families will be more involved in school life, and students will have more choice in how they show their learning. **In Reconciliation**, we will see increased engagement with Indigenous content, partnerships with local communities, and authentic place-based learning. The First Peoples Principles of Learning will be applied in all subject areas. Staff will also continue to reflect on identity, privilege, and relationships of power to guide our growth as educators. We also expect data from the upcoming School Learning Survey of grades 4 and 7 to show that most students recognize themselves as learners of Indigenous land and culture.

We are deeply grateful for the ongoing support and engagement from our families and community, which has played a vital role in enriching our students' educational experiences. This strong partnership has been instrumental in fostering a positive and inclusive school culture. As we look ahead, we are excited to continue building on this foundation, working collaboratively to enhance learning in the areas of literacy, numeracy, and reconciliation with our host Nations. Together, we remain committed to creating meaningful, culturally responsive, and empowering learning opportunities for all our learners.

2024-2025 School Learning Plan

SCHOOL STORY

David Thompson secondary school is located in East Vancouver's Victoria-Fraserview community. The socio-economic status of our neighborhood consists of low to middle income families. David Thompson's school population is ethnically diverse. The top languages spoken in students' homes include Cantonese (30%), English (23%), Tagalog (11%), Punjabi (10%), Vietnamese (7%), and Mandarin (6%). Six percent of our total student population is enrolled in English Language Learning classes and just over two percent of David Thompson's student population is Indigenous. For September 2024, we are projecting to have 1,360 students enrolled at David Thompson Secondary, including 40 International students. David Thompson Secondary is a comprehensive high school emphasizing academic achievement, student leadership, athletic excellence, participation in the arts, and service to others. David Thompson offers various programs to meet the needs of our students. The DT Odyssey Program is a District Choice Program, enrolls 150 students, and is known throughout the district for its students' accomplishments in Math and Science. At the senior level, we offer a variety of Advanced Placement (AP) courses. The Career Prep Work Experience program is available for senior students, and currently we have approximately 30 students enrolled. We have 4 District Special Education Programs at David Thompson: Junior Learning Support, EXEC (supporting students with their executive functioning skills), Social Development, and the Autism Resource Program. Approximately 10% of David Thompson's student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP).

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of learners exhibit significant diversity in cultural backgrounds, socioeconomic status, languages spoken, religious beliefs, and educational needs. New comers to the David Thompson community, and Canada, may have experienced trauma or faced challenging circumstances (refugee status, family separation, or other hardships) before their arrival. Students actively participate in school life by joining clubs, playing sports, and volunteering. At David Thompson, there are over 40 student led clubs for students to join. Many senior students balance their academic pursuits with part-time employment. An emphasis on academic achievement, student leadership, athletic excellence, participation in the arts, and service to others is reflected

by the David Thompson student body. Students come to school for socializing and connecting with their friends just as much as they come to learn.

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

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

School: Through a comprehensive review of our current assessment practices and the intentional integration of universal design for learning and strength-based reporting, we aim to enhance student engagement and achievement. Success would be indicated by improvement in attendance and improved course success rates.

District: Improve equity

School: We will enhance equity within our school community by embracing and celebrating the diverse backgrounds, cultures, and orientations of all students. This will be achieved by acknowledging and honouring the diversity of our student body both in and out of the classroom by expanding the recognition of all cultures.

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

School: As part of our school's reconciliation journey, we will increase the sense of belonging and engagement for all our indigenous learners. We will foster respect and understanding by integrating the indigenous ways of knowing into the curriculum through continued implementation of Indigenous focused resources, while also promoting indigenous art and literature into the school environment.

HOW WILL WE KNOW WE'RE ON TRACK?

Tracking progress towards these three goals will involve establishing clear metrics and indicators aligned with each objective. By analyzing provincial assessments, student surveys, attendance data, and the quality of report card comments over time, we will assess the impact of our efforts at the school level.

Through a comprehensive review of our current assessment practices and the intentional integration of universal design for learning and strength-based reporting, we aim to enhance student engagement and achievement.

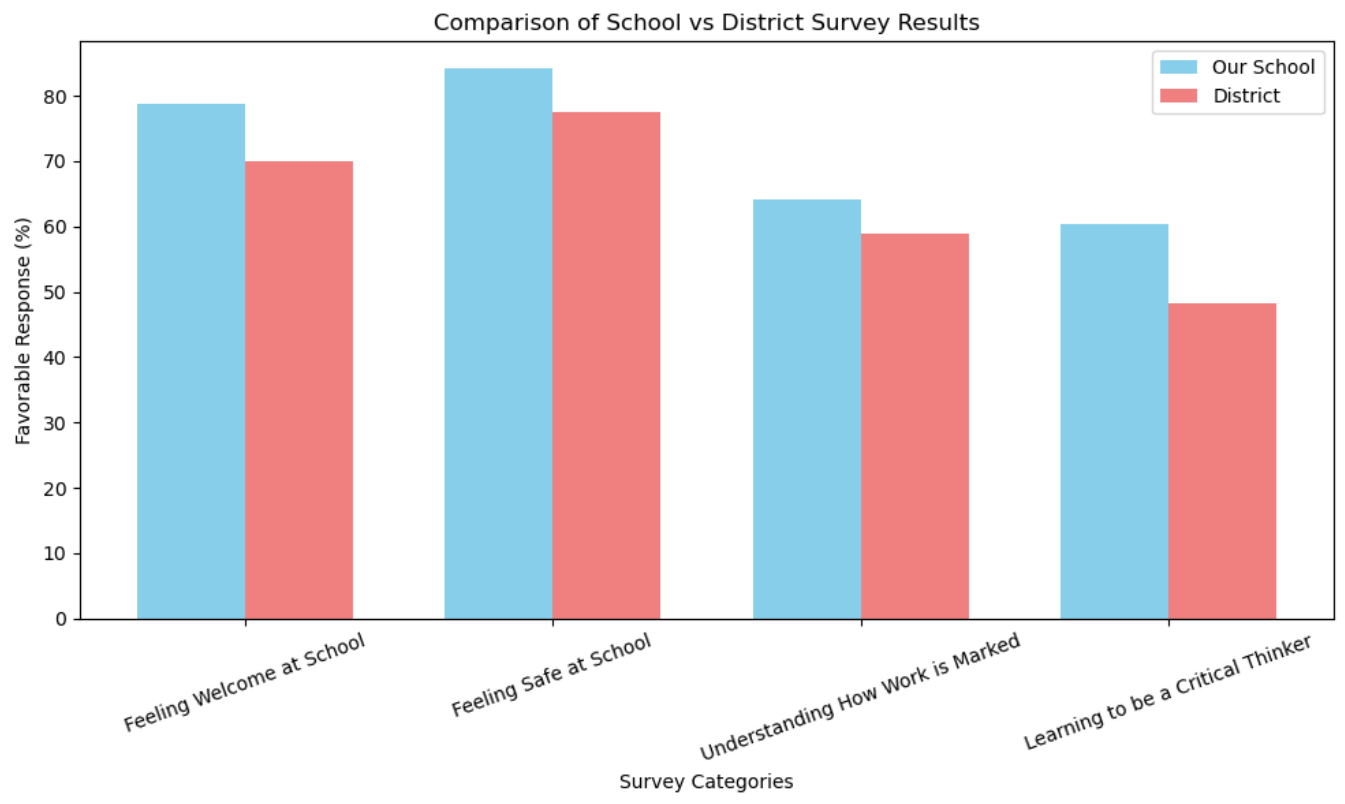
The Ministry of Education's School Satisfaction Survey results as well as our own site-based student survey will be used to gauge student sense of belonging and safety.

In the classroom, the adoption of UDL principles in lesson planning and assessments, and the continued incorporation of strength-based reporting in student evaluations is expected to yield an increase in student engagement. Further, we will monitor and record attendance data, including the Flexible Instructional Times, to track student engagement during these times. Teachers will continue to modify/adapt instruction to meet diverse levels of learning and guide students on how

to access available resources. Success would be indicated by improvement in attendance and improved course success rate.

School Learning Survey

The recent school learning survey results (2023/2024) show that our school is performing above the district average in several key areas. A random sampling of questions related to student experience—such as feeling welcome, feeling safe, understanding assessment criteria, and developing critical thinking—revealed consistently higher favorable responses from our students. For example, 78.7% of our students reported feeling welcome at school compared to 70% district-wide, and 84.1% felt safe versus the district’s 77.5%. Similarly, our school scored 64.1% on understanding how work is marked (district: 59%) and 60.4% on learning to be a critical thinker (district: 48.3%). While these results are encouraging and reflect positively on our school climate and instructional practices, they also highlight that there is still important work to be done. Our goal remains to ensure that even more students feel supported, safe, and engaged in their learning journey. In the Fall of 2025, we will receive our 2024/2025 results.



Attendance Data

After analyzing our attendance data for the current year and comparing it to the 2023-2024 school year, we find the following results:

Metric	2023-2024	2024-2025	Change
Total Students	1,350	1,400	+50
Total Absent Periods	65,200	65,290	+90
Average Absent Periods per Student (Year)	48.30	46.64	-1.66

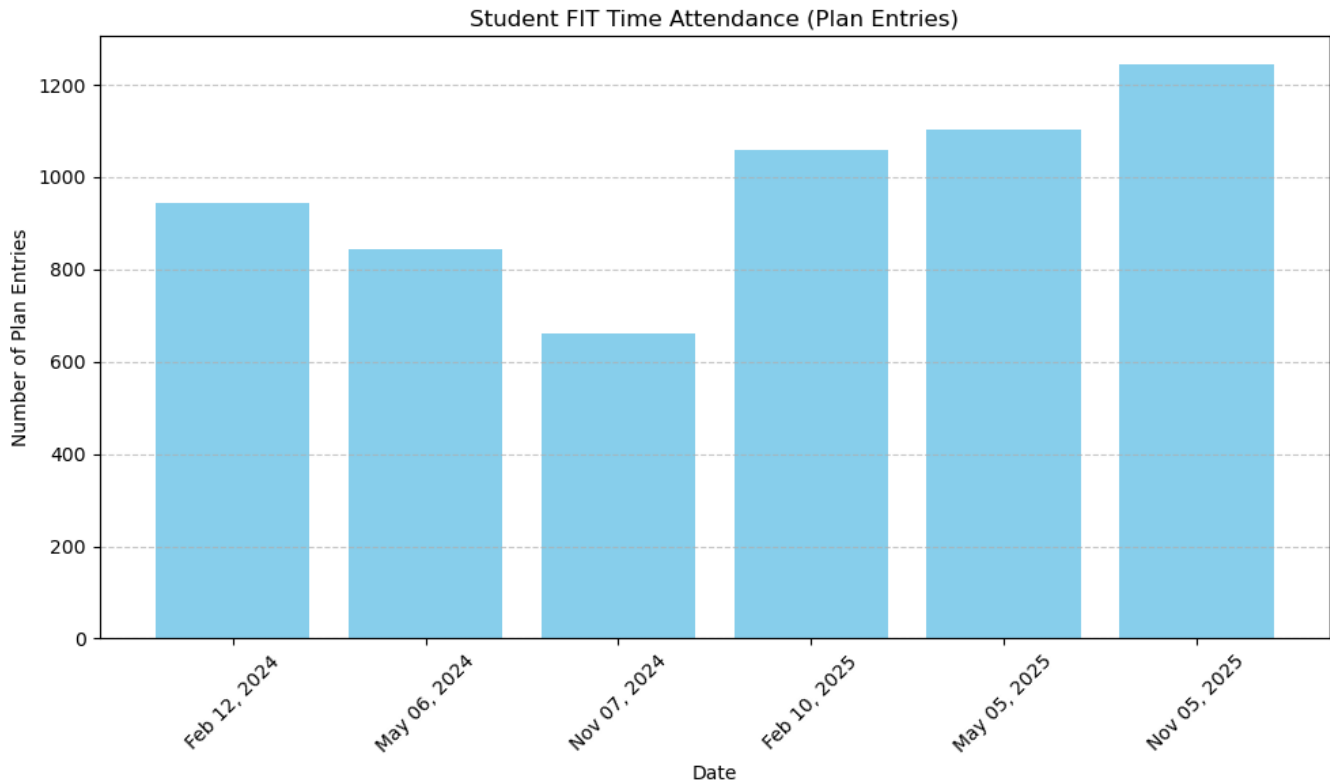
Despite a slight increase in total absences (+90 periods), the average number of absences per student has decreased. This suggests a modest improvement in overall student attendance in 2024-2025. The drop of 1.66 periods per student per year may reflect the impact of engagement strategies, flexible instructional time, or improved school climate.

Flexible Instructional Time Data

It is difficult to track overall attendance patterns with FIT using the MyWeekly Planner app; however, we are able to isolate certain days and compare them from one year to the next.

For example, a random sampling of attendance data for the following dates retrieved the following results:

Date	2024	2025
May 1	800	1300
May 5/6	843	1102
November 5/7	662	1243
February 10/12	945	1060



This consistent growth across similar timeframes from one year to the next suggests that students are becoming more proactive and consistent in planning their FIT time. The sharp rise in November 2025, in particular, may reflect improved communication, scheduling systems, or student motivation.

While these results are encouraging, the dip in November 2024 indicates that engagement can fluctuate, and continued efforts are needed to maintain and build on this momentum. Strategies such as targeted reminders, student-led planning initiatives, and teacher support could help further increase participation and ensure all students are making the most of their flexible instructional time.

Despite the improvement in attendance, the next step is ensuring that students are using this time effectively and purposefully. Anecdotal feedback from staff yielded the following responses and suggestions:

FIT time is underutilized by many students

- A significant portion of students (especially in grades 8-10) are using FIT for socializing, gaming, or wandering the halls rather than engaging in academic or productive activities.
- Some students do not sign up in advance, and some only attend to avoid being marked absent.
- There's a general perception that FIT is treated as a free block rather than a structured support period

Some Students Use FIT Effectively

- A small but notable group of students consistently use FIT for academic catch-up, project work, or extra-curriculars like band or recycling club
- These students don't need reminders and benefit from the flexibility FIT offers
- Teachers appreciate when FIT is used for focused support or enrichment

Need for Structure, Accountability, and Supervision

- Teachers express a desire for clear expectations, better attendance tracking, and follow up on student participation
- Suggestions include offering structured lessons, limiting sign up to current students, and increasing staff presence in hallways to reduce disruptions
- While the sign up system is seen as a good accountability tool, it needs better enforcement and consistency

Based on the feedback and data collected the school will refine the FIT time structure by enhancing the sign up process, reinforcing student accountability, and setting clear expectations for academic engagement. These adjustments aim to ensure FIT as a purposeful and supportive time for all learners.

Student Engagement

Through staff feedback and reflection, we were able to identify the following actions that contributed to enhanced student engagement and achievement:

- Universal Design for Learning (UDL) implemented to offer students multiple ways to demonstrate understanding and access content
 - Flexible Assessment Formats: verbal, written, and creative options to accommodate diverse learning styles.
 - Extra time and alternate assessment formats (verbal, written, creative) offered to all students.
 - Use of multimodal instruction (oral, visual, kinesthetic) to meet diverse learning needs
- Differentiated instruction and collaboration with Learning Assistance to ensure that students with exceptional needs receive targeted support
- Use of Microsoft Teams for self-paced learning and assignment tracking.

- Individualized assessment, daily check-ins, and student self-assessments.
- ELL-integrated lessons combining reading, writing, speaking, and listening with science-based inquiry.
- Use of formative and summative assessment across all departments
- Monitoring Tools – MyEdBC attendance data and FIT Time attendance data
- Course success rates
- Ministry and Site-based student surveys
 - Satisfaction Survey
 - DT (school-based) Student Survey

Counselling Department

Our counselling service plays a key role in supporting student well-being, engagement, and equity. Indicators of success include increased student participation in mental health awareness events (eg. Here4Peers workshops, Pink Shirt Day, Mental Health Awareness Week, the PHE 8-10 curriculum), utilization of counselling services, and positive feedback from students and families.

Counselors contribute to a safe and inclusive school culture by offering culturally responsive support, open-door access, and proactive programming such as new student orientations, empathy building workshops, and community resource referrals. Events led by our New Faces Leaders like pumpkin carving and Spring Trek help foster belonging and continuity.

We also monitor the impact of counseling initiatives through student self-reflection, feedback from parent meetings, and participation in educational presentations (ex: White Hatter Cyber-Bullying and Awareness, Early Psychosis, BC Lions Be More Than a Bystander, and Blush). All these efforts support our goals of equity, mental well-being, and reconciliation by creating a supportive, non-punitive environment where all students feel heard and valued.

Frequent communication with families of students who struggle to attend consistently; meeting with families to understand obstacles to attendance.

We will enhance equity within our school community by embracing and celebrating the diverse backgrounds, cultures, and orientations of all students. This will be achieved by acknowledging and honoring the diversity of our student body both in and out of the classroom.

For our second goal, we will examine the representation of diverse backgrounds and cultures in school events and curriculum. Further, examining participation rates of diverse student groups in leadership roles and extracurricular activities. As part of our survey questionnaire, we can include student perceptions of inclusivity and equity among students and staff. Indicators of success would include increased participation and engagement of students from diverse backgrounds in school activities, positive feedback from students and families regarding inclusivity and respect for diversity, and a decrease in disciplinary actions related to discrimination or exclusion.

Indicators & Examples:

- **Representation in Curriculum & Events:**

- “Mapping Your Heritage, Celebrating Your Culture” - each student conducted a deep dive into their personal stories and cultural histories, culminating in a school-wide sharing event. This activity fostered a sense of pride, belonging, and cross-cultural understanding across the student body. Every student had the opportunity to put a pin on a world map to show the diversity of the DT student and staff body.
- **Inclusive Practices:**
 - Pronoun options honored in classroom activities.
 - Language activities that invite students to share traditions and celebrations.
 - Reflections on multiculturalism and respectful representation
- **Equity in Access:**
 - Online resources for flexible learning.
- **Student Engagement and Participation:**
 - Student participation in clubs and athletics is a key indicator of student engagement
 - Student Council tracks participation in events like Thompsons Got Talent, Student Carnivals, etc
- **Monitoring Tools:**
 - Participation rates of diverse student groups in leadership and extracurriculars
 - Survey questions on inclusivity and equity
 - Feedback from students and families
 - Reduction in disciplinary actions due to discrimination

As part of our school's reconciliation journey, we will increase the sense of belonging and engagement for all our indigenous learners. We will foster respect and understanding by integrating the indigenous ways of knowing into the curriculum, while also promoting Indigenous art and literature into the school environment.

For our third goal, we will look at integrating indigenous perspectives and knowledge into the curriculum, and monitor the participation rates and engagement of Indigenous students in cultural and school activities. By doing this, we hope to see an increased sense of belonging and pride among our Indigenous students. One metric to observe is the graduation rate of our Indigenous students, and comparing this with the District's rate. Continuing to expand on our indigenous resources, including updating and expanding our library collection, to represent and reflect the culture of our indigenous students. Another clear indicator of success would be the increase of Indigenous artwork throughout the school.

- **Curriculum Integration:**
 - Posters of First Peoples Principles of Learning displayed in all classrooms
 - Indigenous literature used departments
- **Experiential Learning:**
 - Field trips to the Museum of Anthropology to learn from Indigenous voices.
 - Class discussions and action plans around Truth and Reconciliation, Red Dress Day, and Orange Shirt Day.
 - School-wide activity held for Red Dress Day, fostering awareness and honouring Missing and Murdered Indigenous Women, Girls, and Two-Spirit people (MMIWG2S)

- **Language & Cultural Connections:**
 - Strong Nations reading materials used to explore Indigenous legends and values.
 - Students draw parallels between Indigenous languages and their own, fostering cross-cultural understanding.
- **Cultural Visibility and Community Engagement**
 - As part of our efforts to increase indigenous representation and cultural presence in our school, we have a house post project currently underway. This initiative was intended to be accompanied by learning activities and community engagement around its installation this year; however, the project has been temporarily delayed as the artist work to procure a suitable log. We remain committed to supporting this meaningful addition to our school and will resume planning educational and cultural activities once the project progresses.

2024-2025

School Learning Plan

SCHOOL STORY

Dickens Annex is a buzzing community nestled in the Kensington-Cedar Cottage neighbourhood of East Vancouver on the unceded lands of the x^wməθk^wəyəm/Musqueam, Skwxwú7mesh/Squamish & salilwatał/Tsleil-Waututh Nations.

The school community is comprised of families with ethnic origins including, but not limited to: English, Chinese, Filipino, Vietnamese, Japanese and Mexican. Dickens Annex maintains an overarching theme of student-centeredness supported by four defined pillars:

- multi-age groupings of students within classrooms and work groups
- differentiated instruction for student engagement and learning
- authentic assessment for learning to monitor individual and continuous progress
- working within a collaborative learning environment

Students are encouraged to develop a growth mindset to extend their knowledge and experiences while contributing to their school environment by being bucket fillers through kindness and care towards themselves and others. Students are provided opportunities to participate in leadership roles such as hosting weekly assemblies, buddy reading, and library monitors. The staff, students, and parents value students being active participants in understanding their learning needs and strengths as well as setting their own learning goals. These elements are reflected in our school Code of Conduct, "Do Your Best, Help Others, Find Joy".

Dickens Annex shares an active and dedicated Parent Advisory Council (PAC) with Dickens Main. The PAC offers many diverse events throughout the year, culminating in an annual Spring Fling. We welcome parents into the school to contribute to student learning as volunteers, sharing their knowledge and experiences with the students.

The learners, staff, and school community appreciate and value Indigenous histories, cultures, and traditions and are committed to their ongoing learning. This is evident in student, staff and parent participation in singing the Coast Salish Anthem at weekly assemblies. With our ongoing commitment to Truth and Reconciliation, we continue to unlearn and learn through oral storytelling, hands on experience, and personal connections.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Most learners in our community speak English as their first language, with additional languages including Mandarin, Tagalog, Korean and Spanish. Students come to school with a wealth of learned and lived experiences; they have rich vocabulary, sentence structure, literacy knowledge, and an established love for stories and books.

As a school community, we value multi-age grouping to allow familial relationships to develop between students and their teacher, and amongst their peers. Older learners become leaders within their own classes as they take on leadership roles to help and guide younger learners. All learners also demonstrate their desire and comfort to speak and share about their learning during whole-school assemblies, with our Grade 3 learners leading these moments of sharing and celebration.

Dickens Annex learners have a strong sense of self and their presence in their community. The school demographic is representative of Vancouver's diverse population and the students go out of their way to embrace and welcome all learners in the school community. They are budding advocates for social justice. Learners continue to strengthen their self-regulation strategies through various Social Emotional Learning (SEL) programs, such as *A Little Spot* series, *Zones of Regulation*, and *Teaching About Personal Space (T.A.P.S.)*. Common language is used consistently throughout the school to support students' learning in this area as well as opportunities for them to engage in reflection and restorative practices.

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

At Dickens Annex, teachers work collaboratively to offer learners the individualized instruction they need to be successful at school. As part of our literacy program, we continue to further develop our structured and sequential approach to phonics and phonemic awareness instruction introduced the previous year. Learners are also immersed in rich literature through well-curated books in the library and Group Language (a whole-school shared reading of a book) followed by discussion and activity. Through these approaches, we aim to foster a culture of reading while developing our identities as writers through activities such as bookmaking.

Improve equity

By providing evidence-based instruction to all learners, we continue to identify students who require additional, intensive support and accommodate needs-specific learning strategies and environments. We frame our instructional planning around the needs of all our learners, with a focus on our priority learners to ensure equitable access for all. Equity and student well-being are the driving forces behind our educational practices to ensure that our priority learners are centered in our decision-making, and every student is working toward their own goal, at their own pace, to become proficient in competency-based skills. We adjust and vary our approach to the needs of our learners with small group instruction and one-to-one interventions.

We continue to learn about how to be better allies and to stand alongside and do the work of anti-oppression. We are committed to promoting a culturally responsive literacy program by integrating diverse cultural perspectives to foster an inclusive learning environment where every student feels valued and understood.

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

As part of our ongoing journey towards reconciliation, students learn about local Indigenous culture, stories and histories as well as excellence and achievements. We continue to work on being better allies by contributing our time and participation; to not simply learn about Indigenous peoples in the classroom but engaging in learning on the land. Teachers and staff continue to share their ongoing Professional Development learnings with each other around culturally responsive curriculum as well as First Peoples Principles for Learning. We recognize the importance of applying our learning of Indigenous peoples, culture and teachings into our day-to-day lives. We have embarked on increasing our understanding of our connection to the land we live on and the Land Acknowledgements we share when we gather as a community of learners. Our singing and drumming of the Coast Salish anthem at weekly assemblies serves as a constant reminder of our respect for the local Indigenous cultures. It instills a sense of community and belonging among students, further enriching their educational experience.

HOW WILL WE KNOW WE'RE ON TRACK?

We compared baseline data collected at the beginning of the year in Term 1 with data at the end of the year in Term 3 to measure our progress in our school goals.

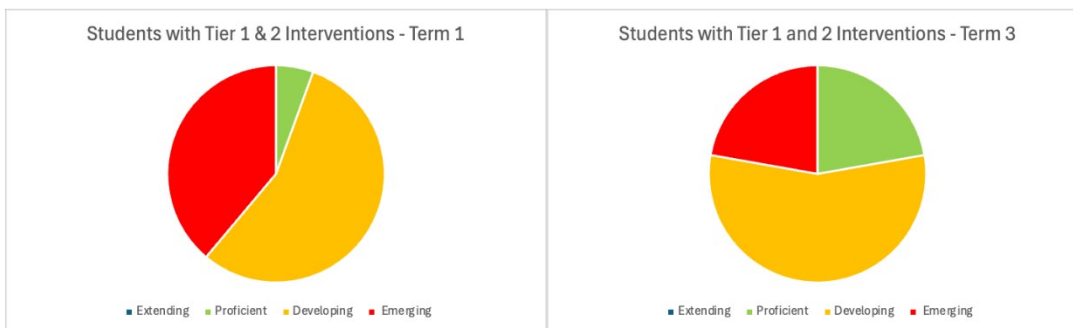
Our first goal is focused on student achievement in literacy (reading, writing and oral language). CSL data, Acadience, EDI data (for Kindergarten only), student / parental feedback, and teacher observations were the main pieces of data from which we measured our progress.



For reading specifically in addition to assessments done by classroom teachers, students are assessed using the Acadience screener three times a year, focusing on phonemic awareness, phonics, and reading comprehension. This frequent and skill targeted assessment allowed us to monitor progress in reading and adjust teaching strategies effectively.



Student achievement data (i.e. Acadience and CSL data) as well as student / parent / teacher feedback for students receiving Tier 1 and 2 interventions was collected to look at our progress towards our goal on improving equitable access to learning. Baseline assessment data was collected in Term 1 and again in Term 3.



Students completed self-reflections in the form of learning surveys before (January 2025) and after (June 2025) learning about the Coast Salish Anthem, personal connection to land and Land Acknowledgements. Their reflections focused on three areas of learning: knowledge and teaching of the Coast Salish Anthem, understanding of Land Acknowledgements, and ability to connect to the land.

Student responses revealed they felt confident in learning the Coast Salish Anthem (20% increase in confidence, from 75% of students in January to 95% of students in June) but felt less confident in their ability to pass along their learning to a friend or family member (5% decrease in confidence, from 38% in January to 33% in June), indicating further learning opportunities based in oral traditions and ways of learning would be beneficial to support growth.

Upper primary students' responses were compared before and after teaching about Land Acknowledgements. Student responses revealed a 37% decrease (59% in January and 22% in June) in students reporting, "I don't know" when asked what a Land Acknowledgement is.

All students were able to identify a place on the land they felt connected to. Among our upper primary students, 59% shared how they felt connected to the land, reporting feelings of well-being, personal memories and / or features of the land they loved.

20242025

School Learning Plan

SCHOOL STORY

Charles Dickens Elementary School is located in East Vancouver. With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

Dickens has a population of about 446 students. The staff, both long-time and newcomers, have come to Dickens because of a strong desire to join and be part of this unique community. We embrace a philosophy where multi-age classes, team-teaching practice, and project-based learning are common throughout the school. The main tenets of our child-centered program are that the child is the focus of education; that social responsibility and decision-making must be fostered; that learning is continuous; and that the purpose of evaluation is to promote further authentic learning.

Most classes are organized with two grade levels and taught with a multi-age philosophy. Dickens is a caring, child-centered school where student leadership is nurtured. The staff is committed to collaborative decision-making and work as a Professional Learning Community. We are a Collaborative Early Literacy CELI School and offer Reading Recovery for Grade One students. In addition to the mainstream school community, Dickens is home to a District Elementary Learning Support Program (ELSP) class supporting students with unique learning needs. Dickens has an active and supportive Parent Advisory Council (PAC) with high parent involvement throughout the school. PAC fundraising events help connect the community to Dickens.

The physical space of our school building is well utilized. With its wide corridors, sliding glass garage-style doorways in our multi-purpose room, and adjoining classroom spaces, it is conducive to the child-centered, group learning philosophy that the community has embraced for many years. The multipurpose room and gym are additional community spaces that reinforce the multi-age group experiences such as the student-led Monday morning assemblies. Dickens offers a variety of extracurricular activities, sponsoring cross-country, volleyball, basketball, ultimate, and track & field teams for our students. Students also have opportunities to participate in other physical activities that may be offered throughout the year, as well as school-wide programs and presentations. Student leadership is supported and shared through various school opportunities such as Daily Announcers, Student-led assemblies, Peer Helpers, Buddy Reading, Library Monitors, Student Council, Green Team, Lunch Monitors, ASL club, Best Buddies, Chess Club, Diversity Club, and Coding Club. Students come together to celebrate one another and the unique gifts we all bring by participating in Winter and Spring concerts and the Talent Show.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As with any group of learners, Dickens students demonstrate diverse interests, strengths and needs. Our school population includes approximately 13% of students with diverse needs and 8% who are English Language Learners (ELL). Our student population is diverse and while most families speak English at home, approximately 20% of our families have a different first language. The students and staff are curious about continual learning around issues such as social justice, anti-racism, SOGI, and truth and reconciliation. Our staff and students continue to learn about and strengthen individual self-regulation strategies. By working on this together, we are developing common understanding and language that we use consistently throughout the school.

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

Through our continued school goal of collaboration, our intentional focus is on improving students' writing and reading skills. This goal was determined by reviewing data. The written output needs were observed across grade levels by our resource teachers and classroom teachers working together.

Our goal is connected to the VSB Education Plan Goals of student achievement, specifically in written output in Language Arts and in all subject areas where written communication is required. We continue to focus on growing collaboration and teaming which supports mental well-being and belonging of students and staff. Equity in terms of consistency across grade levels in different classes is enhanced with teaming and common practice and expectations among teachers. School Wide Writes, Learning Update data, and FSA data help guide our awareness about how our students are doing.

From fall 2024 to spring 2025, our literacy data reflected strong performance and steady growth across the grades. In Kindergarten, most students remained at the Proficient level, and over half were meeting or exceeding expectations in writing. Primary classes showed consistent improvement, with Grade 2 standing out as more students moved from Developing into Proficient. This growth was evident in classrooms, where students were writing more, creating coherent short stories, and building a solid foundation in literacy.

In Grades 1 and 2 Writing, there was clear and significant growth in student achievement over the school year. In Grade 1, the percentage of students performing at the Proficient or Extending levels increased from approximately 34% in Fall 2024 to 63% in Spring 2025. Similarly, in Grade 2, that percentage rose from 43% to nearly 74%.

Intermediate students also made impressive improvements in writing. Grade 5 rose by 17%, Grade 6 jumped by 32%, and in Grade 7, the percentage of students at the Proficient or Extending levels increased from 14% to 69%. These results reflect a very positive trend and show that focused instruction and support had a meaningful impact on student success in writing.

In reading, the primary grades again showed strong progress. Grade 1 led with a 28% increase in students reading at the Proficient or Extending level. On average, primary grades improved by 16%, which speaks to the strength of early literacy instruction. Intermediate students continued to perform well overall in reading, with most maintaining levels in the Proficient and Extending range, demonstrating a solid foundation.

This literacy growth is a direct result of intentional teaching strategies across classrooms. Teachers used differentiated instruction, consistent guided reading groups, literature circles, and decodable texts to support early reading development. Structured routines, along with evidence-based programs such as the UFLI Foundations Toolbox, Heggerty, and dedicated spelling programs, played a key role in supporting solid literacy growth across classrooms. One-on-one reading support and targeted interventions, including the Reading Recovery program, provided additional layers of support. As a CELI school, we remain committed to research-based literacy instruction, and the positive results reflect that work.

We also saw encouraging growth in numeracy. In the primary grades, students made strong gains, with Grades 1 and 2 showing significant increases in the number of students achieving Proficient or Extending. On average, primary numeracy achievement rose by 12%. In the intermediate grades, progress was also positive. Grades 6 and 7 showed the most growth, and on average, intermediate numeracy improved by 9.8%. These gains reflect growing student confidence and deeper mathematical understanding.

Classroom instruction played a key role in this progress. Teachers used number talks to build fluency, manipulatives and hands-on activities to support conceptual understanding, and open-ended problems to develop flexible thinking. Math games, subitizing routines, and resources like Power of Ten and Math Antics helped make learning engaging and accessible. Instruction was delivered through a combination of whole-class lessons and small group work, allowing for both targeted support and enrichment.

Throughout the year, we used a variety of assessment tools to inform instruction. CSL grades provided a broad picture of progress in literacy and numeracy. School-wide Writes offered insight into student growth in writing, while reading levels were assessed using tools such as DRA, Fountas & Pinnell, and DIBELS. These multiple measures helped us understand where students were and what they needed next.

In regards to mental well-being and belonging, the MDI reports that 41% of our students feel that highly belong and 54% highly believe the school climate is a positive one. Through the Student Learning Surveys, our students report their resiliency mindset is 54%. This year we have actively worked on increasing these scores. We have brought in several programs to work with our intermediate students such as Watari, PLEA, and VCH. We have brought in our District Diversity teacher to work with our upper intermediate teachers as well as our Anti-Racism and Diversity Teacher to work with staff on a monthly basis. We now start our days with student announcers which always end in "Remember, together is better." For this school year, we also had our first

Indigenous Peoples Day Assembly in June as well as our first Diversity Walk in which the entire school participated.

Improving equity

Dickens School is committed to nurturing a well-rounded educational environment. By offering a variety of extracurricular and intramural sports, students have the opportunity to engage in physical activity, learn teamwork, and develop sportsmanship. The school's clubs are designed to enrich learning and cultivate leadership skills, providing students with a platform to explore their interests and talents. We work on increasing student voice and a sense of belonging by providing evidence instrumental in informing us about all our learners. Universal Design of Learning consistently drives our work. The MDI, EDI, and Student Satisfaction Surveys provide valuable information about our learners. Academically, Dickens takes a proactive approach by identifying students in need of additional support and implementing targeted secondary interventions. One such initiative is the Reading Recovery program, which is specifically tailored to enhance the reading abilities of early learners, ensuring they have the foundational skills necessary for academic success. Using the CELI data, we are able to identify areas of need for our priority learners and target our learners. In the beginning of the upcoming 2025 – 2026 school year, we will be using a schoolwide literacy screener to further identify and focus on our priority learners from Kindergarten to Grade 7.

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

The commitment to reconciliation through education is a powerful step towards building a more inclusive and aware community. By acknowledging the land at our weekly student-led assemblies and sharing the Coast Salish Anthem, the community honors the traditional custodians of the land and their enduring connection to it. Through the many resources and stories supported by our library, written by Canadian Indigenous authors, students are exposed to diverse perspectives and histories. We are building upon work experienced last Spring, when some of our upper intermediate students were able to work with Aboriginal Enhancement Worker Brandon Peters.

Through the Student Learning Surveys, students reported that 12.5% participate in Indigenous celebrations and activities, 41.5% are learning about Indigenous peoples and 32.5% feel they are being taught about local First Nations. We have acted on this feedback and this baseline data will be referred to going forward.

Our music teachers taught all our students the Coast Salish Welcome Song and we are at the beginning stages of bringing in restorative Circle Practice into our school and classrooms. This year, we have had an Indigenous Peoples Day Assembly where Mary Point came to perform a greeting for our school.

To incorporate Indigenous culture and learning into daily practice, student leaders created personalized land acknowledgements and shared them during the student morning PA announcements. They were thoughtfully guided to use the respectful language requested by the Host Nations and encouraged to form meaningful connections to the land. Students reflected on what they love about the land, their responsibilities as learners, and the promises they can make

to protect and care for it. This process deepened their understanding and fostered a sense of respect, gratitude, and stewardship.

Furthermore, the study of Indigenous plants and their relation to seasonal cycles offers a holistic approach to education, blending natural science with cultural wisdom. Integrating Indigenous knowledge and the First People's Principles of Learning into educational curricula enriches learning by incorporating diverse perspectives and practices that have been honed over millennia. This integration not only broadens students' understanding of the world but also instills a deep respect for the profound contributions of Indigenous cultures. We have been learning about place-based and land-based learning.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure we are on track, we are working toward greater consistency in how we assess and monitor student progress in literacy and numeracy. To support a more aligned approach, we will implement a universal literacy screener assessment tool, DIBELS, across all classrooms starting next year. This will help us collect reliable, school-wide literacy and numeracy data. We will be looking at wellbeing, belonging, and growth in Indigenous learning through surveys and the previously mentioned assessment tools. Staff have scheduled a school staff (Main and Annex) professional day to focus on Indigenous learning working with staff from VSB's Indigenous Department during the next school year. With shared tools and aligned practices, we will be well-positioned to track progress, guide instruction, and ensure all learners continue to grow.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).

Sir James Douglas Annex is located on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) Nations. Sir James Douglas Annex Elementary is situated on the Southeast side of Vancouver, on the border of Sunset and Victoria-Fraserview neighbourhoods. It has an increasingly diverse population. According to the City of Vancouver, statistics in this area show a high number of immigrants, with a population identifying as a visible minority, and residents using a non-English mother tongue or non-English home language. Douglas Annex is part of the David Thompson Secondary School Family of Schools.

Douglas Annex is a French Immersion single-track school. French Immersion is a District Choice Program. There are 163 students in eight divisions and students receive instruction in French across all subject areas from kindergarten to Grade 3. Our diverse population includes students with many different cultural backgrounds, Indigenous students, and students with diverse needs. When students enter Grade 4, they move to Sir James Douglas Elementary which is roughly six blocks away on Victoria Drive and Brigadoon.

The Douglas Annex staff are collaborative and collegial, with newer members as well as many who have worked in the school for many years. In addition to the classroom teachers, there is one full-time Resource Teacher and a Fine Arts Teacher one day per week. The school is supported by a Vice Principal who also teaches in the library, while the principal supports the school from Douglas Elementary. The school is also supported by an Area Counsellor, a School Psychologist, a Speech and Language Pathologist, and a One-to-One Literacy Volunteer. Throughout the year, you may also see student teachers from nearby University programs working on their practicum teaching experience in classrooms, as well as volunteers.

Douglas Annex is invested in student learning in the classroom and beyond. It is an early intervention school with the Reading Recovery Literacy Program (IPLE). Students participate in a variety of extra-curricular activities, including Running Club, Track and Field, and Cross-Country. Students also participate in a Terry Fox Run every Friday afternoon, weather permitting. Performances and other school experiences have been carefully selected to teach students about awareness, acceptance, inclusion, and social issues. This year, we welcomed Bollywood dancing with Karima Essa, Indigenous storytelling with 3 Crows Production and French songs with Will's Jams.

Sir James Douglas Annex and Sir James Douglas Elementary share a Parent Advisory Council (PAC). The PAC is very active and has supported the school by funding field trips, in-class workshops, cultural dance workshops, school barbecues and community building events such as our PAC Movie Night and our annual Pumpkin Patch.

Douglas Annex is a small school, so most students and staff know each other. This creates a very safe, warm, and welcoming environment. Students know the school motto is *to take care of ourselves, each other, and our school*. A school song was created by staff members and is sung by students in at least one of the assemblies during the year. For many years, students have addressed staff members at Douglas Annex by *Madame* or *Monsieur* and their first name. For example, students refer to the Vice Principal as Mme Michelle and with this practice, students are respectful of their teachers. Most students come to school ready to learn and are immersed in French from the first day of kindergarten. Staff work collaboratively with each other, as well as with parents, while providing an exciting academic program for their students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

At Douglas Annex, students are engaged in learning French from the moment they start Kindergarten. We have students enrolled in our program that speak a variety of languages at home. Many students are learning a third or even fourth language when starting French.

Since students are only in the beginning stages of learning French, many without any previous exposure, the staff show patience and understanding while students learn by listening first and then when ready, starting to respond using simple French words and phrases. Douglas Annex is an early intervention school with the Reading Recovery Literacy Program (IPLE) which targets the most at-risk learners in Grade 1, and classroom teachers following a structured literacy approach.

Other programs the staff currently use to support student learning, physical and mental well-being and belonging include The Zones of Regulation, Second Step, the TAPS program and Ready Body Learning Minds (RBLM). In addition, there are sensory pathways set up in the hallway and students are often seen jumping and following various actions. The staff prioritizes Social Emotional Learning. There is also an outdoor learning area and a school garden complete with both Indigenous plants and a pollinator garden. Douglas Annex is also supported by the David Thompson Community Schools Team Hub who have provided programming through community connections and support to our students in many ways. To engage the students in acts of kindness beyond the school and to support the broader community, children at Douglas Annex sent thank you cards to veterans for Remembrance Day and created holiday cards for the patients at Holy Family Hospital in December.

French Oral Language

French oral language was identified as the academic area to focus on for this year. The staff have collaborated on collecting data and improving practice and consistency across grade levels.

In December 2024 we collected baseline oral language data which indicated that 51% of our students were at grade level or above in French Oral Language. To encourage students to speak French more regularly with peers and adults we implemented incentives and programs, for example students earned marbles in class for speaking in French, or students earned letters to

spell a word. Overall, there was a noticeable increase in spoken French among students, which was very encouraging to see. Furthermore, we invited French performers and purchased levelled books and decodable books in French to strengthen overall French language. Students are exposed to a variety of French books and stories during library periods and have discussions in French.

In March 2025, data was collected again to assess student improvement and at that time, it was found that 60% of our students were at grade level or above in French Oral Language. By the end of June 2025, 64% of students were at grade level or above in French Oral Language. This data shows that over the course of the year, students are acquiring more language skills and are feeling more comfortable speaking in French with adults and their peers.

Term 1	Term 2	Term 3
0 % EXC	1 % EXC	4% EXC
51% PRO	59 % PRO	60%% PRO
39% DEV	29 % DEV	27% DEV
10% EMERG	11% EMERG	9% EMERG

CSL (Communicating Student Learning) data from the third term also tells us that nearly 75% of Douglas Annex students are proficient or extending in Mathematics, demonstrating that numeracy is an area of relative strength for our learners.

Equity

Douglas Annex is a diverse community with a wide range of cultures, beliefs, and languages spoken. We value our diversity and celebrate the differences that make each of us unique. The staff is dedicated to ensuring equity in our school. There has been a concerted effort by staff to ensure diversity in our library collection to reflect the diverse student and family population with representation of many cultures, SOGI (Sexual Orientation and Gender Identity), and neurodiversity. Furthermore, performances have been carefully selected as an additional tool to teach students about awareness, acceptance, inclusion, and social issues. We strive to support our Grade 3 students moving up to Grade 4 at Douglas Main by facilitating a visit and a tour to help ease the transition through this milestone. Teachers are mindful to differentiate instruction to ensure equity in meeting students where they are. Teachers use flexible grouping to allow students to collaborate based on interests or skill levels, and rotate groups to expose them to diverse perspectives. Offering choices in assignments respects different learning styles and strengths. Tiered activities allow all students to work on the same concept at varying levels of difficulty, ensuring appropriate challenge. Visual aids and hands-on materials support learners, while regular formative assessments guide teachers in adjusting instruction in real time. This year, we noticed that office referrals have doubled in the second half of the year, leading us to question the cause of the increase. This has led us to look into Social-Emotional Learning and Executive Functioning on a deeper level next year.

Reconciliation

We are committed to engaging students in the reconciliation journey by ensuring Indigenous teachings are embedded in the curriculum and are addressed often with students. Students are involved in sharing the Indigenous land acknowledgement at every assembly and performance. For each gathering 2-3 students from our Grade 3 classes are selected to share the Indigenous Land Acknowledgement. By the end of the year, more than half of our Grade 3 population have had the opportunity to do the land acknowledgement in front of staff and students. We have the First

People's Principles of Learning posted in the school, and they are often referred to by teachers. We have an exciting and extensive collection of books that staff members use both in French and in English to share knowledge, learning and values of our First Nations, Inuit and Métis people. Students not only learn about Indigenous ways of being in their classrooms, but also outside in our garden, on our school grounds and in our 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

We will continue to focus on building a strong foundation in reading, writing, speaking, and listening at the primary level. Students will continue to develop phonemic awareness and learn to decode words using phonics and sight word recognition, gradually improving their reading fluency and comprehension. They will begin to express their thoughts through drawing and writing, progressing from simple sentences to structured paragraphs in narrative, informative, and opinion formats. Students will continue to expand their vocabulary through conversation, reading, and context-based learning, while grammar, punctuation, and spelling skills are introduced and reinforced. Listening and speaking skills will continue to be nurtured through active participation in discussions, storytelling, and presentations. Additionally, students will continue to gain an understanding of how print works and develop an appreciation for books and various types of texts, laying the groundwork for lifelong literacy.

Social Emotional Learning & Executive Functioning

We will also focus on executive functioning and social emotional learning as they have been identified as areas of need for our students. Without well-developed social and emotional learning (SEL) or executive functioning (EF) skills, students cannot perform academically. In contrast, a student equipped with strong SEL and EF skills can recognize their stress, take a short break to self-regulate, seek help when needed, manage their time effectively, and ultimately accomplish the tasks required of them. Emotional awareness and cognitive control work together to support positive academic and social outcomes.

Improving executive functioning in kindergarten to Grade 3 students involves nurturing foundational skills like working memory, impulse control, flexible thinking, and planning through playful, structured, and age-appropriate methods. Activities and memory games help build attention and self-regulation, while visual aids like picture schedules and checklists support organization and task completion. Encouraging mindfulness through breathing exercises and using consistent routines, helps children manage impulses and transitions. Role-playing and sorting games foster flexible thinking, and assigning classroom jobs builds planning skills. Reading SEL books also supports emotional regulation and decision-making. By embedding these

strategies into daily routines and learning through play, our students will gradually strengthen their executive functioning in a fun and supportive environment.

To improve student mental well-being, we will continue to focus on Social Emotional Learning through the Zones of Regulation, EASE, Little Spot series and WITS (Walk away, Ignore, Talk it out, Seek Help) programs. We will continue with Ready Body Learning Mind (RBLM) and use Restorative Practice to build community and resolve conflict. We will have monthly assemblies highlighting positive behaviour, using our Grade 3 student leaders. Since unstructured times are particularly challenging for student self-regulation and conflict resolution, we will use consistent language and teach students how to solve problems in a peaceful way and ensure that support staff and supervision aides are also using the same language. The goal is to minimize office referrals and utilize a school-wide 3-point scale to manage office referrals.

Improve equity

To improve equity at Douglas Annex, we will continue to celebrate, highlight, and share different cultural celebrations from around the world. When selecting performances for our students, careful consideration will be given to ensure representation. We will continue to grow our collection of books in the library to support teachers in sharing diverse content with students. We have a section of professional resources dedicated to Indigenous books, diverse cultures and families, SOGI, feelings, acceptance, etc. Teachers often use these books to read alouds, which allows for meaningful conversations with students. We will continue to share the Indigenous Land Acknowledgement, and students will learn the Coast Salish Anthem so that it can be shared during our assemblies. To promote equity in instruction, we will continue to differentiate to accommodate varying readiness levels, interests, and student learning profiles. Providing multiple modes of access, such as visual aids, audio resources, and hands-on activities, ensures that all students can engage with the material in ways that suit them best. Similarly, offering multiple means of expression empowers students to demonstrate their understanding in ways that align with their strengths. Incorporating culturally responsive teaching practices helps students feel seen and valued by integrating their backgrounds and experiences into the curriculum. Equitable teaching also means ensuring all students have access to necessary resources, including technology, support services, and a safe, welcoming environment. Teachers will participate in ongoing professional development in inclusive and anti-bias practices to continually grow and adapt their teaching to meet the evolving needs of their students.

This year, there has been a noticeable increase in the number of office referrals. To better understand the reasoning behind this increase, and ultimately decrease this number, we will closely look at class review data, SEL supports and compare the data from beginning of the year with the end of the year with targeted support for students. We will also work to follow a school-wide 3-point scale to address issues so that students, teachers, support workers, and supervision aides are using the same language and guidelines to address issues that arise.

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

To continue our journey of reconciliation with First Nations, Metis, and Inuit, we will continue to offer staff Professional Development around land-based learning and how to use the garden space for connection to each other and the land.

To learn about students' sense of belonging and their understanding around the land acknowledgement, more work will be done with our Grade 3 students next year. We will collect data at several points of the year to better understand where they are in their learning journey, as well as to guide us in how we support them.

We will continue sharing the Indigenous Land Acknowledgement and more of our students will learn the Coast Salish anthem and perform it at school gatherings and assemblies. Staff will continue to engage in professional learning around Indigenous education and Indigenous ways of knowing and being. We will continue to decolonize processes within our school through trauma-informed restorative practices.

HOW WILL WE KNOW WE'RE ON TRACK?

- Review and compare progress through CSL data to track areas of growth and areas of need
- Review and measure progress in Executive Functioning skills such as impulse control (waiting their turn during a game or not blurting out answers in class), working memory (following multi-step directions or remembering classroom routines), and flexible thinking (the ability to transition from one activity to another or to adapt to new rules)
- Review and measure progress in Social Emotional well-being. This can look like positive engagement with peers and adults, the ability to regulate their emotions, follow directions and classroom routines, and play cooperatively and effectively resolve conflicts.
- Visible improvement in student regulation and utilization of strategies and tools to calm down. Measurable improvement through data and teacher surveys.
- Measurable improvement in student ability to peacefully solve problems when conflicts arise through office referral data and teacher surveys.
- Visible increase in learning of First Nations, Metis and Inuit culture and language through visual displays, and student and staff engagement.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

Sir James Douglas Elementary School is situated in the southeastern area of Vancouver, on the ancestral, traditional, and unceded Indigenous territories of the Coast Salish Peoples – the Squamish, Musqueam, and Tsleil-Waututh First Nations. Douglas Elementary is a triple-track school with English, French Immersion and Late French Immersion programs. The school currently enrolls 533 students. French Immersion students attend Sir James Douglas Annex from Kindergarten through Grade 3 before transferring to the main school, Douglas Elementary, for Grades 4 through 7. Douglas is part of the David Thompson Secondary Family of Schools for English program students and the Sir Winston Churchill Secondary Family of Schools for French Immersion students. A Strong Start Program opened in September 2014 and is a vibrant part of the school community. Douglas is committed to fostering strong ties with our early learning partners.

In 2013, we moved into a new building that is seismically safe and fully accessible. The school is designed with classrooms grouped in six learning communities/pods named after local Indigenous animals: Eagles, Wolves, Hummingbirds, Coyotes, Turtles, and Orcas. Each pod contains 3-4 classrooms grouped with a shared learning space for students to share and engage with other students. This design fosters collaboration and cooperation among classroom teachers and students.

The Douglas community, including students, parents, and staff, is eager to engage. Douglas provides many extra-curricular programs and school experiences to enhance collaboration and student learning. We have a thriving Arts program, including music classes with our music specialist, a band for grades 6-7 students, and an annual school-wide musical performance. Our students also engage in art workshops through the Artist in Residence Studio (AIRS) program. In addition, Douglas students participate in Intramural and VSB athletics throughout the year (Cross Country, Soccer, Volleyball, Basketball, Badminton, Ultimate and Track & Field). Our Community Schools Team is actively involved in providing after-school learning opportunities such as the Super Science Club and Coding programs. Staff are committed to land-based learning and creating spaces outdoors for connection with each other and the land through the Wild Schools program. The school has a highly active Parent Advisory Council that coordinates many social and fundraising activities for Douglas and Douglas Annex.

Some of the ways that we celebrate learning that connect to the VSB Education Plan 2026 Goal of improving student achievement, physical and mental well-being, equity, and belonging include: commitment to anti-racism, restorative practices, school-wide themes, events, activities, assemblies, parent-teacher conferences, newsletters, social media, PAC meetings, open houses, and celebrations of learning. Douglas is participating in SpacesEDU reporting pilot project with more than half of our teachers using digital portfolios to communicate student learning and share authentic evidence of learning with families.

Douglas staff strive to build a respectful community of lifelong learners. We work towards both staff and students becoming caring, accomplished, and cooperative citizens. We aim to provide an enriched environment in which children are encouraged to think, question, create and wonder. Together with families and the school community, we take joy in celebrating their learning journeys!

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As a triple-track school, Douglas has a diverse population of learners. Approximately 11% of our student population has identified special needs and are fully integrated into classes. About 20% of our students are learning English as an additional language, and fewer than 20 students identify as Indigenous. The school celebrates and is proud of its multi-cultural population, with families coming from countries all over the world.

Literacy

Last year, literacy was identified as the academic area to focus on for this year. The staff has collaborated on collecting literacy data and improving practice and consistency across grade levels. We are getting a clearer picture of the needs of our students and will continue to work on improving academic achievement in literacy.

Communicating Student Learning (CSL) data, which is extracted from the three written learning updates, shows that over 50% of Douglas students are emerging or developing in English Language Arts. Looking at the data over the three terms, there is some improvement in student achievement, which speaks to the efficacy of the interventions of the classroom and resource teams.

English Language Arts CSL Data 2024-2025			
	Overall Students Emerging or Developing	Primary Students Emerging or Developing	Intermediate Students Emerging or Developing
Term 1	60%	64%	55%
Term 2	56%	68%	42%
Term 3	52%	60%	44%

English Language Arts comprises reading, writing, and oral language, so we conducted further assessments to narrow our focus. Fall school-wide write data shows that approximately 42% of our intermediate students are writing at a proficient or extending level, whereas 46% of primary

students are writing at a proficient or extending level. The spring school-wide write data showed an improvement for intermediate students with approximately 50% writing at a proficient or extending level, whereas only 39% of primary students are writing at a proficient or extending level.

Intermediate classes completed the DIBELS Reading Assessment, a screening tool in the fall and again in the spring. The results showed that, on average, 62% of our Intermediate students were performing at grade level in their reading comprehension across both English and French streams in the fall, and by the spring, that had improved to 68%.

Grade	Fall 2024 At Grade Level or Above	Spring 2025 At Grade Level or Above
English Grade 7	66%	71%
English Grade 6	55%	59%
English Grade 5	62%	68%
English Grade 4	67%	73%
French Grade 7	68%	62%
French Grade 6	57%	69%
French Grade 5	65%	67%
French Grade 4	62%	70%

As a Collaborative Early Literacy Intervention (CELI) school, our Primary classes track students’ reading levels using the BAS and DRA assessment kits. Of our Grade 1 students, 66% were reading at grade level in the fall and by the end of the year, 95% of Grade 1 students were reading at grade level or above, which speaks to the efficacy of Early Intervention.

CSL data from the third term also tells us that over 66% of Douglas students are proficient or extending in Mathematics, which is a slight improvement over June 2024, where 60% of students were proficient or extending.

Social Emotional Learning (SEL)

Social-Emotional Learning continues to be an area for growth for Douglas students. Our spring class review data shows that approximately 20% of students are receiving tier 2 or 3 supports for Social-Emotional Learning needs. Unstructured times are particularly challenging for student self-regulation and conflict resolution. Supervision Aides, SSAs, and Administration are consistently needed to provide support to students at recess and lunch.

Equity

As a triple-track school, Douglas is a diverse community with a wide range of cultures, beliefs and languages spoken. We value our diversity and celebrate the differences that make each of us unique. As a staff, we prioritize relationship building through restorative practices and strive to foster a sense of belonging for all our learners. Our students are also diverse in their learning needs and benefit from having multiple ways to access information as well as demonstrating their

learning. Most of our students receive in-class support from their classroom teachers as well as Resource or support staff when needed, while some benefit from targeted intervention to achieve progress.

Student Voice Survey data tells us that student belonging increases as our Intermediate students progress from Grades 4 to 7, with 8% of our Grade 4s responding that they never feel welcome and like they belong at school. That number decreased to 4% among our Grade 5s, 1% with our Grade 6s and 0% with our Grade 7s. Our French Immersion Grade 4s are our most vulnerable group in this area as they navigate the transition from the Annex to the Main school.

Reconciliation

This year, we formed a Reconciliation Committee of teachers and administrators to take a deeper look at ways Indigenous education was being integrated into classrooms and plan next steps for consistency across the school. Douglas students reported through the Student Voice Survey that they understand the significance of the Indigenous land acknowledgement, and they are being taught about Indigenous Peoples and their cultures at school. When asked if they are being taught about Indigenous peoples and their cultures at school, 70% of students in Grade 4 responded with often or always, which improved to 90% among our Grade 7 students. To celebrate National Indigenous Peoples' Day, the committee planned a school-wide exhibition of Indigenous learning which included an impressive variety of works from cedar weaving, dream catchers, igloo models and a variety of art to research and reflections, and even gardens. We compiled a video of the exhibition to share with the community as well.

Douglas is also a "Wild School", and we continue to work with instructors from the Wild Schools organization to provide lessons to students and workshops for teachers around land-based learning and Indigenous plants in our area. Thanks to the Sustainability grant, our garden is expanding to add 3 more garden beds in an area that is easily accessible to all our learners. Furthermore, our music teacher teaches the Coast Salish anthem during music classes and students have the opportunity to perform it with drums during our assemblies. Our librarian has cultivated an extensive collection of Indigenous books and resources which promote Indigenous learning.

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

As a staff, we have identified literacy as our learners' greatest area of academic need. Additionally, Social-Emotional Learning continues to be an area for growth. Without literacy, our students cannot access the other facets of learning, and without Social-Emotional regulation, students cannot be expected to perform.

To improve student achievement in literacy, we will complete additional formative assessments, including a new primary literacy screener and continue to use assessments such as the School-Wide-Writes, DIBELS and BAS to obtain data. We will use this data to inform classroom teaching practices and identify at-risk learners who need more support. We will also use these assessments

as opportunities for teachers to collaborate and calibrate proficiency to establish a schoolwide standard.

While CSL data shows that students are more capable in Math than Language Arts, we need to identify which areas of Math are challenging and focus on how to support student learning, so we will collect more specific data around numeracy to determine how best to support student achievement in this area.

To improve student mental well-being, we will continue to focus on Social Emotional Learning through the Zones of Regulation, EASE, Little Spot series and WITS (Walk Away, Ignore, Talk it out, Seek Help) programs. We have introduced Ready Body Learning Minds to our staff and students and will seek to make it a consistent part of our practice with a designated space for the activities. We will continue to use Restorative Practices to build community and resolve conflicts.

Improve equity

To improve equity, we will use formative assessments to track student progress and focus our Resource support on the learners who need it most. We will continue to focus on Universal Design for Learning and adapting materials for all learners.

We will aim to further a sense of community in the classroom and within the community through trauma-informed restorative practices. More and more classroom teachers are practicing daily restorative circles to build community and foster belonging. We are focusing on this as a staff through professional development as well. We will target our Grade 4 French Immersion students by building connections with English Grade 4s to deepen their sense of belonging. We will strive to improve school-wide initiatives such as Dragon Training, our annual musical and the Indigenous Learning Exhibition to build connections across grade levels. Student feedback from our start of the year “Dragon Training Stations” was that they “enjoyed learning from teachers who were excited about a topic or area of passion and also enjoyed meeting students from different classes”. The Belonging Key Committee is taking that feedback to implement “Dragon Centres” next year, where, once a term, Intermediate students will sign up to do an activity designed by a teacher based on their area of passion or expertise.

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

To continue our journey of reconciliation with First Nations, Metis, and Inuit, we will continue to offer staff Professional Development around land-based learning and how to use the additional garden space for connection to each other and the land.

The Reconciliation Committee will continue to plan school-wide events to showcase student learning and celebrate Indigenous culture. More of our students will the Coast Salish anthem and perform it at school gatherings and assemblies. Staff will continue to engage in professional learning around Indigenous education and Indigenous ways of knowing and being. We will continue to decolonize processes within our school through trauma-informed restorative practices.

HOW WILL WE KNOW WE'RE ON TRACK?

- Review and measure progress in literacy skills through CSL data, School Wide Write, reading assessments (BAS, DRA, DIBELS) and the Foundational Skills Assessment
- Review and observe measurable progress in social-emotional well-being through the MDI, Student Learning Survey and our Voice Survey.
- Notice visible improvement in student regulation and utilization of strategies and tools to calm down. Measurable improvement through data and teacher surveys.
- Measurable improvement in student ability to peacefully problem solve when conflicts arise through office referral data and teacher surveys
- Visible increase in learning of First Nations, Metis and Inuit culture and language through visual displays, learning exhibitions, evidence of learning on SpacesEDU portfolios and student responses in Student Voice Survey

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Elsie Roy Elementary School is 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).

Elsie Roy acknowledges the history of our community and Yaletown neighbourhood, a densely populated community of multi-unit high-rise buildings in downtown Vancouver. The school operates at capacity with approximately 425 students. Elsie Roy is considered a full school with some catchment students on our waitlist and consequently attending neighbouring schools. Our community is diverse. Our families speak more than 20 languages.

Elsie Roy's Code of Conduct, Vision and Mission were developed by staff, students, and parents/guardians. As ORCAS, all members of our community strive to demonstrate Ownership, Respect, Compassion, Achievement and Safety (ORCAS). Elsie Roy's vision is to be compassionate, courageous, ethical people who sustain that which is good and who innovate and create a better world. Elsie Roy's mission is to honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. We do this with integrity and in the spirit of deep respect, curiosity, and joy.

In partnership with King George Secondary and Lord Roberts Elementary, Elsie Roy has been part of the International Baccalaureate Middle Years Program (MYP). Given the alignment and overlap of MYP with the BC Curriculum, challenges with staffing, and program and staffing costs, the VSB Board of Education passed a motion on November 25, 2024 "to close the Middle Years Programme effective June 27, 2025". As 2024-2025 will be the last year of the Middle Year's Program, the goal during our final year is to ensure a smooth transition and continued support for students, staff and families. Elsie Roy is part of the VSB Early Literacy Initiative – we have Reading Recovery and Levelled Literacy Interventions to support learners in the primary grades. We support inclusionary practices and follow a tiered RTI (Response to Intervention) model. We are committed to using technology to enhance student learning and are equipped with laptop and iPad carts. Our Learning Commons is designed to support the integration of technology with learning. Collaboration time is built into our Teacher Librarian's schedule to foster shared learning and opportunities for student inquiries. In addition to our Teacher Librarian, we are fortunate to have a Music Specialist and a Physical and Health Education Specialist on staff.

During the 2024-2025 school year, the following extracurricular activities were offered: Social Justice Alliance, Student Council, Choir, Volleyball, Basketball, Chess and Games, Lego (Jr. and Sr.),

Track and Field, Intramural Volleyball, Intramural Soccer, Badminton, Math Club, Pickleball, Library Monitors, Ski Club and Fitness and Conditioning. Our Daily Announcements and frequent Assemblies are led by a variety of student leaders in Grades 4-7. Daily Announcements include a land acknowledgement, guest welcome, highlights and information pertaining to the Diversity Calendar, ORCAS Shout Outs and announcements regarding teams, clubs and other events within the school. This year, on Monday and Friday mornings, classes are invited to attend Morning Beats with our vice principal, Katie Clark; this is an opportunity for students to learn Indigenous drumming and singing. Elsie Roy drummers are often part of assemblies – honouring the Seven Directions (recognized within the Medicine Wheel - North, South, East, West, Above/Sky, Below/Earth, and Center/Within) and/or sharing a song that connects to the themes of the assembly.

Elsie Roy Elementary School benefits from strong family and community support. The proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, Vancouver Public Library, Science World, Stanley Park, Chinatown, Vancouver Symphony, and Vancouver Art Gallery broadens learning opportunities for students. The Roundhouse Community Centre offers a variety of programs for our students at lunchtime and after school. The Dorothy Lam Children's Centre operates an on-site after-school care program for school-aged children.

Some of the ways that we celebrate our community and learning include school-wide themes and celebrations, displays of student learning, school-wide events, activities and assemblies, daily announcements, newsletters, PAC meetings, PAC socials and student-led conferences and celebrations of learning. ORCAS Shout Outs are part of our Daily Announcements – each day we recognize 1-4 students who have been “caught” following our Code of Conduct (ORCAS) – taking ownership, showing respect, being compassionate, achieving success or demonstrating safety.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Elsie Roy has a diverse population of learners. Many of our students speak a language other than English in their home – the most common languages, other than English, are Russian, Serbian, Farsi, Spanish, and Mandarin. Within our community, 25 percent of students are English Language Learners, 13 percent of the population are students with designations and less than 10 percent of the school's population is Indigenous.

Through a range of engagement methods, including conversations, surveys, focus groups, and meetings with staff, students, and families—the Elsie Roy community has identified both key strengths and areas for growth in student development. Commonly recognized strengths include resilience, initiative, enthusiasm, active participation, perseverance with preferred tasks, and a strong sense of belonging. At the same time, areas for growth have emerged, such as maintaining consistency with routines, supporting mental well-being, and developing perseverance with non-preferred tasks and subjects.

During staff meetings, staff considered and discussed Elsie Roy students' greatest needs in relation to three areas of focus within the VSB's Educational Plan (achievement, physical and mental well-being and belonging). Many identified “mental well-being” and “belonging” as areas requiring support and focus. Staff identified several factors impacting our students' well-being and sense of

belonging at school - repercussions of a global pandemic, limited strategies for regulation, intergenerational trauma, complex and varying family experiences, and challenges relating to positive social and/or communication skills. Middle Years Development Index (MDI) data aligns with staff understanding of our students' needs. The annual Student Learning Survey (SLS) data is also congruent.

At Elsie Roy, we are committed to fostering both academic growth and holistic well-being by closely monitoring student learning, student wellness, and each child's sense of connection and belonging. Our data provides valuable insights into how students are progressing in literacy and numeracy, while also highlighting key trends in their emotional health and engagement within the school community.

Term 2 Written Learning Update Data indicates that:

	2022/2023 Term 2 K-Gr. 7 Proficient or Extending	2023/ 2024 Term 2 K-Gr. 7 Proficient or Extending	2024/2025 Term 2 K-Gr. 7 Proficient or Extending
Math (Numeracy)	70%	70%	70.6%
Language Arts (Literacy)	60%	55%	64.3%

*note that proficient or extending is equivalent to On Track or Extending for the Foundation Skills Assessment (FSA)

*note that proficient or extending is equivalent to On Track or Extending for the Foundation Skills Assessment (FSA)

Based on data collected from the Term 2 2025 Written Learning Updates, 66% of Indigenous learners demonstrate proficiency in concepts and competencies relevant to expected learning in English Language Arts. Comparatively, 66% of Indigenous learners demonstrate a developing proficiency in Numeracy.

Foundation Skills Assessment Data indicates the following:

	2023/2024 Gr. 4 On Track or Extending	2024/2025 Gr. 4 On Track or Extending	2023/2024 Gr. 7 On Track or Extending	2024/2025 Gr. 7 On Track or Extending
Numeracy	69.8%	86.1%	70.6%	70.6%
Literacy	62.3%	80.6%	68.6%	80.4%

Student Learning and Achievement – The above data shows that student achievement in literacy has improved significantly, while numeracy performance remains steady overall, with a notable increase in Grade 4 outcomes. However, Grade 7 numeracy has plateaued, and Indigenous learners continue to show lower proficiency in numeracy compared to literacy. These patterns highlight the importance of continued attention to differentiated learning needs and equity in academic outcomes.

Student Learning Surveys, School Initiated Surveys and the MDI indicate the following:

Adults Who Care -

The 2024 Student Learning Survey Data, for example, helps us to understand students’ sense of connection and belonging at Elsie Roy.

Adults at School Who Care (Positive Response)	2022/23	2023/24	2024/25
Grade 4	57%	70%	60%
Grade 7	54%	37%	50%

In comparison, a school-wide, -school-initiated survey conducted in December 2024, showed the following:

Adults at School Who Care (Positive Response)	2022/23	2023/24	2024/25
Grade 4	N/A	N/A	100%
Grade 7	N/A	N/A	92%
Full School (Kinder. – Gr. 7)	N/A	N/A	98.7%

The two tables illustrate notable trends in students’ perceptions of care from adults at school across different years. In the first table, based on the 2024 Student Learning Survey Data, the results fluctuate across grades and years, with Grade 4 showing an increase from 57% in 2022/23 to 70% in 2023/24, followed by a decline to 60% in 2024/25. Similarly, Grade 7 starts at 54% in 2022/23, drops significantly to 37% in 2023/24, and then rises to 50% in 2024/25. In contrast, the school-initiated survey conducted in December 2024 reveals a starkly more optimistic perspective, with Grade 4 reporting 100% positive responses, Grade 7 at an impressive 92%, and the full school (Kindergarten through Grade 7) achieving an overwhelming 98.7%. Considering the school-initiated intitated survey was simple and direct we feel that it is most likely is the more reliable data set.

Belonging/Welcome -

The 2024 Student Learning Survey Data, provided the following data about belonging and connection:

I feel a sense of belonging at school (Positive Response)	2022/23	2023/24	2024/25
Grade 4	65%	79%	69%
Grade 7	60%	61%	58%
I feel welcome at school (Positive Response)			
Grade 4	86%	83%	84%
Grade 7	72%	80%	71%

2024-2025 MDI Data provided the following feedback:

	2022/23	2023/24	2024-2025
1 or more important adults at school	55%	N/A	68%
At my school, there is an adult who believes I will be a success	93%	N/A	93%
I feel like I'm important at this school	61%	N/A	81%
People care about each other in this school	59%	N/A	71%

While there are many students who can identify a caring staff member, and/or feel a sense of belonging at school, we will continue to foster each child’s sense of connection and care at Elsie Roy.

In a December 2024 school-wide survey, students shared thoughtful insights on how adults can help foster a greater sense of belonging. They emphasized the importance of kindness, inclusion, safety, and respect—highlighting actions such as helping students build friendships, creating welcoming environments, and protecting against bullying. Students also valued encouragement, understanding individual differences, and adults being approachable, ready to listen, and genuinely caring. Suggestions ranged from knowing students’ names and simply saying "hi," to offering engaging activities like clubs, games, and providing snacks, all of which contribute to a more connected, supportive school community.

Student Wellness, Connection, and Belonging - The above survey data from 2024 highlights mixed perceptions of connection and belonging, particularly among Grade 7 students. While Ministry survey results show variability, a school-initiated survey in December 2024 revealed overwhelmingly positive responses, with nearly all students reporting that adults at school care about them. MDI data further supports this, showing growth in students feeling valued, supported, and connected to the school community.

Reconciliation Student Learning Survey Data

Elsie Roy’s 2024-2025 Student Learning Survey data revealed that some of our Grade 4 and Grade 7 students recognize that Indigenous content is integrated into lessons, programs and activities at school.

2024-2025 Student Learning Survey (Gr. 4 & 7)	Sometimes	Most or All of the Time
At school, are you learning about Indigenous Peoples?	31%	61%
At school, are you learning about local First Nations?	33%	47%
At school, do you participate in any Indigenous celebrations or activities?	25%	11%

A school-wide survey conducted in December 2024 asked the following three questions:

- What do you know about Indigenous Peoples and their cultures?
- How do you think learning about Indigenous Peoples connects to your own life?
- What do you wonder about Indigenous Peoples in our community, our country, or in the world?

Student Level	Correctly Identified Facts or Concepts	Made a Connection to Own Life
Primary	78%	44%
Intermediate	86%	65%

The data reveals a promising level of awareness and engagement among students regarding Indigenous Peoples and their culture, but it also highlights areas for improvement. Notably, 78% of Primary students and 86% of Intermediate students demonstrated the ability to correctly identify facts or concepts about Indigenous Peoples, indicating a strong foundational understanding at both levels. However, the capacity to connect this knowledge to their personal lives shows a significant disparity, with only 44% of Primary students and 65% of Intermediate students making such connections. This suggests that while informational learning is effective, more effort is needed to foster meaningful, personal relevance in educational activities. Addressing this gap could enhance students’ deeper appreciation and integration of Indigenous knowledge in their worldviews.

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

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

Literacy -

Elsie Roy staff will continue to work collaboratively within the school (Classroom Teachers, Resource Teachers, Teacher Librarian) and with the District Learning and Instruction team support, Responsive Literacy Framework) to support student’s literacy skills and fluency. Specifically, we will continue the following supports and strategies:

- Early literacy intervention
- Levelled Guided Reading and Literature Circles at the Primary and Intermediate levels
- Opportunities for Collaboration with the Teacher Librarian
- Strategies to develop a love for reading through the classroom and library reading programs
- Partnership with the VPL
- Ensuring diversity and visibility within classroom and library resources

Numeracy -

To support improved student achievement in Numeracy at Elsie Roy, the following five strategies will be prioritized as part of a focused and responsive school-wide approach:

- Strengthen Tiered Instruction and Intervention
- Enhance Teacher Professional Learning and offer opportunities to collaborate
- Integrate Numeracy Across the Curriculum
- Use Data to Drive Instruction
- Foster a Positive Math Mindset
- Offer Math Club

To support continued growth, Elsie Roy will implement targeted academic supports in literacy and numeracy, with a focus on Grade 7 and Indigenous learners. We will expand professional learning in culturally responsive and inclusive teaching practices to better meet diverse student needs. In parallel, we will strengthen school-wide strategies that promote connection and belonging, using both provincial and school-based data to guide our efforts and ensure every student feels seen, supported, and empowered to thrive.

Well-being and Belonging -

According to UBC's Human Early Learning Partnership, a child's experiences have critical and long-term effects and can predict a child's adjustment and success. During adolescence, "children are experiencing significant cognitive, social, and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop, and maintain friendships and make thoughtful decisions". Furthermore, a child's sense of connection to their school is an important contributor to a child's well-being, health, and success.

Some of the most important work that we can do to continue to improve student success is to focus on student well-being and belonging. Together, we will do this by:

- Building a sense of belonging and community
- Increasing and maintaining authentic student connectedness with adults
- Implementing a program and Code of Conduct that foster common language, shared understanding, and a sense of school pride (ORCAS Shout Outs)
- Highlighting the Diversity Calendar through a monthly calendar board and morning announcements

Distributed leadership opportunities and actions that foster well-being and wellness will occur throughout the community.

For students: Student Council, Social Justice Alliance, class and school-wide leadership initiatives, teams, and clubs, morning announcements, daily ORCAS Shout Outs

For families: PAC initiatives that offer opportunities for family connection and learning, a parent book club, morning coffee events

For staff: School Culture Committee, Mentorship Program, Professional Development Committee, Sunshine and Wellness Committee, Staff Inquiry Projects, Staff Yoga, Book Club

Improve equity

To improve equity for all students we will :

- Uphold VSB policies and consider school-based strategies to improve equity.
- Allocate resources such as funding, technology, and staff support effectively.
- Develop diverse and inclusive classrooms where curriculum and resources reflect the diversity of students and represent different cultures, backgrounds, and identities.
- Participate in professional learning about diversity, equity, anti-racism, and differentiation.
- Collaborate with school, district, and outside agencies to address the diverse needs of students and families.
- Work with parents and caregivers to build connection and community.
- Implement restorative approaches to conflict resolution and problem-solving through a restorative justice model.
- Consider accessibility when planning curricular activities, field studies, and extracurricular opportunities.
- Build and maintain an equitable and diverse school calendar.
- Ensure that no student is denied the opportunity to participate in activities due to financial hardship.

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

The Elsie Roy community will continue to increase their knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

The Elsie Roy community continues to prioritize meaningful learning opportunities and actions that support reconciliation and deepen understanding of Indigenous perspectives.

Ongoing initiatives include:

- Professional learning for staff includes book clubs, the VSB Focus Day, and other development opportunities, all grounded in a strength-based approach to education.
- Classrooms and the school library actively compile and share Indigenous resources.
- The First Peoples' Principles of Learning are thoughtfully embedded into daily lessons, theory, and practices.
- School-wide engagement features collaborations with Indigenous artists and programs embracing restorative practices, including the use of circles and dialogue as tools for reflection and connection.
- Students and staff participate in events such as the Orange Shirt Day Assembly and interactive lessons during September (Day for Truth and Reconciliation), May (Red Dress Day), and June (Indigenous Peoples' Month).
- The school's Social Justice Club amplifies awareness through various platforms.
- Students demonstrate curiosity, openness, and respect in exploring Indigenous worldviews.

Learners also share this growing understanding with their families, and the community is committed to ongoing acts of decolonization. These efforts are further supported by incorporating

Indigenous literature across subjects, and by using restorative approaches in addressing challenges and fostering a respectful, inclusive environment.

New learning opportunities and acts of reconciliation may include: Each class participating in a walking tour of Stanley Park or our local community, partnership with an elder, small group/full class opportunities for drumming, learning more about the Salish Anthem, understanding our land – what and who were here before us? What are the Indigenous contributions to our way of life on this land? What are the stories, legends and cultural practices that pertain to this land and area? learning about and applying x^wməθk^wəyəm (Musqueam) protocol when using vetted Indigenous resources, focusing on how learning about Indigenous Peoples connects to ourselves, building more connection to nature and our local environment.

To build meaning, connection and relevance to learning about Indigenous culture, history, tradition, contribution, we will:

- model our own connections to story, experiences, understandings
- invite Elders and/or Knowledge Keepers to teach hands-on experiences about culture, arts, plants, games etc.
- build opportunities for connection into drumming circles

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our Student Learning Surveys, MDI/EDI, FSA, school-based surveys, Written Learning Updates (report cards). Staff will continue to be responsive to each child's needs (social, emotional, and academic) and are motivated to work collaboratively to plan and implement diverse programming and supports at all grade levels. Staff are interested in working with and learning from each other.

Our work to improve equity will continue. We will look for ways to ensure that our SLP, counselling, learning support and student support resources are shared equitably as needs shift and change. We hope that all students will feel they can better access the curriculum.

Continuing to focus on well-being and connection, we hope that all students will be able to identify one or more trusted adults at school (as indicated on the school-wide, school-initiated survey).

For our focus on literacy and numeracy, we will specifically look at student achievement data including the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports. We will look for overall improvements in reading scores.

Our walk towards Reconciliation in the coming year will include an increased inclusion of materials and learning opportunities that promote students' connection to the history, land, culture and languages of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Evidence of learning will include participation in drumming circles, assembly contributions, project displays and/or presentations, and school-wide learning opportunities. Through this focus on, we hope to see growth in student reports related to their participation, awareness and learning about Indigenous Peoples when compared to previous year's school-based and provincial level data.

2024-2025 School Learning Plan

SCHOOL STORY

Eric Hamber Secondary School is a dynamic and inclusive learning community that will welcome approximately 1,700 students in Grades 8–12 for the 2025–2026 school year. Our school offers a wide range of academic and enrichment programs designed to prepare students for success in post-secondary education and beyond. We are proud to host a District Mandarin Bilingual Program, a District Specified Alternate Program (Challenge Studio), and a vibrant International Student Program.

In September 2024, we moved into a state-of-the-art, seismically safe school building—the largest seismic replacement project in the history of the Vancouver School District. The building was designed in consultation with the Musqueam people, whose traditional, ancestral, and unceded territory the school resides on. A striking five-metre (16-foot) female welcome figure, created by Musqueam artist Brent Sparrow, stands at the school’s entrance as a powerful symbol of respect, recognition, and connection to the land.

Inside the school, the atrium features the intricate weavings of Debra Sparrow, a renowned Musqueam artist. Her work reflects Indigenous culture, history, and identity, offering daily opportunities for students and staff to engage with and reflect on Indigenous perspectives. The weavings are intentionally placed to surround students as if they are being hugged—an expression of care and belonging that is part of Sparrow’s broader project of blanketing the city with warmth, culture, and connection.

The new facility is built to LEED Gold standards, supporting modern learning environments and sustainability goals. It includes flexible learning spaces, advanced science and technology labs, and a City of Vancouver-funded 69-space childcare centre—all supporting a modern, future-focused education.

Eric Hamber is a comprehensive secondary school that emphasizes academic excellence, leadership, creativity, and community service. Our graduates consistently pursue post-secondary studies at top institutions across Canada and internationally. In fact, our most recent graduates received numerous school-based and externally funded scholarships, and were accepted to prestigious Ivy League

universities such as Harvard and MIT, reflecting the strength of our academic programs and the dedication of our students and staff.

We offer a wide range of Advanced Placement (AP) and enrichment courses, as well as career education, STEM, fine arts, and language programs that help students explore their passions and build strong portfolios for university applications.

We are supported by an engaged Parent Advisory Council (PAC) and a generous alumni association, both of which contribute to student success through mentorship, scholarships, and community partnerships.

Our School Learning Plan is now in its third year, with goals that align with the Vancouver School Board's Education Plan:

- Enhancing student engagement to improve academic success and prepare students for active citizenship and post-secondary pathways.
- Deepening students' sense of belonging while fostering environmental, community, and personal responsibility.
- Incorporating Indigenous culture and content in authentic, place-based ways to enhance understanding of the First Peoples Principles of Learning.

We are proud of our students' achievements, including:

- Leadership and innovation grants supporting sustainability, STEM, and social justice initiatives.
- School-wide events that build community and school spirit.
- Workshops and mentorships with university students and professionals in fields such as engineering, environmental science, and the arts.
- Student-led clubs and competitions that develop real-world skills and leadership experience.

At Eric Hamber, we are committed to preparing students not only for graduation, but for lifelong learning, global citizenship, and meaningful post-secondary opportunities. Our new building, diverse programs, and supportive community make Hamber a place where students thrive—academically, socially, and personally.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Eric Hamber Secondary School, our community of learners is diverse, motivated, and increasingly engaged in both academic and extracurricular pursuits. Across departments, we observe a student body that is:

1. Academically Motivated and Passionate

- Many students demonstrate a strong interest in science, math, and technology, often influenced by family backgrounds in related fields.
- There is a growing trend of students enrolling in multiple science and math courses, participating in clubs, and competing in external contests (e.g., Physics Olympics, CanSat, Math Competitions).
- New course offerings such as AP Biology and Forensics 12 have seen full enrollment, indicating a demand for advanced and specialized learning opportunities.

2. Diverse in Background and Learning Needs

- Our learners come from a wide range of socio-economic, cultural, and linguistic backgrounds, including a significant number of multilingual and heritage language students.
- We support students with a variety of learning profiles: those with IEPs (Gifted, LDs), English Language Learners, neurodivergent students, and those experiencing trauma or mental health challenges.
- The student population is dynamic, with shifts influenced by post-secondary requirements and systemic changes (e.g., semester system affecting course selection).

3. Reflective and Goal-Oriented

- Teachers use a variety of assessment tools early in the term (e.g., written/oral responses, observations) to establish baselines and tailor instruction.
- Students engage in self-evaluations and goal setting, particularly in English and ADST, fostering ownership of their learning journey.
- One-on-one conferencing and pre-reporting interviews are common practices to provide personalized feedback and support.

4. Socially Connected and Seeking Belonging

- Students value peer connection and often choose to be in class for social engagement.
- Clubs and extracurriculars (e.g., Science Experiment Club, Math Club—the largest in the school) are thriving, indicating a desire for community and enrichment beyond the classroom.

5. Navigating Challenges with Resilience

- Post-COVID, students have shown increased resilience, though some still struggle with risk-taking, boundary-setting, and self-regulation.
- Teachers note a reluctance among students to take responsible academic and social risks, despite high expectations for achievement.

6. Supported Through Collaborative Practices

- Departments engage in regular collaboration to share student data, discuss learning needs, and coordinate support strategies.

- September “Student Sharing” meetings and ongoing communication with families ensure continuity of care and early intervention.
-

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

1. Literacy

Eric Hamber fosters literacy across all disciplines by embedding reading, writing, and communication skills into subject-specific contexts:

- **Scientific and Digital Literacy:** Students evaluate the credibility of sources, including social media, and use mind-mapping and vocabulary development to enhance comprehension and communication.
- **Reading and Writing Strategies:** Across English and Social Studies, students engage with diverse texts, practice inferencing, predicting, and critical thinking, and participate in initiatives like *Poetry in Voice*.
- **Arts and Media Literacy:** The arts deepen literacy through cultural studies, identity exploration, and media creation, helping students become both critical consumers and expressive creators.
- **Language Learning:** Modern Languages emphasize literacy through vocabulary, grammar, and comprehension, reinforcing that language learning is literacy.
- **Applied Literacy:** ADST and PHE integrate reading and writing into real-world contexts such as recipes, schematics, SMART goals, and reflective journals.
- **Mathematical Literacy:** Math and Science departments support students in decoding math language and applying it in interdisciplinary contexts.

2. Numeracy

Numeracy is developed through both traditional instruction and cross-curricular, real-world applications:

- **Integrated Learning:** Science and Math collaborate on topics like trigonometry and ratios, while Social Studies uses statistics and data analysis to support critical thinking.
- **Arts and Numeracy:** Music, dance, and visual arts reinforce mathematical concepts like rhythm, proportion, and spatial reasoning.
- **Language and Numeracy:** Students learn numbers and frequency in target languages, often through games and cultural activities.
- **Applied Numeracy:** ADST courses use real-life math in construction, tailoring, and budgeting. PHE incorporates data collection through fitness assessments and heart rate tracking.
- **Assessment and Support:** Formative and summative assessments, support worker feedback, and 1:1 support in math classes help track and improve student progress.
- **Achievement Data:** Eric Hamber students perform above district and provincial averages on the Numeracy Assessment, supported by strategies like vertical whiteboarding and collaborative problem-solving.

3. Physical and Mental Well-Being

The school promotes holistic well-being through curriculum, environment, and supportive practices:

- **Physical Well-Being:**
 - Outdoor learning and mindfulness walks are integrated into Science, Arts, and Language classes.
 - PHE uses fitness assessments and goal setting to track growth and promote lifelong health.
 - ADST and Home Economics emphasize movement, ergonomics, and healthy habits.
 - Movement-based learning (e.g., TPR in languages, dance in arts) supports physical development.
- **Mental Well-Being:**
 - Teachers model healthy habits, offer flexible deadlines, and provide brain breaks to reduce stress.
 - English and Arts use journaling, literature, and creative expression to foster emotional resilience.
 - ADST uses tools like “fingers to five” to check in on student well-being and promote self-awareness.
 - Safe spaces, inclusive practices, and regular communication with support staff help students feel seen and supported.

4. Belonging

A strong sense of belonging is cultivated through inclusive practices, extracurricular opportunities, and community-building:

- **Clubs and Field Trips:** Science, Social Studies, and Languages offer clubs and excursions that build peer connections and cultural appreciation.
- **Inclusive Curriculum:** Literature, arts, and language classes reflect diverse identities and encourage students to see themselves in their learning.
- **Celebrations and Events:** Language Day, Maple Syrup Day, and cultural showcases invite the whole school to participate and celebrate diversity.
- **Safe and Supportive Spaces:** Teachers foster classroom communities through group work, storytelling, and empathy, while extracurriculars and gym access during lunch and FIT time extend belonging beyond the classroom.
- **Staff Commitment:** Belonging is supported by the dedication of staff who volunteer time and build rapport with students, creating a culture of care and connection

Improve equity

Eric Hamber Secondary is committed to fostering an equitable learning environment where all students—regardless of background, ability, or identity—have access to meaningful learning opportunities and feel valued in their educational journey. Departments across the school are actively working to reduce barriers and promote inclusion through the following strategies:

1. Inclusive Teaching Practices

- **Universal Design for Learning (UDL)** is implemented in Science and other departments, offering students multiple ways to demonstrate understanding and access content.
- **Differentiated instruction** and **collaboration with Learning Assistance** ensure that students with exceptional needs receive targeted support.
- **No prerequisites** in ADST classes and **multi-grade groupings** in Fine Arts and Languages promote peer mentorship and inclusive participation.

2. Curriculum That Reflects Diverse Perspectives

- **Social Studies and English** integrate themes of social justice, gender, sexuality, and historical inequities, helping students critically engage with issues of equity.
- **Fine Arts** and **Languages** celebrate cultural diversity through student-centered projects, cultural events, and inclusive content that reflects students' identities and lived experiences.
- **Language placement testing** ensures students are placed appropriately, supporting both heritage and non-heritage learners.

3. Equitable Access to Opportunities

- **Clubs and extracurriculars** (e.g., STEMsorority, CanSat, Debate Club, Language Day, intramurals) are designed to be inclusive and accessible to all students, regardless of schedule or background.
- **PHE** has removed barriers to participation by relaxing PE strip requirements and prioritizing engagement over skill level.

- **Fitness centre and gym access** before school, at lunch, and during FIT time ensures all students have opportunities for physical activity.

4. Supportive Learning Environments

- Teachers across departments build **safe, welcoming classrooms** by recognizing diverse learning needs, offering flexible assessment formats, and fostering a sense of belonging.
- **Math and PHE departments** acknowledge the challenges of large class sizes and limited scheduling flexibility, advocating for systemic changes to better support equity.
- **Ongoing communication** with families, counsellors, and support staff ensures a holistic approach to student success.

5. Student Voice and Agency

- **Student-led learning** in Fine Arts and ADST empowers learners to shape their educational experiences.
- **Collaborative projects** and **peer learning** foster equity by valuing diverse strengths and perspectives.
- **Flexible assessment** practices (e.g., presentations, creative work, group projects) allow students to demonstrate learning in ways that align with their strengths.

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

Eric Hamber Secondary is committed to deepening knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. Across departments, educators are embedding Indigenous perspectives into curriculum, pedagogy, and school culture in meaningful and authentic ways.

1. Curriculum Integration and Land-Based Learning

- **Science** integrates Indigenous knowledge through lessons on traditional medicines, the chemical properties of natural materials (e.g., cedar, dyes), and fire practices. Students explore interconnectedness and environmental stewardship through Indigenous worldviews.
- **Social Studies** offers courses like *BC First Peoples 12* and embeds Indigenous content across grades 8–10, including the TRC Calls to Action, UNDRIP, and landmark court cases. Teachers approach this work with humility and a commitment to continuous learning.
- **English** incorporates Indigenous stories and literature in all courses, with a focus on the First Peoples Principles of Learning and Aboriginal Ways of Knowing and Being.
- **Fine Arts** launched Truth and Reconciliation units, land-based photography and ceramics projects, and drama performances based on Indigenous myths. These projects emphasize experiential, holistic, and relational learning.
- **Languages** explore Indigenous legends, picture books, and greetings (e.g., Musqueam greetings in Mandarin classes), and compare Indigenous cultures across regions and languages.
- **ADST** includes Coast Salish design in graphic design units and wood carving techniques, with guest speakers enriching student understanding of Indigenous craftsmanship and storytelling.
- **PHE** incorporates Indigenous games and teachings through guest speakers like Métis Elder Ray McKeown, emphasizing collective learning, survival skills, and cultural connections to movement and play.
- **Math** uses the *Math First Peoples Teacher Resource Guide* and promotes collaborative, decolonized learning environments.

2. Cultural Acknowledgment and Respect

- Teachers and departments consistently acknowledge the unceded territories of the Musqueam, Skwxwú7mesh Úxwumixw, and Tsleil-Waututh Nations in classes, emails, and ceremonies.
- Educators attend professional development sessions focused on Indigenous education and bring this learning back to their classrooms.

3. Student Engagement and Expression

- Students engage in projects that explore their own ancestry and connections to land, fostering empathy and understanding.
- Public displays of student artwork and performances related to reconciliation create shared learning experiences for the school community.

4. Resources and Community Connections

- Departments are expanding their use of Indigenous-authored resources, including materials from the First Nations Health Authority and the First Nations Education Steering Committee.
- Guest speakers and community partnerships bring authentic voices and lived experiences into the classroom, enriching student learning.

HOW WILL WE KNOW WE'RE ON TRACK?

At Eric Hamber Secondary, departments are committed to using both qualitative and quantitative data to monitor progress toward school learning goals. The following indicators and strategies will guide our reflection and improvement efforts:

1. Student Enrollment and Course Selection Trends

- **Science** will track enrollment and attrition in senior science courses, including the number of students opting for online alternatives. Requests for new courses (e.g., Astronomy, AP Sciences) will be logged to assess interest and inform future offerings.
- **Math** will monitor student requests and withdrawals, aiming for a consistent student experience across all classes and student engagement. They will also track students identified as needing extra support.
- **Languages** will observe continued enrollment in advanced levels and note when students take language courses out of interest rather than requirement.
- **ADST and Fine Arts** will track enrollment growth and retention, especially in multi-year participation and elective choices.

2. Student Engagement and Participation

- **Arts** will assess engagement through participation in rehearsals, projects, and extracurricular events. They will also track leadership roles and independent artistic pursuits.
- **PHE** will monitor participation in elective courses, intramurals, and FIT activities, as well as student use of gym spaces during non-instructional time.
- **ADST** will use attendance and participation in events like the Fashion Show and Yearbook to gauge engagement.

3. Student Achievement and Growth

- **All departments** will use formative and summative assessments to track student progress. This includes:
 - Self-assessments and reflections (Languages, English, Arts)

- Scope and sequence tracking in English for Grades 8–10
- Monitoring normalized achievement curves in Math
- Celebrating student achievements in Science and ADST

4. Qualitative Feedback and Anecdotal Evidence

- **Science and Arts** will collect anecdotal feedback from students, parents, and alumni (e.g., requests for new courses, reports of real-world language use, alumni success stories).
- **Languages** will gather stories of students using their language skills in travel or post-secondary settings.
- **All departments** will continue to display student work and use exhibitions and performances as opportunities for feedback and reflection.

5. Collaboration and Professional Learning

- Departments will use **Pro-D days and HIP sessions** to:
 - Develop shared assessment strategies
 - Address challenges such as AI usage in writing
 - Finalize scope and sequence documents
 - Share data collection methods and findings

6. Community and Stakeholder Involvement

- **Science and Math** will maintain communication with parents, counsellors, and administrators to support student success.
- **All departments** will continue to involve the broader school community through newsletters, events, and student showcases.

2024-2025

School Learning Plan

SCHOOL STORY

False Creek Elementary School is a Vancouver public school situated between Granville Island and Olympic Village. We are honoured to be working and learning together on the traditional, ancestral, and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). With approximately 304 students from Kindergarten to Grade Seven, False Creek is located in a densely populated urban setting near the False Creek seawall and Charleson Park. Most families reside in condominiums, apartments, townhomes, cooperatives, or on boats moored in the area. Our school population is diverse with more than 24 language groups and approximately a quarter of students having a first language other than English. We fully integrate the less than 10% of students who have a Ministry Designation for disability or diverse ability.

Parents are formally involved in our school through an active and supportive Parent Advisory Council (PAC) and make generous contributions to fundraising, organizing school events, and aiding students' academic, social, and cultural growth. The PAC has continued to support in-school programs such as African Dancing and Hip-Hop dance, several storytelling, music and martial arts experiences, as well as inclusivity and diversity initiatives.

False Creek Elementary is part of the Kitsilano Family of Schools and maintains ties with Kits Community Schools Team and we are grateful for this partnership. For the past three years we have been focused on maintaining a strong connection for students transitioning from Grade 7 to Grade 8. We have also been focused on applying for sustainability grants which helps shift focus to areas such as outdoor learning and the environment. Achievement, physical and mental well-being, belonging, equity and reconciliation have been and will continue to be a focus at False Creek.

The school has a dedicated staff that has a strong community focus. We are regularly taking students on local field trips and neighborhood walks. Many staff are focused on outdoor education, making use of our school garden and we have partnerships with some community organizations to make use of the community gardens as well.

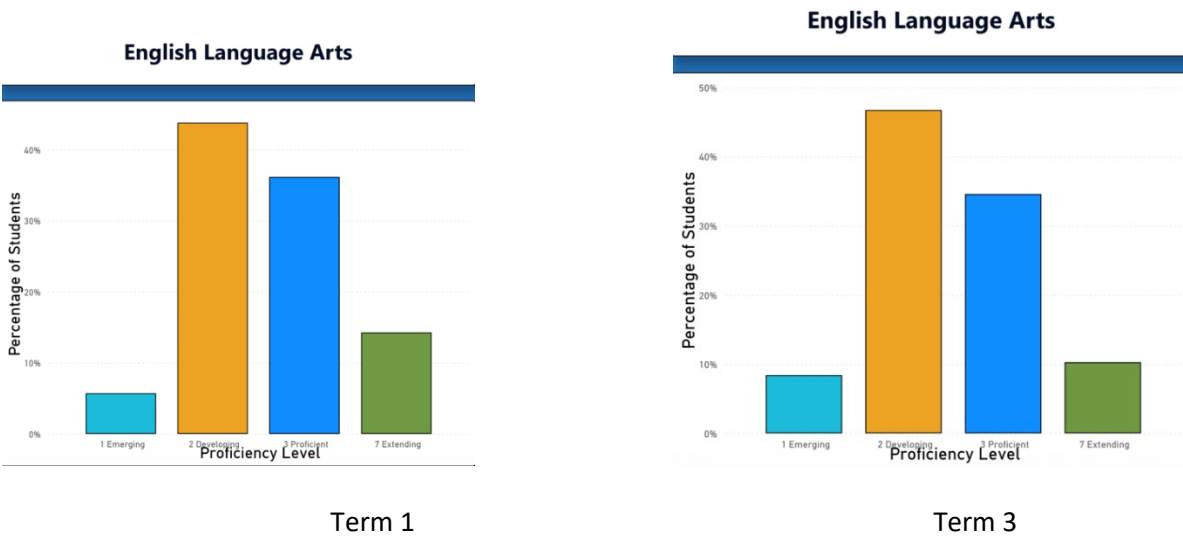
The school has active clubs and leadership such as chess, knitting and needle felting club. False Creek Students also participate on many sports teams offered, which varies year to year such as soccer, cross country, volleyball, basketball and track and field.

We continue to improve our technology and design skills to enhance the experiences of students already thriving and challenge and instruct students who may need support in this area. Currently our focus is on coding, graphic design and use of different software applications

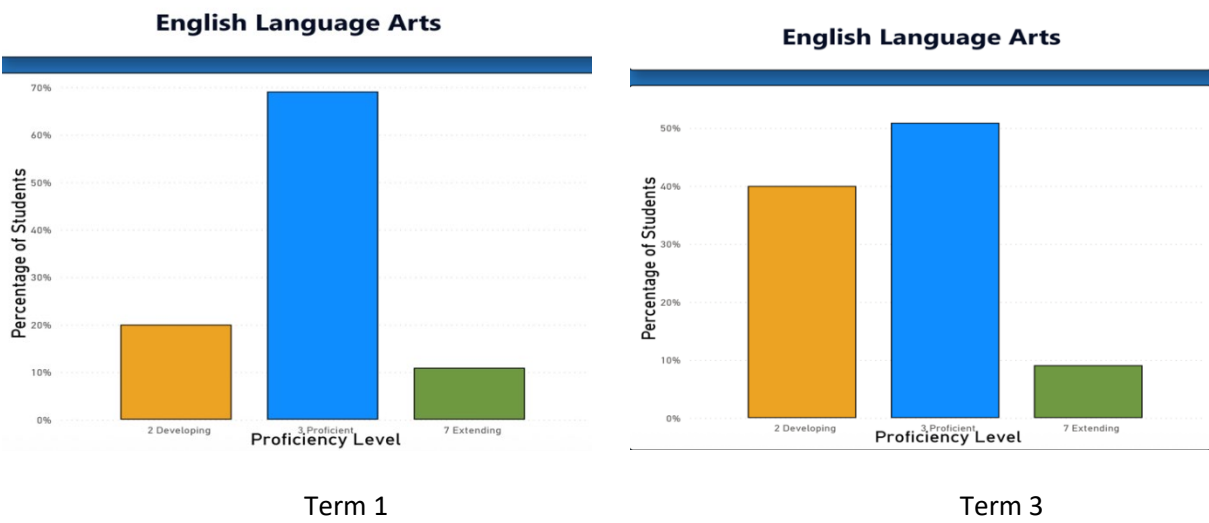
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners come from a variety of cultural, spiritual, linguistic, and socio-economic backgrounds. False Creek students are spirited and represent diversity in identity and learning. Our staff work extremely hard to develop and provide learning opportunities for all students and take pride in addressing neurodiversity, cultural awareness, arts, as well as athletics. False Creek students come to school with a wealth of learned and lived experiences. They have rich vocabulary, sentence structure, literacy knowledge, and an established love for stories and books. The staff want to continue to build off the strengths of our learners and improve literacy outcomes for the whole school.

Below is Comparative data for K-3 English Language Arts in 2024-2025 (Term 1 vs Term 3):



Below is Comparative data for Gr 4-7 English Language Arts in 2024-2025 (Term 1 vs Term 3):



ANALYSIS:

As we look at our report card data from the 2024-2025 school year we are able to see that there have been improvements but the question remains: how can we continue to improve literacy outcomes?

52% of primary students in the data are either proficient or extending in English Language Arts in term 3 while only 46% of students were proficient in term 1. We want to continue to increase the number of students who are demonstrating proficiency; therefore, we will continue to provide evidence-based supports in order to continue to improve student outcomes.

68% of intermediate students in the data are either proficient or extending in English Language Arts in term 3 while only 59% of students were proficient in term 1. We also want to continue to increase the number of intermediate students who are demonstrating proficiency; and we will continue to provide targeted supports in order to continue to improve student outcomes.

We will need to continue to support learners who are still emerging in literacy and it requires a thoughtful, multi-faceted approach that meets students where they are and helps them grow with confidence. We can use targeted, data-informed instruction, implement structured literacy approaches and leverage small group and one-on-one support and finally emphasize culturally responsive practices. This will ensure equitable access to learning and success in literacy for all students. An improvement in this will demonstrate increased equity as we will be eliminating the achievement gap for students.

As a school community, we place a strong emphasis on literacy as well as outdoor learning and prioritize it across our teaching practices. Recently, our staff engaged in professional development focused on integrating outdoor education into Math, Science, Drama, and Visual Arts. In addition, we participated in training centered on Diversity and Inclusion, which remains a key focus for us this year. Staff are enthusiastic about incorporating these approaches into their daily teaching, having observed that students thrive in hands-on, outdoor learning environments.

One of the pillars and goals of the [VSB's Education Plan](#) is continuing its reconciliation journey with Indigenous Peoples. False Creek Elementary staff and students want to be connected to the land that we live and play on so we infuse Indigenous culture and historical teachings into our lessons as much as possible.

According to the Student Learning Survey results, 56% of students surveyed at False Creek Elementary reported participating in Indigenous celebrations, while 84% indicated involvement in ongoing Indigenous programs or activities." Placing an emphasis on reconciliation at an elementary school involves creating meaningful, age-appropriate opportunities for students to learn about, respect, and engage with Indigenous cultures, histories, and perspectives. This will continue to be a focus for staff and students next year.

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

Our school goal is literacy and as a staff, we are examining literacy strategies that introduce explicit instruction in phonics, reading, and writing. We are dedicating professional development time and resources to study best practice strategies and implement them to increase student learning and achievement in reading. Teachers are exploring approaches that highlight the importance of foundational skills such as phonemic awareness, phonics, language, and vocabulary and we are striving to have every student proficient in these areas. These goals align with the VSB Responsive Literacy Framework K-7.

This goal also aligns with the First People's Principles of Learning in the following areas:

- Learning involves recognizing the consequences of one's actions
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves patience and time

Improve equity

To promote greater equity, we will use formative assessments to monitor student progress and ensure targeted support for all learners. By applying the principles of Universal Design for Learning (UDL), we aim to provide each student with the tools and strategies they need to succeed. Additional collaboration time will be provided for teachers to work together in identifying and implementing effective supports. Through a collaborative teaching model, students will benefit from flexible groupings, differentiated instruction, and the expertise of our primary and intermediate resource teams. We remain committed to adapting materials and instruction to meet the diverse needs of all learners.

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

Our school is committed to support and enhance understanding of Indigenous worldviews and knowledge. Students and staff have been engaged in various activities to increase understanding and awareness of Indigenous histories and cultures. Here is a list of other meaningful learning activities that our students were engaged in this year to deepen understanding of Indigenous culture:

- Drumming sessions for students as we made drums as part of a cultural project two years ago
- Various field trips and hands-on learning around the city centered on indigenous knowledge, culture and awareness
- Working on developing an understanding and a relationship to place through land-based stewardship
- School wide activity to deepen understanding of the Land Acknowledgement

HOW WILL WE KNOW WE'RE ON TRACK?

Using 2024-2025 Written Learning Update (report card) data, we see that English Language Arts marks are trending upwards since the fall. Primary students (Kindergarten to Grade 3) have shown a 6% increase in the overall number of students that are proficient or extending, while intermediate students (Grade 4 to Grade 7) have shown a 9% increase in the overall number of students that are proficient or extending. Going forward, to assess if we are on track and adjust and adapt our interventions, we plan to use:

- Visible and measurable progress in literacy skills as evidenced through literacy screeners, measurable and reliable data, reading assessments and the Foundational Skills Assessment.
- Visible improvement in student regulation and the utilization of strategies and tools to calm down.
- Student Learning Survey data to determine if students feel they are learning about Indigenous ways of knowing and being.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Sir Sandford Fleming Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

We are dedicated to providing education for 428 students from kindergarten to grade 7. Approximately 50% of students speak one of over 30 languages as their first language, with Cantonese, Punjabi, Tagalog, Vietnamese, and Spanish being the more dominant languages. The Fleming community is proud and diverse in cultural identity. We actively work towards decolonizing our schooling practices to create an inclusive environment for all students.

At Fleming, we prioritize supporting learners by fostering a sense of belonging, generosity, independence, and mastery. By helping students develop these tenets, students become kind, empathetic, and hardworking individuals, who are encouraged to choose courage over comfort. Fleming has a dedicated team of approximately 65 staff members who work diligently to inspire students to thrive both inside and outside the classroom. We are grateful for the support of our various community partners who offer out-of-school programs, literacy support, food initiatives, and childcare services. These partnerships allow us to extend athletic, cultural, and daycare programming to our families.

The Fleming community cares about students and work to provide a space that is inclusive of neurodiverse, gender, cultural, racial, and ethnic identities. Teamwork is at the core of our school culture. The school is organized into five learning communities named Maple (Kindergarten), Willow (Grades 1/2), Cedar (Grade 3), Sitka Spruce (Grades 4/5), and Arbutus (Grades 6/7). Each learning community consists of four classroom teachers and support staff who collaborate, share spaces, and sometimes teach together to meet the diverse needs of our learners. Working together towards our collective goals is our strength.

In addition to our learning communities structure, Fleming boasts numerous outdoor learning spaces designed to incorporate land-based learning opportunities that allow students to engage with and learn from the land. In line with our commitment to student success, we place a strong emphasis on literacy. Sir Sandford Fleming Elementary School is a Collaborative Early Literacy Intervention (CELI) school that prioritizes one-on-one and small group interventions. Our dedicated staff members work collaboratively and engage in shared decision-making within their learning pods, employing a collaborative inquiry approach. By focusing on early literacy intervention, we aim to ensure that all learners become strong readers.

We take great pride in our school community and are committed to providing a supportive and culturally responsive learning environment for all students where they are challenged to do their very best and have a strong sense of community and belonging.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Sir Sandford Fleming Elementary fosters a vibrant community of approximately 430 students, celebrated for its rich diversity among both students and families. With over 32% of students fluent in multiple languages and 10% identifying with diverse abilities, our community thrives on inclusivity. Additionally, we proudly honour the 5% of students identifying as Indigenous.

Our collective commitment to reconciliation, regardless of cultural background, is a cornerstone of our ethos. Feedback from Grade 4 and 7 students, as reflected in the Student Learning Survey, highlights an overwhelming sense of belonging, with well over 90% expressing they are happy within our school's environment. They revel in the plethora of extracurricular opportunities available and demonstrate a keen awareness of Indigenous cultures, acknowledging their importance in our educational journey.

Student Learning Surveys show that 74% of grade 4 students and 77% of grade 7 students agree or strongly agree that they are getting better at reading which is an increase from last year's data. There are about 50% of our students who are Proficient or Extending in Literacy and Numeracy according to learning update data and Grade 4 and 7 FSA data. This is indicative of our collective commitment to continue to improve academic achievement.

Driven by a passion for involvement and a sense of belonging in the community, students actively engage in various clubs and athletics. Witnessing their impact within the school community has empowered many to amplify their voices, advocating for positive change and fostering a culture of active participation. An excellent example of this was when our Advocators Club did a walk-through of the school to see how we could improve the physical environment. A direct result from their feedback was an affirmation of cultural importance and that families were part of the school. This was seen in our community interactive board. Students and visitors noticed our importance to reconciliation as shown through the artwork, calls to action, and centering of an Indigenous library within the school. Students can see themselves in the school and have an avenue to share when they don't feel they belong, along with agency to make any necessary changes.

In alignment with our commitment to reconciliation, we are embarking on regular engagements with our Indigenous community. These dialogues serve to forge stronger bonds between school and home, facilitating mutual understanding and paving the way for collaborative efforts towards reconciliation. Through these interactions, we strive to glean insights into how best to support and honor Indigenous perspectives within our educational framework.

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

To improve reading outcomes for students in Grades K-7.

Over the past few years staff have noticed more than 50% of our students are Emerging or Developing in their Language Arts skills based on learning update data and up to 20% of students in grades 4 and 7 were emerging in their literacy skills. We decided that we must take a closer look at what specific skills were needing support to improve skills and determined we needed to increase reading levels and look at what types of intervention is required. In addition, we required some common tools to assess students.

This year staff have worked on a greater understanding of assessment and how to best assess reading skills so that more appropriate interventions can be utilized. By using more informative assessment tools we are able to quickly determine who requires additional support and in what areas, for example, phonological awareness, phonics, fluency, vocabulary, or comprehension. We use a wide range of interventions based on student need. Interventions include but are not limited to; one to one teaching in Reading Recovery, small group instruction based on skills needed, and whole class reading instruction and monitoring of achievement.

Improve equity

To identify and work to eliminate existing inequities in student access to resources, opportunities, and support systems, ensuring that all students have the necessary tools and environment to thrive academically, socially, and emotionally.

At Fleming, we are committed to supporting every student and ensuring equity through a variety of resources and programs. We offer individualized support with IET and YFW, sensory spaces, flexible seating, and 1:1 assistance for those who need it. Our school also provides access to a counselor, financial support for field trips, a food program, and various lunch hours and after-school activities. We celebrate different cultures, have gender neutral washrooms, and ensure equal access to technology, fostering a sense of belonging and community for all students. Our staff strives to celebrate individual differences and cultures, working to ensure every student sees themselves reflected within the school environment.

As part of our ongoing commitment to fostering equity within our school community, we are dedicating time to assess and understand the current inequities that may exist. Our school strives to ensure that every student and family has the resources and support they need to thrive. To achieve this, we believe it is essential to take a step back and thoroughly examine what truly matters to our students and families. By doing so, we can better address the needs that are most important to the school and community.

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

To ensure Indigenous students and families are valued, listened to, and welcomed in the school community.

Fleming has a growing number of students who are Indigenous. It is our responsibility to enhance our understanding, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. As we continually work toward improved literacy rates for Indigenous students, increasing equity in seeing themselves reflected in our school, we additionally need to ensure families feel valued, seen, and heard. This is critical work to improve home and school relationships, enhance student success, continue to build trust and two-way communication and engagement, and supports student and family social and emotional well-being.

HOW WILL WE KNOW WE'RE ON TRACK?

To improve reading outcomes for students in Grades K-7.

To improve reading outcomes for students in Grades K-7 we are tracking FSA literacy data, learning update proficiency scales, and reading scores using DIBELS. Student Learning Survey Results capture student voice.

FSA Data

FSA Literacy Scores								
2022-2023	Grade 4	Grade 7	2023-2024	Grade 4	Grade 7	2024-2025	Grade 4	Grade 7
Emerging	12%	20%	Emerging	20%	15%	Emerging	8%	11%
On Track	36%	35%	On Track	23%	44%	On Track	34%	56%
Extending	2%	0%	Extending	7%	5%	Extending	10%	4%
Did not write	50%	45%	Did not write	50%	36%	Did not write	39%	26%

The FSA data chart indicates a notable increase in student participation in the FSA assessment, thereby providing a more comprehensive and accurate representation of student learning. Additionally, the chart highlights a rise in the number of students achieving On Track and Extending status in both Grade 4 and Grade 7. There were 49% of students in 23/24 On Track or Extending and now in 24/25 there are 59% On Track and Extending.

Grade Level Data

K-7 Language Arts	Term 1 2022	Term 1 2023	Term 1 2024
Emerging	15%	13%	11%
Developing	53%	49%	50%
Proficient	28%	36%	35%
Extending	1%	2%	1%

The grade-level learning update data reveals a modest improvement in student achievement in English Language Arts, with more students transitioning from the Emerging category to Developing and Proficient. A detailed analysis of this data, broken down by each grade, shows incremental shifts where students are advancing into the Proficient and Extending categories.

Reading Data in percentages (based on a variety of assessments)

May-24	Below	At Risk	Above		May-25	Below	At Risk	Above
K	22	25	53		K	25	34	41
1	18	20	63		1	23	15	62
2	24	13	62		2	24	2	74
3	23	21	57		3	22	10	68
4	9	36	27		4	30	14	55
5	33	14	54		5	32	27	41
6	33	21	33		6	34	23	43
7	19	19	52		7	41	21	38

This current reading data reveals inconsistencies, likely due to the use of varied assessment tools across grades and classes. Implementing a standardized reading screener for all students next year will provide a more consistent and accurate measure of reading performance. This will enable us to better evaluate the effectiveness of our interventions and more precisely identify where and what types of support are needed.

Fleming Community Feedback

We heard from families that to support reading at home, families can establish a routine for family reading time, where adults read with and in front of their children, helping them mimic good reading habits. Setting aside specific times for reading sessions and aiming for 15-30 minutes of daily reading can also be beneficial. Common barriers include parents' work schedules, lack of English proficiency, and time constraints. Using educational apps, involving siblings, and making reading fun and engaging can help overcome these challenges.

We also heard what families in order to further support reading at school, Fleming can engage families and the community through events like family lecture sessions and readathons. Enhancing library programs by rotating books, increasing library time, and reinstating book exchange programs can help literacy rates. Implementing daily reading activities, after-school programs, and reading buddies will foster a reading culture. Additionally, involving families with regular updates and reading cards, offering support for struggling readers, and using incentives and rewards can motivate students.

Next Steps

Families are open to understanding how to best support. This will be a focus for our staff moving forward to work with families about how they can support at home, building connections between the home and school environments, and increase communication specifically around literacy. We will look to implement some of these suggestions and highlight the work that we are already doing.

Overall, we are observing gradual and consistent improvements in students' literacy skills, as evidenced by FSA results, English Language Arts learning update data, and DIBELS scores. We will continue to conduct regular progress monitoring of our students and analyze the data to customize instruction to meet their individual needs.

Teachers, staff, and families are well aware of the students in the Emerging category and actively collaborate with our school psychologist, speech and language therapists, and other professionals to thoroughly understand their learning profiles and implement the most effective interventions specific to the needs of each child.

To identify and work to eliminate existing inequities in student access to resources, opportunities, and support systems, ensuring that all students have the necessary tools and environment to thrive academically, socially, and emotionally.

To identify existing inequities in student access to resources, opportunities, and support systems we will be conducting comprehensive surveys and interviews with students, families, teachers, and staff to gather qualitative data on perceived inequities. This thorough assessment will help us gain a clear understanding of the existing challenges and guide our efforts to create a more inclusive and supportive environment for all students. Once we have these areas identified we will be able to make informed decisions around the necessary next steps to address the inequities we uncover.

The main themes, ideas and desires staff uncovered to support equity in our school include:

To support equity in the school, key themes include providing individualized support for students struggling academically, especially those with specific needs. Enhancing parent and family engagement through education and involvement in school activities is also emphasized. Increasing access to resources like counselors, speech-language pathologists, and sensory tools, particularly for students who are neurodiverse, is crucial. Additionally, recognizing diverse cultural events, prioritizing mental health, building community relationships, and ensuring equitable access to resources such as technology and food programs are important goals.

Student Data as Indicated on the Grade 6 MDI shows that the grade 6 students are highly connected to adults at school, in the neighborhood, and at home. They have high positive expectations, self-esteem, and happiness. Additionally, they report a positive school climate and sense of belonging. These elements are critical as they enable students and families to be able to self-identify needs.

This report also shows us that many of our students are not eating breakfast on a regular basis in comparison to other VSB students and that 38% of students in grade 6 go to bed after 10pm. Finally, 24% of students report spending more than 4 hours a day on video or computer games and on platforms such as Netflix or YouTube. These student reports indicate the need for food security and education about the importance of sleep and screen usage.

Fleming Community Feedback

To support equity at Fleming, suggestions include providing books in various languages, ensuring equal opportunities for all students, and offering free workshops and support for families in need. Increasing family involvement through activities and surveys, raising awareness of inequalities, and teaching social-emotional learning are crucial.

Families appreciate the school app for its weekly feedback and appreciate the school's diversity representation and overall performance. However, they face challenges attending PAC meetings

and special events due to work schedules. Suggestions include more activities to uncover students' hidden talents, celebrating different cultures, and offering more extracurricular activities.

Next Steps

Based on the feedback provided and uncovered, there are some actionable next steps to address equity issues at Fleming. We look to continually provide academic support by implementing targeted intervention programs for students struggling academically and by equitably using our various resource allocations; for example, area counselor, speech-language pathologist, and other staffing.

Family and community engagement continues to be a high priority so we will look for ways to improve caregiver education and involvement to educate families on how to support their children's learning at home. We are re-thinking school activities through flexible scheduling to better meet the needs of the community. We regularly conduct surveys to gather feedback from families about their needs and challenges and use this data to inform school programs and supports.

Fleming staff and students recognize and celebrate diverse cultural events to foster an inclusive environment through displays, bulletin boards, morning announcements, individual class activities, and performances. We also understand the critical importance of incorporating social and emotional learning into the curriculum to help students develop essential life skills such as empathy, resilience, and conflict resolution. We are looking to provide a diverse range of books in multiple languages to support students from different linguistic backgrounds.

Finally, we strive to have families self-identify their need to access a variety of resources. We offer food programs to support students facing food insecurity, dental services, and a wide range of other supports should a family require them.

We will work to best understand how to get more families involved and provide feedback to ensure equity groups voices are heard and addressed. Doing this can create a more equitable and supportive environment for all students and families.

These themes highlight the importance of a holistic approach to achieving equity, addressing both academic and socio-emotional needs, and fostering an inclusive and supportive school environment.

To ensure Indigenous students and families are valued, listened to, and welcomed in the school community.

To ensure Indigenous students and families are valued, listened to, and welcomed in the school community we will be using a variety of evidence including observations and conversations between staff, students, and families. We will look at equity walks through the school to get a different perspective on what the physical environment looks and feels like. Most importantly, we will continue our work through family and student engagement opportunities to listen to what families share with us.

Student Learning Survey	2023-2024		2024-2025	
	Grade 4	Grade 7	Grade 4	Grade 7
Is school a place where you feel like you belong? Answers: Sometimes, Most of the time, All the time	85%	82%	97%	91%
At school, are you learning about Indigenous Peoples? Answers: Sometimes, Most of the time, All the time	80%	96%	88%	98%
At school, are you learning about local First Nations? Answers: Sometimes, Most of the time, All the time	55%	86%	84%	100%

This data chart indicates that students generally feel a sense of belonging at Fleming. We have identified those who do not share this sentiment and are actively engaging with them to understand how we can best support their needs.

Furthermore, the student data reveals that students recognize our efforts to educate them about Indigenous peoples. Remarkably, 100% of Grade 7 students responded positively in the Student Learning Survey, highlighting the impactful work our teachers and staff are doing.

Fleming Community Feedback

The school is praised for providing books and materials about Indigenous cultures, advocating for this part of Canadian history, and fostering an inclusive environment. There is an emphasis on continuing education about Indigenous history, engaging with the Indigenous community, and inviting Indigenous speakers. Suggestions include raising awareness among guardians about systemic disadvantages, reviewing school policies for biases, and incorporating Indigenous history and culture into the curriculum. Additionally, proposals for more direct engagement with Indigenous communities, displaying Indigenous art, and supporting staff in understanding Indigenous perspectives are highlighted.

Next Steps

We will continue to foster mutual respect and benefit, ensuring cultural recognition, building strong relationships, and providing support and resources. Fleming is proud to host dinner events to build relationships, seeing an increase in families attending throughout the year.

Our commitment includes acknowledging and valuing diverse cultures, practicing cultural sensitivity, actively listening and involving all stakeholders, creating a safe and inclusive environment, and promoting professional development. Staff eagerly participate in a wide variety of professional development opportunities and share their knowledge with each other, often taking on leadership roles in these events.

We aim to make education meaningful and integrated by being culturally relevant, consulting with Indigenous communities, incorporating Indigenous knowledge, and upholding and honoring diverse cultures. Indigenous education is infused in all subject areas across all grades. We will honor our commitments through culturally respectful practices, support individual students, and build trusting relationships.

Finally, we will work with Indigenous students and families as a priority group to support attendance, academics, and social and emotional learning by building relationships and a sense of connectedness and belonging, identifying academic need and targeting supports and by identifying the strengths and gifts students have, highlighting them, and building up social and emotional learning capacity through these gifts.

2024-2025 School Learning Plan

SCHOOL STORY

Sir John Franklin Elementary School was established in 1911 and is situated in the furthest northeastern corner of Vancouver on the ancestral and unceded lands of the xWma0kWa9am (Musqueam), Slswwü7mesh Üxwumixw (Squamish Nation) & Salilwata+ (Tsleil-Waututh Nation). It is a warm and welcoming school community set within a diverse, stable and long-established neighborhood. Franklin is part of the Templeton Secondary School family of schools.

With a staff of 31, comprised of both full and part-time teaching and support staff, we enroll approximately 214 students from kindergarten through grade seven in 11 classrooms. The Franklin student body is diverse and includes 30 students with Ministry Designations for a disability or diverse ability, 64 English Language Learners (ELL) at various stages in their English language acquisition. As well, our Indigenous students make up 8% of the student body and add significantly to our population. Currently, we are home to a District Program - The Excellence in Social Emotional Learning (EXSEL) program provides an integrated and supportive classroom setting for students who require intensive support in Social Emotional Learning and Executive Functioning. This program houses less than 10 students and dovetails nicely with the Franklin community of learners.

Franklin has a diverse population who speak 23 different languages in addition to English. The English language is the most common language spoken with 70 % of our families identifying this as the language spoken at home. It is followed by Cantonese, Vietnamese, Spanish, and Dari as well as a host of many other languages. Our community of passionate learners demonstrates excellent verbal-linguistic skills, effective communication skills, and celebrates and honours multiple intelligences. Our students are learning how to make friends, how to be kind, to try hard, and to enjoy playing, working and expressing themselves in creative ways. This year, we had numerous student moves, both in and out, which is an exception for our school. This growing number reflects the changing dynamics of the community as families move into and out of the neighborhood.

We offer many leadership opportunities to students including peer leaders, big buddies, equipment monitors, and an environmental group. The grade 7 class leads student-centered assemblies where we celebrate our students' strengths, achievements and special events. We offer many diverse athletic opportunities for all students such as dancing, rollerblading, gymnastics, and pickleball. The intermediate students have opportunities to participate in extra-curricular sports teams, including cross country, volleyball, basketball, badminton and track and field. After-school programs are also available through the school district's Community Schools Team, specifically Game On through the Big Brothers Organization.

The staff at Franklin are extremely professional and work collaboratively on various projects and programs. To meet the diverse needs of our learners, Franklin is an Early Intervention school, which means we target the learning needs of the youngest learners through the Reading Recovery intervention, however next year will be the last year of this program. Our music teacher has a dedicated music room, and all students receive weekly music blocks and collaborate to perform in several performances throughout the year. We have many teacher-sponsored before-school and lunch-hour clubs, such as Student Council, Band, Volleyball, Dungeons and Dragons Club and Badminton clubs. Franklin School is also a mentorship site for teacher candidates enrolled in the UBC Bachelor of Education program.

Franklin embodies a strong sense of community, fostered through open learning areas and gathering spaces. The school's Parent Advisory Council (PAC) is very active in supporting and providing programs, materials and additional learning opportunities for the school. Also, the PAC organizes school community events such as a Halloween Extravaganza and a Family Dance that have been bringing the community together for years.

For the past 40 years, the Franklin Preschool has been operating on-site, offering programming to 3- to 5-year-old children. Before and after-school on site care for Franklin students is offered by the YMCA. Collaboration among these stakeholders is critical to supporting the students and the community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Franklin, we actively focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves on the curriculum offered through the joint commitment of staff, parents, and community partners. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place). Students are supported by the Administration, our classroom teachers, our resource and ELL teaching team, our Music Specialist and Teacher Librarian, our Education Assistants (SSAs), our School Counsellor, our Speech Language Pathologist, our School Psychologist, and our Supervision Aide team.

At Franklin, staff take a team approach to support and nurture students. Information from the Student Learning Survey (completed in April 2025) shows that Grade 4 and 7 students have made connections with the adults in the building. When asked if they had 4 trusted adults they could turn to for help, the results were 3% and 5% respectively. When asked if there were 4 or more adults, the number jumps considerably to 46% and 47% respectively for grades 4 and 7.

STUDENT LEARNING SURVEY(SLS) DATA

Table 1: How Many Adults Do You Think Care About You at Your School?

Caring Adults	Don't Know	2 Adults	3 Adults	4 or More
Grade 7s	41%	5%	5%	47%
Grade 4s	42%	3%	3%	46%

Table 2: Caring: Is school a place where you feel like you belong?

Belonging at School	Never	Almost Never	Sometimes	Most of the Time	All of the Time
Grades 7	0%	11%	17%	41%	23%
Grades 4	7%	0%	25%	18%	48%

Table 3: Resiliency: When I am facing difficult tasks, I keep trying until I succeed.

Resiliency at School	Sometimes	Most of the Time	All of the Time	Don't Know
Grades 7	23%	64%	5%	0%
Grades 4	20%	44%	32%	4%

As you can see from the above data, Franklin students feel safe at school, they have a sense of belonging and are connected to the adults in the building. From the information gathered in the Student Learning Survey, 41% of our Grade 7s state they have a strong sense of belonging. In grade 4, the number is similar, at 48% (*Table 2 SLS Belonging*). The survey data from Grades 4 and 7 indicate that while nearly half of the students feel that four or more adults care about them at school, over 40% responded with “Don’t Know,” suggesting a need to make caring relationships more visible and explicit (*Table 2 SLS Caring*). Additionally, while many students report trying their best when faced with challenges, Grade 7 students were less likely than Grade 4s to say they persist “all of the time” (*SLS table 3 Resiliency*). Although primary students were not surveyed, it is reasonable to infer that similar patterns may exist in the early years. Our younger students, who

are still developing self-awareness and communication skills, may also struggle to identify supportive adults or recognize their resilience. To that end, we will prioritize intentional strategies in the primary grades to foster strong adult-student connections and build early awareness of perseverance and belonging through consistent routines, relationship-building, and social-emotional learning.

At Franklin Elementary, we are proud to offer a wide range of opportunities that support student growth in the arts, athletics, and leadership. Our intermediate students explore music through learning instruments such as the recorder, ukulele, and guitar. The Winter Concert, organized by our music specialist, highlights student voices and showcases individual talents, including piano and violin performances. Throughout the year, professional artists are invited into classrooms to lead engaging workshops in visual arts, drama, and Bollywood dance, enriching students’ creative and cultural experiences.

Physical activity is a key part of student life at Franklin. We offer a variety of sports and fitness opportunities, including cross-country, volleyball, basketball, badminton, track and field, and field hockey. Events like the Terry Fox Run promote both physical wellness and community spirit.

Leadership and extracurricular involvement are also central to our school culture. Students take on meaningful roles such as Student Council representatives, Library Monitors, and Lunch Monitors. They develop leadership skills by emceeing assemblies, serving as equipment monitors, leading buddy class activities, organizing school events, and supporting initiatives like the “Home for the Holidays” campaign for Covenant House Vancouver. They also help coordinate Remembrance Day poppy sales and other school-wide fundraisers. Among the many extracurricular options, cross-country, track and field, library monitors, basketball, and badminton remain some of the most popular, reflecting our students’ enthusiasm for staying active, engaged, and connected to their school community.

Franklin School CSL Data, Terms 1,2 and 3, 2024-25

NUMERACY DATA FROM CSL

Numeracy	Emerging	Developing	Proficient	Extending
<i>Grades 4-7</i>	12%	18%	46%	23%
<i>Grades K-3</i>	1%	17%	67%	15%

LITERACY DATA FROM CSL

Language Arts	Emerging	Developing	Proficient	Extending
<i>Grades 4-7</i>	7%	27%	53%	12%
<i>Grades K-3</i>	8%	25%	62%	5%

Grade 4 and 7 Student Learning Survey Results (SLS)

Table 4: Math - I feel that I am getting better at math.

Better at Math	Strongly Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Don't Know
Grades 7	0%	27%	50%	22%	0%
Grades 4	7%	3%	50%	23%	11%

Table 5: Writing - I feel I'm getting better at writing.

Better at Writing	Strongly Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Don't Know
Grades 7	0%	22%	38%	27%	5%
Grades 4	0%	0%	53%	26%	15%

Looking at both our student self-reflection surveys and CSL data, we have identified a few key areas to focus on this year. First, we noticed that some of our younger students, especially in Grade 4 aren't always sure if they're improving in math and writing (*SLS Table 4 & 5*). To help with this, we will be introducing more regular check-ins and reflection activities in the primary grades so students can better understand their own progress and feel more confident talking about their learning.

In math, while most students feel they're getting better, about a third of our intermediate learners are still developing or emerging, according to CSL data. To support them, we'll continue offering small-group instruction and targeted support, especially around problem-solving and building a deeper understanding of math concepts.

When it comes to writing, Grade 7 students were a bit less confident than Grade 4s (*SLS Table 2*). To boost engagement and confidence, we'll focus on making writing more meaningful—giving students more choice, chances for peer feedback, and real-world writing tasks and incorporate *School Wide Writes* in the Fall and Spring of the year.

We also want to make sure students clearly understand what success looks like. That means using more student-friendly language in our feedback and involving students in setting goals and co-creating criteria for success. And finally, for students who are already doing really well, we'll be offering enrichment opportunities like math challenges, writing contests, and leadership roles to keep them inspired and growing.

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

At Franklin, we are deeply committed to advancing student achievement in both literacy and numeracy. This dedication is evident in our daily instructional focus and our ongoing efforts to strengthen teaching practices across all grade levels. Our educators engage in continuous professional learning and collaborate in inquiry groups to improve literacy outcomes for students from Kindergarten through Grade 7. Instruction is tailored to meet individual student needs through targeted groupings, frequent practice opportunities, and a strong emphasis on fostering self-belief and a growth mindset. We use strategic assessments to identify students requiring additional support and provide focused instruction to build their confidence, encourage academic risk-taking, and reinforce their identity as capable learners.

Our resource team and primary teachers actively participate in District Literacy Days and collaborate across grade levels to share effective strategies and resources. A cornerstone of our literacy program is the biannual School-Wide Write, which helps assess student writing and guide instructional planning. As a CELI school this past year, we have a Reading Recovery teacher on staff, and our primary educators have been fully engaged in the CELI model. We follow the Response to Intervention (RTI) framework to identify and support struggling learners early with timely and effective interventions.

Monthly Primary Teachers' meetings ensure literacy remains a central focus. These meetings cover topics such as guided reading, levelled texts, assessment tools, reading strategies, and writing instruction. We continue to explore new resources, including the P3P kit and the VSB K-7 Literacy site. Resource teachers work closely with classroom teachers to plan and deliver targeted literacy interventions.

In Kindergarten, students receive both in-class and small group support from resource teachers, with a focus on phonological awareness and alphabetic knowledge. In January, we administered the Kindergarten Protocol to all students, and those identified as at-risk received targeted small-group instruction.

Student progress in reading is monitored using the Benchmark Assessment System (BAS) and the P3P protocol, which includes assessments in phonological awareness, phonemic awareness, and phonics.

Looking ahead to September 2025, we will resume our monthly Primary Team meetings to review June reading data and explore literacy topics of interest to teachers. Collaboration between classroom and resource teachers will continue, and staff will be encouraged to participate in professional development opportunities offered by the District Literacy Team and to utilize the VSB Literacy site.

Our numeracy focus aligns with the VSB Education Plan. Staff engage in ongoing professional development and collaborate to enhance math instruction. We continue building on the information collected from the sessions with experts such as Carole Fullerton, Janet Novakowski, and Marian Small, and have invested in hands-on manipulatives and resources based on teacher feedback.

While it is still early to measure the full impact of these new strategies, staff have begun implementing them, and student feedback reflects enthusiasm for the new approaches. To better monitor student growth in numeracy, our staff will be collaborating throughout the 2025–2026 school year to design and implement a comprehensive K–7 math assessment tool. This tool will be:

- Aligned with the BC Curriculum, ensuring consistency with provincial learning standards.
- Developmentally appropriate, with differentiated components for primary, intermediate, and upper intermediate levels.
- Formative in nature, providing timely feedback to guide instruction and support student learning.
- Focused on key numeracy competencies, including number sense, operations, problem-solving, and mathematical reasoning.
- Flexible and teacher-informed, allowing for classroom-based observations, performance tasks, and student self-assessments.

This collaborative effort will ensure that our assessment practices are meaningful, manageable, and responsive to the diverse needs of our learners.

To reinforce foundational math skills, we incorporate daily fact practice drills, focusing on multiplication tables and fact families. Our math instruction includes hands-on learning and daily activities aligned with the BC Curriculum, ensuring students build a strong conceptual understanding.

Improve equity

At Franklin, our commitment to equity means recognizing and supporting the diverse needs of all learners, those who are thriving academically and those who may require additional support. Throughout the 2025–26 school year, we will continue to embed Universal Design for Learning (UDL) principles into our classrooms. These strategies ensure that all students can access learning in ways that are meaningful to them.

UDL is reflected in practices such as:

- Passion Projects that allow students to explore their interests and strengths.
- Small group instruction in literacy and numeracy, providing personalized support.
- Consistent classroom routines that foster predictability and independence.

We use both formative and summative assessments to guide instruction, provide timely feedback, and promote student self-reflection. In addition, we prioritize self-regulation and social-emotional learning through initiatives like Sharing Circles, which are held in many classrooms to ensure every student has a voice and can build meaningful connections with peers.

To nurture leadership and a sense of belonging, students will continue to take on active roles in our monthly assemblies, which are led by individual classes or groups. These gatherings celebrate student learning, foster school spirit, and provide opportunities for students to lead and contribute to our school culture.

Our goal is to cultivate a positive, inclusive school environment where every learner feels acknowledged, accepted, and supported. We offer a wide range of opportunities—including athletics, fine arts, and after-school programs to help students develop skills, build friendships, and strengthen community resilience.

We will continue to work closely with the Franklin School Parent Advisory Council (PAC), recognizing the vital role they play in fostering cultural connections, understanding, and collaboration among families. The PAC's efforts to celebrate each family's unique strengths help build a sense of belonging and cultural pride within our school community.

The PAC organizes a variety of events that are inclusive and barrier free to ensure equity of access to participation, including:

- **Movie Nights** that bring families together in a relaxed, fun environment.
- The annual **Halloween Dance**, a beloved tradition that encourages creativity and community spirit.
- **Hot Lunch Programs**, which provide convenient meal options and support school fundraising.
- **Diversity Workshops** that promote cultural awareness and inclusivity. Diversity Workshops, including sessions led by Dr. Lisa Gunderson of One Love Consulting, with a focus on kindness, inclusion, and cultural understanding.
- **Online Safety Presentations** to support families in navigating digital spaces safely.

Importantly, the PAC is committed to subsidizing these events to ensure that all families can participate, regardless of financial circumstances.

Through regular meetings and events, the PAC facilitates open dialogue between families, educators, and school leadership. These conversations support shared understanding around equity, educational goals, and community needs. PAC-sponsored initiatives help break down barriers and reinforce a strong sense of community. We will continue to involve our PAC as a bridge between home and school, ensuring that all families have a voice in shaping the Franklin experience.

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

To support our commitment to reconciliation and inclusive education, we are prioritizing the integration of Indigenous perspectives throughout our curriculum. Recent student survey data from Grades 4 and 7 reveals that while a majority of students report learning about Indigenous Peoples (First Nations, Inuit, and Métis), only a small percentage feel this learning occurs “all of the time.” Notably, 11% of Grade 4 students indicated they “don’t know” if they are being taught about Indigenous Peoples, suggesting a need for clearer and more consistent instruction, especially in the earlier grades.

Table 6: Indigenous Focus -

At School are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada

Indigenous Education at School	Sometimes	Most of the Time	All of the Time	Don't Know
Grades 7	50%	44%	5%	0%
Grades 4	46%	23%	7%	11%

To strengthen our commitment to reconciliation and inclusive education, our school is implementing a multi-faceted strategy to ensure Indigenous perspectives are meaningfully integrated throughout the learning experience. This includes:

- **Curriculum Integration:** Incorporating Indigenous content across all subject areas, with age-appropriate stories, language, and cultural teachings introduced early in the primary grades.
- **Collaborative Learning:** Partnering with Indigenous educators and Knowledge Keepers to co-create authentic, culturally grounded lessons.
- **Professional Growth:** Providing ongoing professional development for staff focused on Indigenous history, culture, and pedagogy.
- **Student Voice:** Actively seeking student input through surveys and discussions to inform and guide our practices.
- **Community Engagement:** Building strong relationships with local Indigenous communities and celebrating significant cultural events together.

During a previous Indigenous Focus Day, staff identified the need to replace the existing mural in our main foyer, which was seen as reinforcing colonial narratives. We have now finalized plans to create a new mural that reflects our values and commitment to truth and reconciliation. Renowned Indigenous artist Jerry Whitehead will lead this **month-long project**, with students actively involved in its development.

Goals for the Mural Project:

1. **Reflect Indigenous Worldviews:** Center Indigenous voices, stories, and symbolism—particularly from local Nations—through collaborative design.
2. **Foster Student Engagement:** Involve students in the creative process to deepen their understanding of Indigenous culture and artistic traditions.
3. **Promote Cultural Safety:** Replace colonial imagery with artwork that welcomes and affirms all members of our school community.
4. **Support Reconciliation:** Create a lasting visual representation of our school's commitment to truth, reconciliation, and respectful relationships.
5. **Celebrate Community:** Strengthen connections with Indigenous artists, Elders, and families through shared storytelling and artistic expression.

Students have also engaged in meaningful cultural learning, including painting drums with Coast Salish animal designs and learning about West Coast art. The students then presented their drums in a whole school assembly where they had the opportunity to explain what they had learned and their inspiration for the animal they chose.



Franklin Painted Drums

Primary classes participated in workshops and dance instruction for **Hoobiye**, the Nisga'a New Year celebration, culminating in performances at the Hoobiye Festival held at the PNE, which is in the Franklin Elementary neighbourhood.

These are but a few initiatives which reflect our continued dedication to creating a school environment where Indigenous education is not only present but deeply valued and understood.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor progress through a combination of student voice, assessment data, and staff reflection. For math confidence and engagement, we will track student responses on the Student Learning Survey, analyze results from our school-developed K-7 math assessment, School Wide Writes, K-3 Literacy Screeners and gather teacher feedback on student participation and confidence. Evidence of increased student reflection, goal setting, and engagement in math and writing-related activities will also indicate progress.

For belonging and resiliency, we will look for a decrease in "Don't Know" responses on questions related to caring adults and an increase in students reporting positive responses such as "all of the time." Staff will observe and document student participation in classroom discussions, sharing

circles, and leadership opportunities. In the primary grades, anecdotal records and classroom-based observations will help assess students' sense of connection and perseverance.

Our school is dedicated in its commitment to fostering a culture of collaboration, with opportunities for whole school, small group, and topic-focused discussions being a constant feature. This collaborative culture extends to our teachers, who are deeply reflective in their planning and instruction across all grades. They proactively collect and review a wide range of data—including written learning updates, Foundation Skills Assessment (FSA), Student Learning Surveys (SLS), School Wide Writes, MDI, EDI, and CELI data—to guide instruction. As a staff, we regularly analyze this data to identify areas requiring additional focus. This iterative, data-driven approach ensures our teaching remains responsive to student needs and allows us to adjust our focus as necessary.

2024-2025 School Learning Plan

SCHOOL STORY

Simon Fraser is a vibrant, inclusive community centrally located in the Mount Pleasant, City Hall area. *Grateful to be located on the unceded, traditional lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations.*

As envisioned by the Vancouver School Board Education Plan 2026, goal one (the Vancouver School Board will improve student achievement, physical and mental well-being, and belonging), the Fraser staff is committed to the development of all learners through active and engaged learning. Student learning is supported both in and outside of the classroom. We have 15 divisions housed in a one-level main building and four portables. We have been given an additional Kindergarten class, with a total of three K classes; we have nine primary classes and 6 intermediate classes. Each year, we have approximately 350 students from various backgrounds and socio-economic levels.

We continue to work towards the goals of our School Code of Conduct which states: “Be Safe, Be Kind, Be Fair.” We build on a foundation of respect. Many of the staff have been here for several years and have built positive relationships with students and the community. Our staff is passionate and committed to the growth of all learners. The shared commitment and willingness to collaborate allows staff to focus their efforts on student growth. New strategies and practices to support the development of literacy, numeracy and social emotional skills have been adopted and embedded into practice.

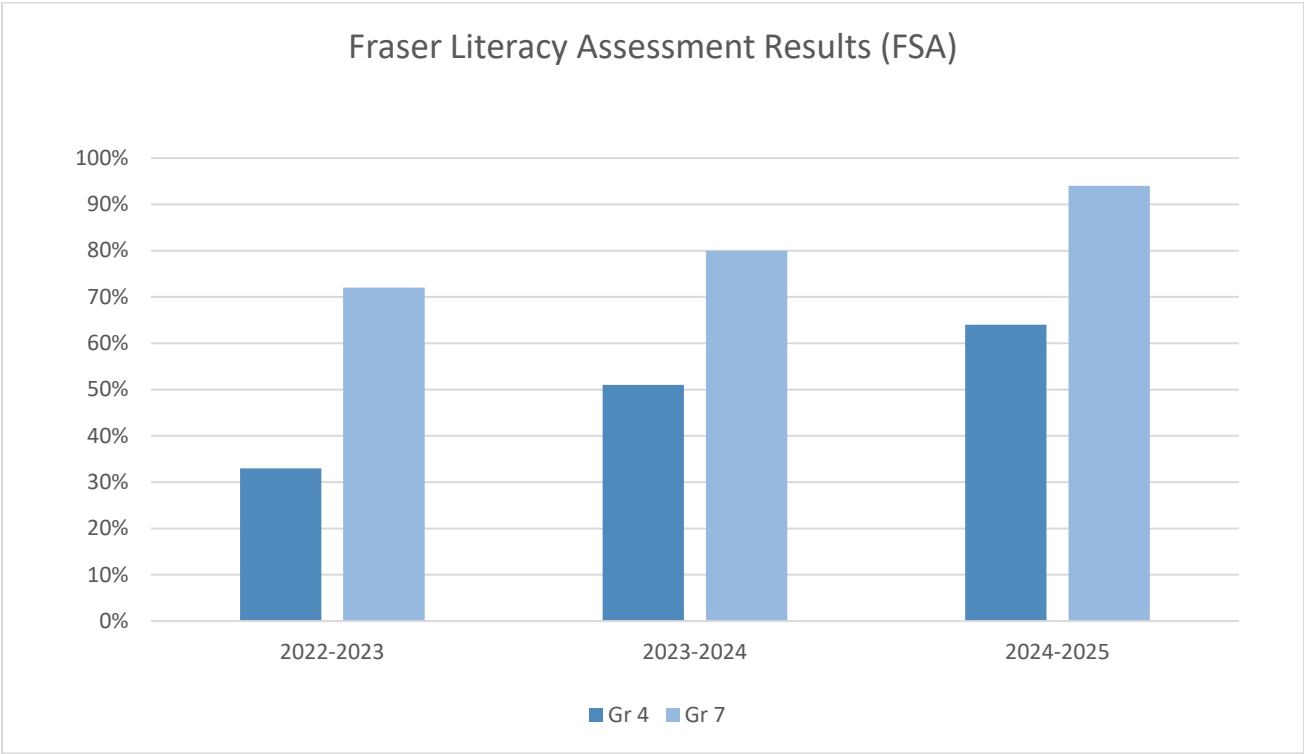
Ongoing staff professional development, which in recent years have included sessions on literacy, social emotional learning, and Indigenous studies, provide staff with opportunities to enrich their practice to support student learning. The parent community plays a significant role. Besides the formal roles of the PAC, parents contribute to the positive culture while enhancing the school experience for students. Parents are passionate about organizing fundraising events and supporting school community building events: hot lunches, theme days, Halloween Pumpkin Patch, and Spring Fling to name a few. This year the PAC also arranged to support several other opportunities: the Primary and Intermediate Choirs and held two evening Family Movie Nights. We also co-hosted our second Fraser Pride Parade. Many Fraser alumni stay connected to the school and return to volunteer. Alumni help with PAC events, provide leadership for special school events and volunteer in classes. The PAC is also fundraising and supporting a 3-year student technology upgrade plan, which will see new iPad and laptop carts added to support student learning.

Students participate in various extra-curricular opportunities made possible by staff and parent

volunteers: cross country, soccer, volleyball, basketball, track and field, Ultimate Frisbee, gardening, chess club, drama club, board game clubs, Lego club, community walks and many different field excursions. Though we are still working on providing more opportunities to build leadership capacity, many students contribute to the school culture while building their own leadership skills through daily morning announcers, library helpers, chess club helpers, lunch leadership club, reading buddies, plant/garden care, recycling and helping out at the various PAC sponsored events. The Pumpkin Patch, Spring Fling and Pride Parade are favourite community-school events each year. In addition, each division has a buddy class where intermediate and primary students work together to build community bonds throughout the grades. We are also fortunate to partner with Hamber High School and have Grade 10-12 students at the school for lunch leadership opportunities. Our students enjoy seeing them each lunch recess in the Fall and Spring terms.

WHAT DO WE KNOW ABOUT OUR COMMUNITY OF LEARNERS?

A diverse student population of 350 students is divided into 15 divisions, with almost even numbers in primary (K-3) and intermediate (4-7) grades. At Fraser, 12% of the students are English Language Learners. A number of our students have BC Ministry of Education special education designations. In literacy, using the new proficiency scales, students at Fraser have improved over the course of the year. In term one over 46% of students were at proficient or extending in English Language Arts. In term two, that number had risen to 53%. In term three, we have 57% of students at the proficient or extending in English Language Arts.



Our students continue to thrive creatively, facilitated by caring, skilled staff. Students demonstrate their talents and creativity in class assignments through critical thinking and

inquiry-based learning, and school-wide events including: the Entrepreneur Fair, the Art Show, school gatherings, school concerts and a variety show.

We continue to support learning around promoting inclusion and a sense of belonging. Focus areas continue to emphasize empathy, sense of community, ownership of one's actions and "hands to self". We continue to identify gaps in reading and writing and note that students benefit from targeted resource support and intervention. Teacher observations, anecdotal and CSL data suggest that ongoing collaboration between grade groups and resource teachers will be important to continue to support fluid and ongoing opportunities for growth for students. Our dedicated and skilled resource team keeps clear records of student reading and writing skills and support both in class and small pull-out intervention.

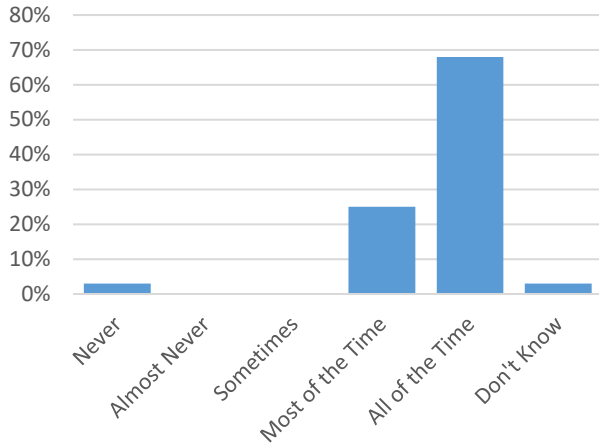
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

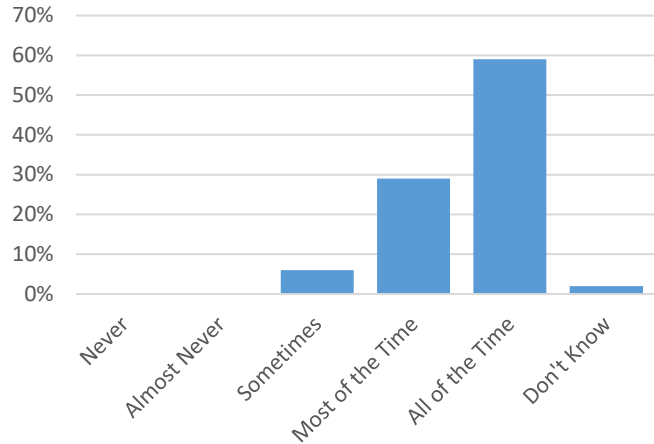
The Fraser staff have been participating in the District Literacy PLC (Professional Learning Communities) and are working together to share new strategies and resources to support our learners. Staff collaborate regularly to support students and groupings can change throughout the year according to needs. The Fraser staff continue to learn about how to best have students access the Sensory Room and Ready Body Learning Minds (RBLM) areas. The District Learning Services team delivered Sensory Room training to both teachers and support staff, providing information on how best to use the specialized equipment in order to create a more effective and beneficial sensory space for students. This is extremely beneficial to many students, particularly those who use this space daily as part of their Individual Education Plan (IEP).

In addition, Fraser School has been working to improve student achievement in literacy and belonging through acts of service and teaching others. Students have learned through both diverse stories and different story-telling genres. Diverse stories have included different cultural celebrations (e.g. Diwali, Eid, Hanukkah), stories with characters from a variety of backgrounds with different world views and perspectives, and ones told by students' families. Stories have been shared through literature circles, class read-alouds, memoirs, drama, puppetry, readers' theatre, song, and poetry. Students have engaged in numerous ways to tell their own stories: diary entries, daily journal writing, personal poetry, and story workshops in classrooms and through the library programming.

I know how my school expects me to behave.
Grade 4 SLS 2024-2025



At school, do you respect people who are different from you?
Grade 7 2024-2025



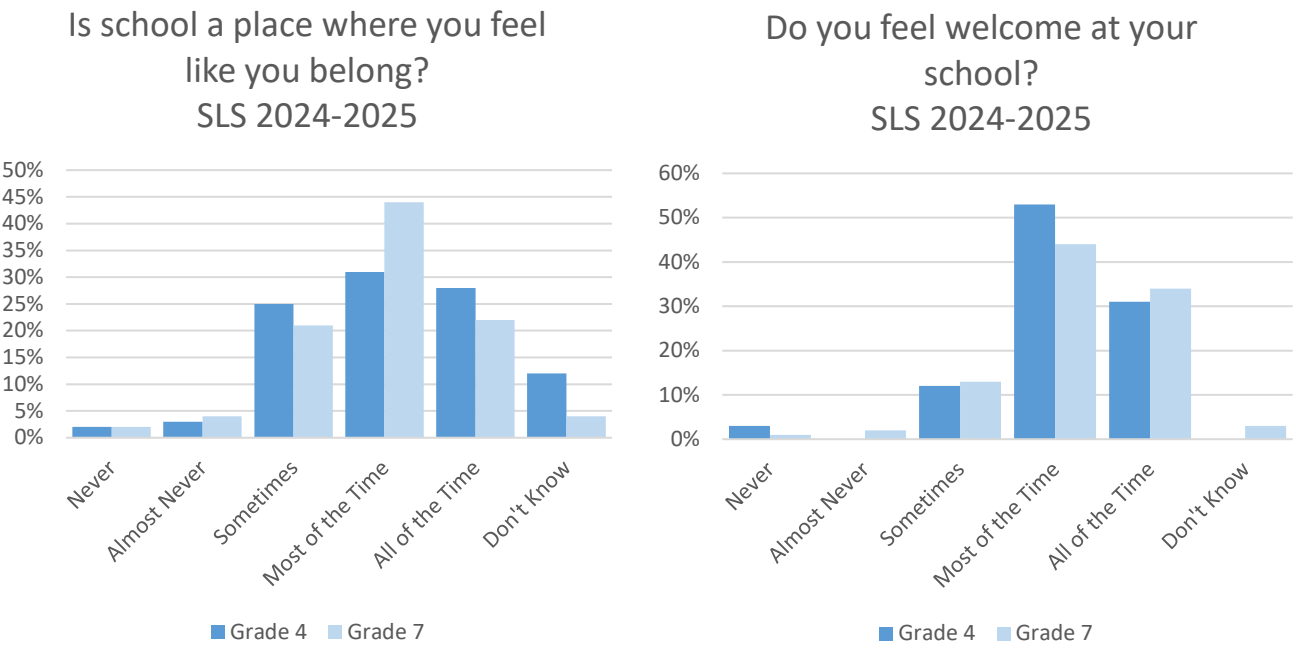
The Fraser Library is the hub of literacy and includes a diverse collection that is continually being curated and updated by the Teacher-Librarian. Many books are read, along with hands-on activities related to fine arts and STEM (Science, Technology, Engineering, Math).

Student attendance and a strong sense of well-being and belonging are critical indicators of academic success. When students feel connected to their school community and supported emotionally, they are more likely to attend regularly, engage in learning, and perform better academically. Consistent attendance ensures exposure to instruction and peer interaction, while a sense of belonging fosters motivation, resilience, and positive behavior. Together, these factors create a foundation for students to thrive both academically and personally. We carefully monitor student attendance and look for ways to partner with families to have students attend school regularly and on time.

Attendance 2024-2025	
Kindergarten	92.72%
Grade 1	92.87%
Grade 2	92.33%
Grade 3	92.59%
Grade 4	94.12%
Grade 5	93.99%
Grade 6	92.23%
Grade 7	92.75%
Full School	92.94%

Improve Equity

Our school is committed to fostering a safe and welcoming environment where every student feels valued, respected, and included. Through an equity lens, we recognize and address systemic barriers that impact student experiences and outcomes, ensuring that all learners—regardless of background, identity, or ability—have access to the support and opportunities they need to thrive. By promoting inclusive practices, culturally responsive teaching, and strong relationships, we aim to create a school culture where diversity is celebrated, and every student feels a true sense of belonging.



We continue to provide a nurturing, inclusive environment for our students and their families. Staff provide opportunities for all students to share their voices through class meetings and regular check-ins with students and parents. Restorative justice practices are used when supporting student conflict and behaviour.

We host School Committee Meetings (SCM) twice a month; all staff are welcomed and encouraged to attend these meetings. Every agenda includes a report from the Equity and Diversity Committee. Anti-Racism, Indigenizing and De-Colonizing our School is a standing item on our SCM agenda. Staff representatives continue to share resources and learning from the District Allies and Leads meetings.

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

We continue our journey of reconciliation with First Nations, Metis, and Inuit in numerous ways. The school community has been learning the new VSB Land Acknowledgement. Students and staff have written and spoken about their own connections to land and shared them in classes, at assemblies and during morning announcements. All meetings and school gatherings begin with a land acknowledgement as well as the singing of the Coast Salish anthem, accompanied by staff and student drumming.

Staff continue to learn and broaden the lessons and resources used in their teaching about Indigenous Peoples and look to incorporate the First Peoples' Principles of Learning into their lessons and classroom routines. We have continued to learn vocabulary and practice pronouncing the host nations' names and basic vocabulary. Another example of this work is the Salmon Enhancement Program for grade 2 & 3 students. This program integrates the importance of salmon to the West Coast Indigenous Peoples and the concepts of being a steward for the land we are visitors on. In addition, our primary classes participate in a yearly butterfly and garden project, where students learn how plants, animals and humans interact together, including teachings about Indigenous plants in our neighbourhood.

Staff look for stories by Indigenous authors to ensure authenticity. Teachers are also working with students to learn about the significant Indigenous histories including Indian Residential Schools, MMIW&G, and the effects of colonialization. Staff and students are also learning the locations of different Indigenous territories, the proper pronunciation of Indigenous groups, and about Indigenous plants. New library purchases this year included books about Indigenous peoples and culture.

Guided by the VSB Indigenous Department, we invite guests who share their skills, culture and stories with us. Classroom teachers continue to weave Indigenous content – histories, traditions and cultures into daily teaching and through the curricular areas. We have been learning and unlearning much information, including the history of the First Nations People, the native plants, herbs and grasses, and fostering a deep connection with our land. We are nearing the final stages with PAC, the school community and a Coast Salish, in our “Listening and Learning” mural.

HOW WILL WE KNOW WE'RE ON TRACK?

We know we are on track by the work students create the questions they ask, and the deepening sophistication and understanding observed in class conversations. We continue to center students, their “stories” and their voices whenever we meet in groups and as a staff, focusing on building their skills and resilience. We will continue to engage in conversation and deep listening with students, parents and community.

Student assessments, as shared with families in the Communicating Student Learning reports, parent teacher interviews, student-led conferences, also show us that there was student growth in literacy over the course of the year. We will also continue using formative and summative assessments and examine results carefully to know “what’s next” and “what’s needed”.

Next year, we will continue to learn through story with some increased focus on the Personal and Social core competency which is the set of abilities that relate to students' identity in the world both as individuals and as members of their community and society. We will know we are on track when we hear students describe their identities in specific ways such as “I am a reader” or “I am an artist.” We also will know we are on track when we hear students asking their peers to treat them with respect and seeking adult help when needed.

We will celebrate and share our learning in our classrooms, and school wide: classroom meetings, sharing circles, routinely updated bulletin boards and displays (Indigenous learning, student art, works students want to share, daily announcements, school events, newsletters, staff meetings and PAC meetings).

2024-2025 School Learning Plan

SCHOOL STORY

Gladstone Secondary School is located in East Vancouver's Kensington-Cedar Cottage community. We draw our students from a neighbourhood that is predominantly lower middle to middle-class in socio-economic status and is characterized by cultural diversity. Our students' families include a higher-than-average (for Vancouver) proportion of low-income households. In our neighbourhood, fewer residents report English as their first language as compared to the city-wide average. Gladstone's student population mirrors the community from which it is drawn. Our students speak a multitude of languages at home, with Chinese, English, Vietnamese, Tagalog, and Spanish being the most common. Gladstone's multicultural mix is a hallmark of the school, and is celebrated and valued by staff and students alike.

The school has approximately 1000 students with a number of different programs including Lifeskills in grades 8-12, Learning Assistance Lifeskills in grades 8-12, Mini School grades in 8 and 9, Learning Support Program in grades 8 and 9, and the Pre-Employment Program in grades 10-12. For a small school, we offer a full range of electives including some AP courses, Culinary Arts, Dance, Robotics, Music, Theatre, Strength and Conditioning, Foods, and Technical Studies.

The school community prides itself on being a safe and friendly place. The student council is strong and active and has invested time and energy to making the community more diverse, equitable, and inclusive.

Our Staff, represented by Department Heads, want to share that our school maintains strong ties to recent graduates and alumni, that when people come to work at Gladstone they really want to stay here because of the nature of the community, and that we pride ourselves on being a safe and welcoming community in which students are accepted as they are and supported to excel.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community is diverse with many different languages spoken in homes. More than half of Gladstone students identify a language other than English as the language spoken at home. Our community has many first or second-generation immigrant students with more than a third of students being born in countries other than Canada. Demonstrating need, over a third of Gladstone students, not necessarily the same third, are on the lunch card program, many receiving both breakfast and lunch. Many students have some or all of their school fees / expenses

subsidized or waived. Close to 40 students have declared Indigenous ancestry (almost all of from nations and territories outside of our three Host Nations).

The majority of the students in our community require teachers to communicate with them directly about their achievement, understanding, and future learning. For many, parents and guardians do not access communication of assessed learning.

Gladstone students perform well in extracurricular areas of student choice. Athletics are well supported with 280 students participating in a team or as individuals with the school. Not limited to Athletics, Gladstone students participate in extracurricular activities from chess to multiple dance teams to multiple bands ranging from Jazz to Senior Band.

Participation in the Youth in Trades program is increasing and seems to be an option for success that may appeal to more students. Students entering the trades often rely heavily on school staff to help navigate processes.

Gladstone students would benefit from conditions that might improve scores in literacy and numeracy assessments as well as course marks. We hope that adjusting procedures for FIT and teacher collaboration focused on student learning can improve output on these assessments and in course learning.

Moving towards meaningful inclusion, programs within the school are PREP, LALS, LSP, LS. Students from PREP and LSP are integrated in all their electives. LALS students have one or two mainstream electives. LS students participate in Culinary Arts in a Modified program as well as in other electives.

For many students, often the first incident of discussing a mental health concern or crisis seems to be with a staff member. Often, students depend on staff to assist them in accessing follow-up mental health care as appropriate.

This school community can hold events with a level of trust that students will carry themselves in a manner that is respectful of each other and the school community itself. We know that our students, for the most part, comply with expectations in classes and in school. Gladstone is highly regarded as a great place to work by its staff of teachers, administrators, and support staff.

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

As schoolwide work, we aspire to develop more staff-wide knowledge and competency in recognizing and mitigating the effects of anxiety and depression on our students. We intend to have counsellors organize learning sessions for teachers and students. We currently see a relatively high number of mental health crises with students. Success will look like more students seeking support before there is a crisis, resulting in fewer crisis incidents for counsellors.

Targeted work will be to have our most skilled and highly trained resources/staff available to our students most vulnerable to suffering from mental well-being challenges in a more consistent and reliable manner.

Improve equity

- Recognizing real barriers to student success, rather than assuming them, so we can support students graduate with dignity and options. Setting up procedures with counsellors and program staff to support students in accessing non-traditional paths to graduation like trades programs.
- Working with stakeholders to determine and implement targeted support for ELL learners. For example, we will restructure ELL programming to include push in support with an ELL specialist.
- Structure and re-structure programs, procedures, and plans to reflect UDL principles within the limits of staffing and collective agreements.

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

- Continuing to offer Indigenous Education courses.
- Continue to advocate for more targeted, accessible, and consistent staffing, supports and space for Indigenous students
- We will engage with our potential Indigenous Ed. Worker or teacher to track student progress and supports over time.

HOW WILL WE KNOW WE'RE ON TRACK?

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

- While difficult to measure, our counselling team, admin, and staff should be able to report on the effectiveness of strategies on a schoolwide, gradewide, and individual basis. Whether strategies be schoolwide assemblies/speakers, gradewide foci, or individual strategies, we should be able to speak to effectiveness in reducing anxiety and depression.
- We will have adjusted programs and staffing so that our most skilled and highly trained resources/staff available to our students most vulnerable to suffering from mental well-being challenges in a more consistent and reliable manner.
- We will see fewer lates and absences as students belong more in the learning spaces and communities in them.
- We will have students enroll in the offered Mental Health Leadership course.
- We will develop strategies to improve literacy and numeracy as measured in assessments and by classroom teachers.

Improve equity

- We will have identified internal barriers to student success and put in place strategies to demonstrably mitigate them.
- We will have identified and implemented targeted support for ELL learners.
Our procedures and programs will have been changed where needed to reflect best student learning. We will implement student centered practices in FIT and Collaboration Time. This means more structure in FIT to increase student time in learning spaces with teachers (especially our Grade 8's and 9's with a gradual increase of responsibility as they grow into later grades). This also means increasing

- and revising teacher led Collaboration Time so teachers can work with colleagues focused on issues of student learning in planned ways.
- We will see a greater number of students accessing non-traditional paths to graduation.

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

- Enrolment in Indigenous Education courses will hold or rise.
- Whether through Admin, Counsellors, or Indigenous Ed Dept staff, we will see more consistent and stable connection and support for our indigenous students, increasing rates of graduation with dignity and options.

2024/2025 School Learning Plan

SCHOOL STORY

Gordon Elementary is a vibrant and active community of staff, students and families situated in the heart of Vancouver's Kitsilano neighbourhood. We are grateful to be surrounded by the North Shore mountains and within walking distance to some of Vancouver's beautiful parks and beaches that connect us to this land. *We are honoured to be working and learning together on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).* Currently, the school enrolls 403 students within 18 Divisions from kindergarten to grade 7. The learners at Gordon are diverse in their cultural, educational, and life experiences.

Our school is part of the VSB Early Literacy Initiative, and we have Reading Recovery and Leveled Literacy Interventions programs to support early learners in the primary grades. Our teachers are committed to deepening our understanding of the curriculum to foster and facilitate an inquiry-based approach to learning. This includes student-centered teaching strategies, collaboration with colleagues in grade groups and across grades, resource sharing and expertise, and providing lessons that extend learning beyond the classroom. Our professional development is aligned with students' learning needs as well as social/emotional growth. Recently we have begun to look at innovative practices in assessment and reporting.

We see educating students as a partnership between school and parents and caregivers, and work to provide meaningful, enriching opportunities to support a child's learning at school and in the community. With the support of our Parent Advisory Committee (PAC), we recently created an outdoor learning space that complements our commitment to outdoor learning. Several classes do regular outdoor learning workshops, and we have a flourishing garden program where students learn about agriculture, plant species and how important the land is to Indigenous people.

We have also recently updated our school Code of Conduct, which we have renamed Gordon's Circle of Care. Our Circle of Care is designed to foster a safe, inclusive, equitable welcoming, nurturing, and healthy school environment which aligns with the new 2026 VSB Education Plan. This applies to all members of the Gordon community—students, educators, parents, and caregivers. Our Circle of Care seeks to support our understanding of our students' needs and how we can best teach them the skills they need to thrive both socially and academically. We encourage all students to R.I.S.E. to success through their Relationship and Belonging, Intellect, Spirit, and Emotional Wellbeing. The staff explicitly teach and model what it means to R.I.S.E. in all locations of the school and the community. We have incorporated the Medicine Wheel into our Circle of Care which represents a symbol of healing, growth, life, learning and balance in many Indigenous communities. Through this

lens, Gordon’s Circle of Care emphasizes a child’s social and emotional growth. Research shows that children who are both socially and emotionally healthy are the best learners and the most successful in school.

Students at Gordon are engaged in leadership activities such as service in our office, and as library monitors, morning announcers, and Student Council. We offer a variety of sports and extra-curricular activities such as volleyball, basketball, badminton, cross-country and track and field. We also have a very dynamic and vibrant SOGI Club that is supported by staff. Parents and caregivers work as active partners within our school by fundraising and volunteering to support and enhance student learning (e.g. Hot Lunch, technology in the classroom, performance and educational programs that support the curriculum), promoting involvement of parents and other community members in providing for the education of children (e.g., Digital Literacy, Body Science, Inclusion education), and the building of our school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

From the Student Learning Surveys for grade 4 and 7:

When students were asked if they had a choice in what they were learning:

Never or almost never	30%
Sometimes	33%
Most to all of the time	32%

When students were asked if they were taught to improve how they learn:

Never or almost never	Masked
Sometimes	27%
Most to all of the time	54%

The survey data highlights varying levels of student engagement and support in their learning processes. Approximately 32% of students reported having frequent choice in their learning activities, while 30% experienced little to no choice, Indicating room for improvement in fostering student agency. 54% of students felt they were often taught strategies to enhance their learning. These figures suggest that while many students benefit from instructional practices aimed at personalized learning and skill development, there remains a significant portion who could benefit from more consistent and inclusive approaches to self-directed and reflective learning.

Term 1 & 3 Written Learning Update (Report Card) Data K-7

The bar graph illustrates the distribution of student proficiency levels. In the fall, the majority of students fall within the developing and proficient categories, indicating that most are meeting or approaching grade level expectations. A smaller proportion of students are at the emerging level, suggesting additional support would be beneficial. Only a very small percentage have reached the extending level, highlighting an opportunity to further challenge and support students that have achieved proficiency (which is the goal). Overall, the data suggested generally positive trend with room for growth at both ends of the spectrum.

When comparing this data with that of the first term we see a trend. The percentage of students in the developing category has lowered and the percentage of students in the extending category has increased. There is a clear positive trend.

The decrease in the developing column and the increase in the extending column of the report card data suggests, at least in part, that an increased focus on our goal of self-assessment may have had a positive effect on achievement in Literacy. But what is of more interest is the direct survey of the students. There was a dramatic increase in students indicating that they understood what self-assessment was. The use of self-assessment, it was reported, increased in the sometimes column. The often to always decreased. Perhaps this was due to students gaining a greater understanding of what self-assessment is as they were more accurately able to answer this question the second time around. Students reported that self-assessment helps you learn better – a little bit but not a lot. More work will need to be done in that area in the future to help students understand how powerful self-assessment can be in their own learning journey. A dramatic shift in terms of confidence of use by the students as they reported a large shift towards being very confident in using self-assessment. The increase in non-confidence could possibly be attributed to a greater understanding that they did not know what it was but only thought they knew what it was during our initial pre-survey.

The anecdotal responses reflect a greater and more mature understanding of self-assessment. Words and phrases such as independence, guidance, reflection and improvement, verification, growth and development, performance review, persistence and correction show up. This shows that self-assessment may have contributed to increased achievement by students in Literacy.

Student Survey Data on Self-Assessment:

As part of the work at Gordon on ensuring all students have access to what they need for success, we spent time seeking student voice on self-assessment and learning. This was a school created survey that helped us measure student perception on self-assessment. The data below will help shape our work to improve equity for all students to be successful. We did pre- and post-surveys after classroom teachers did literacy activities using self-assessment as a strategy.

Do you know what self-assessment is?

	Pre	Post	+/-
Yes	46%	73%	+27%
No	54%	27%	-27%

How often do you use self-assessment in class?

	Pre	Post	+/-
Never	6%	3%	-3%
Sometimes	67%	80%	+13%
Often to always	28%	17%	-11%

Do you think self-assessment helps you learn better?

	Pre	Post	+/-
Not at all	6%	5%	-1%
A little bit	53%	70%	+17%
A lot	41%	24%	-17%

How confident are you in using self-assessment?

	Pre	Post	+/-
Not confident	3%	17%	+17%
Somewhat confident	53%	0%	-53%
Very confident	44%	83%	+39%

In the surveys of students, student understanding of what self-assessment is increased dramatically. There were mixed results for the other 3 questions. Overall, the data reflects increased awareness and moderate adoption but also highlights the need for more consistent and supportive implementation to build sustained confidence and deeper belief in its effectiveness.

The student's anecdotal responses offer rich insight into their understanding of learning and self-assessment. These reflections underline a growing awareness of self-assessment's role in learning. Some students highlighted how the process fosters autonomy, allowing them to take ownership of their progress and identify areas for improvement. Others expressed mixed emotions, acknowledging both the challenges and rewards of evaluating their own work. This variety of perspectives suggests that self-assessment is not a one-size-fits-all tool but rather a multifaceted practice that resonates differently depending on individual needs and experiences.

When asked how people learn, students emphasized active engagement, collaboration, and the importance of feedback and environment. A holistic view of learning that includes both cognitive and social emotional elements. Their definitions of self-assessment centred on self-awareness, motivation, and personal growth, suggesting that students see it as more than just a grading tool. It's a means of building confidence and fostering reflection. Descriptions of classroom self-assessment practices, such as using checklists, scoring, and written reflections, indicate that students are engaged in structured, meaningful activities that support their learning journey. Overall, the comments reflect a thoughtful and nuanced understanding of both learning processes and the role of self-assessment. This supports the need for staff to continue to ensure we support all students' needs at school.

On Our Journey to Reconciliation

In efforts to integrate Indigenous knowledge into the curricula, increase cultural appreciation and foster cultural safety for Indigenous students, an Indigenous artist was made available to work with our students. Indigenous students and their friends were invited to work in a small group setting for multiple weeks so they could have an opportunity to build a strong positive relationship with the artist and one another. The artist not only taught the students how to draw

but also told stories and shared his perspectives and experiences around growing up in Residential Schools in British Columbia.

At the conclusion of the students' time with the artist, the students were asked to provide qualitative data. A summary of some of their replies was:

"I liked working with [artist name]."

"I looked forward to his visits."

"I enjoyed learning more."

"It was good that I was allowed to bring friends from my class down too."

"Can we bring [artist name] back next year?"

"I will miss this because I am moving to Toronto."

The students' anecdotal feedback following their time with the artist reflects a highly positive and engaging experience. The mention of being able to bring friends highlights a sense of inclusion and shared excitement and also doubled the number of students learning about Indigenous brilliance and joy. While the request to bring the artist back next year indicates lasting impact and enthusiasm. One student's note about missing the experience due to moving away underscores the personal value they placed on the opportunity. Overall, the feedback suggests that the artist's involvement was meaningful, memorable, and well-received by the students.

In addition, as an act of reconciliation, our school has been engaged in the process of personalizing the Indigenous land acknowledgement. Not only has this allowed for students to practice the names and correct pronunciation of the Indigenous nations, but it has also helped foster a personal connection to the land, and genuine respect and recognition of Indigenous peoples.

We started this process with three of our eighteen divisions this year, specifically with our Kindergarten students. We plan to build on this next year and expand this learning to other classes, with our littlest learners leading the way in Indigenous allyship.

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

This year, Gordon Elementary School focused on improving literacy through self-assessment. There was a recognition that teachers have their own beliefs about good literacy practice and their own strategies on how to best teach literacy.

While some teachers stated they use self-assessment in class as a strategy, many did not use it well enough and often enough. This was an area where the staff decided to focus their efforts to help improve student achievement.

To achieve this the staff:

- Participated in professional development sessions with Katie White who is an expert in the area
- Participated in an in-school book club to deepen their own understanding of self-assessment
- Collaborated with the resource team
- Used differentiated groupings among students
- Conferenced with students to help guide them in the process of self-assessment
- Helped survey their students to track progress

Improve equity

To focus on equity, the staff explored what the term means. The agreed definitions are:

- Equity is individual.
- Each person gets what they need to help them improve and.
- There is a recognition that this will look different for each person.

Self-assessment by nature is equitable as each student identifies their own strengths and areas that need improvement, and each student sets their own learning objectives and goals and works on their own timeline to meet those objectives and goals.

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

In our ongoing journey of reconciliation, we will continue our efforts to foster understanding and promote healing and unity among communities. We plan to invite Indigenous artists, storytellers and knowledge keepers to work with all students to provide diverse perspectives and deepen cultural appreciation. As a staff we will embrace opportunities for continued professional development in Indigenous histories, cultures and reconciliation practices. We will also continue to encourage student leadership following the example of this year's Kindergarten students, and their work in personalizing the land acknowledgement. This will be in the spirit of Call-to-Action 63.iii building student capacity for intercultural understanding, empathy and mutual respect.

HOW WILL WE KNOW WE ARE ON TRACK?

We will meet throughout the year to discuss progress towards school goals. This process involves looking at student progress data and determining if we need to change our approach to meet student needs. The resource team was also asked to be part of actions being conducted by classroom teachers at classroom teacher request.

We will continue to compare Written Learning Update (report card data) from terms 1 and 3, and a student survey on assessment, both pre and post.

We will also review Student Learning Survey Data and any other relevant information that helps us to see progress and growth not only in a qualitative way but through quantitative student voice avenues.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Sir Wilfred Grenfell Elementary is in East Vancouver in the Collingwood Neighborhood (Joyce Station). Since January 6th 2025, we have moved to the South Hill Swing Space (5987 Prince Albert Street) while the Grenfell school building undergoes a comprehensive seismic upgrade. We are anticipating that the construction will be completed by fall of 2026. We are looking forward to moving back to the seismically safer school following the completion of the project.

Grenfell school has a population of approximately 330 students and is ethnically diverse with respect to both staff and students. Many students are learning English as an additional language and there are many staff who speak multiple languages.

The school integrates and supports children with a variety of learning needs and strengths. We have a Music program taught by a Music specialist teacher. To enrich our students' learning experiences, Sir Wilfred Grenfell has a wide range of programs sponsored by teachers that are available before, during and after school: a Valentine Cards Project, Salmon at School Project, Outdoor Education and School Garden Project, Intramural sports coached by staff, buddy system providing opportunities for primary and Intermediate students collaborate on various projects and initiatives, Junior Achievement Entrepreneurial Program, walkathon and Terry Fox Run. In addition, the staff sponsors many clubs and projects at school. We have many noon hour clubs run by the staff, including the Chess Club, Knitting Club, Noon Hour Running Club (Grizzly Run), Safety Patrol, Gender Sexual Alliance Club and Girls Plus Group.

In addition to the extra-curricular activities sponsored by school staff, Grenfell School is proud to work with our community partners to offer programs for students. Students can access programs offered by the Windermere Family of Schools Community Link Team such as the after school Super Science Club (from September to December 2024) sponsored by Science World. We work with Collingwood Neighbourhood House to provide on-site Before and After School childcare (moved to Swing Space with the school) and the Newcomer Pre-Teen Program (February to June 2024). We partner with VSB Early Learning to run onsite Strong Start for preschool age children and their families. Due to the Seismic Upgrade Project, Strong Start has been relocated elsewhere

until we move back to the Grenfell building. For the past two years, Grenfell has participated in a partnership program with the Sarah McLachlan School of Music. Students from Grade 4 and up receive in-school percussion lessons taught by staff from the music school. In addition, all students from Grade 4 and up are offered an opportunity to attend free lessons at the music studio outside of school hours. Bus transportation is provided to pick up students from Grenfell to the Music School.

The school staff work as a team to support students' wellness and social emotional learning. We have a Sensory Room for students who need sensory breaks. We use various programs such as Open Parachute, Zones of Regulation, TAPS (Talking About Personal Space), Second Step, and Mind Up to support student learning.

Our Parent Advisory Committee (PAC) supports the school through fundraisers by organizing various school community events and supporting us in different ways.

The Grenfell staff is committed to collaborative planning, goal setting and assessment in an ongoing effort to work together and share our knowledge and resources to support student learning and to create a safe, caring and inclusive learning environment in which every learner can reach their full potential.

Adding to many activities that staff have worked on to support student learning, staff themselves also seek opportunities to enrich their learning to better support their students. During this school year, our Teaching Staff have worked with the district's Professional Learning Community (PLC) Mentors around assessment while enhancing their teaching practices and Universal Design for Learning (UDL). Our Support Staff have demonstrated dedication in their learning as well by attending online professional workshops offered by the Vancouver School Board on various topics to support the well-being of students. In addition, our Pro-D Committee actively seeks out opportunities to support our staff's professional development to support learning in the classroom.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school community is diverse. We welcome families from different parts of the world, and many are new to Canada. We are fortunate that education and schooling are highly valued among our families. We have found that our students support each other; they are kind and respectful of each other; and collaboration and consideration among our students are evident in the way they interact with each other; whether they are playing on the playground or engaging in group projects in the classroom.

As mentioned earlier, Grenfell School is going through a ministry funded Seismic upgrade Project. We have moved into the Swing Site as of January 6, 2025. Students are now being bussed to school from the Grenfell location. We have heard compliments from the bus drivers about the conduct of our students. They praised our students for being polite, keeping the bus clean, and displaying exemplary behavior while the bus is moving. We have been pairing older classes with younger

classes in a buddy system, and the bus drivers have remarked that they observe the older buddies mentoring the younger buddies. We have been very gratified to see the degree to which Grenfell students are kind and respectful of each other.

This year students successfully collaborated on several projects/school events that involved multiple classes: the Terry Fox Run, Food Bank collection, gardening projects, Science Fair, mapping the residential schools in BC, Entrepreneur Business Show and many teacher-sponsored sports teams and noon hour clubs.

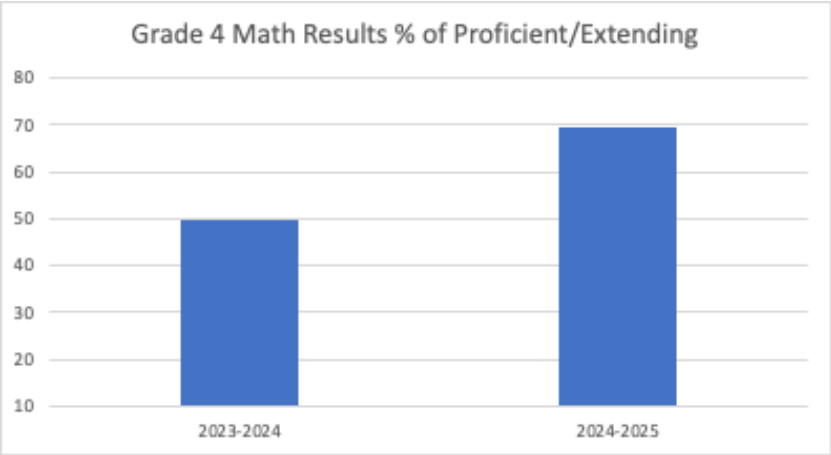
Grenfell Elementary School is a part of the district’s Professional Learning Community. During the first term, three of our primary classes worked with the district’s curriculum mentor to enrich their teaching learning with a focus on math fluency. Classes participated in math games and created math materials to improve math facts.

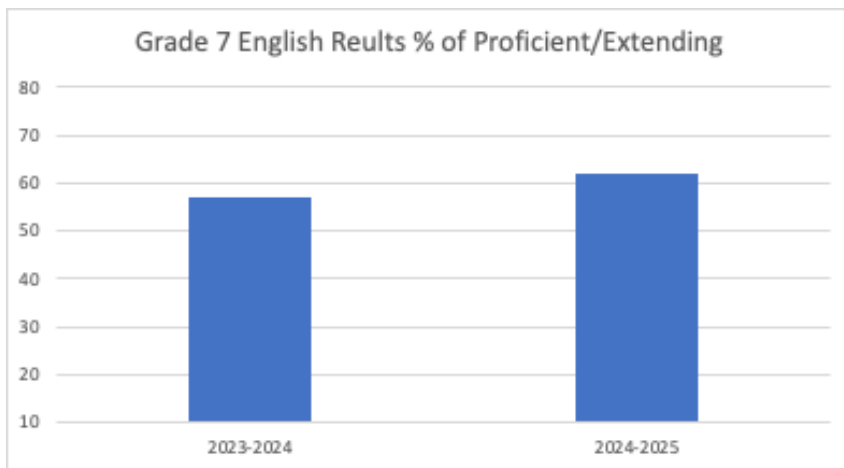
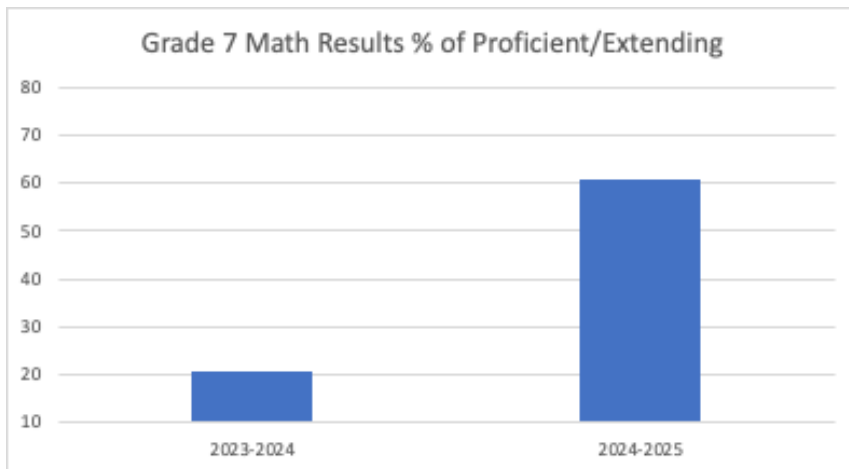
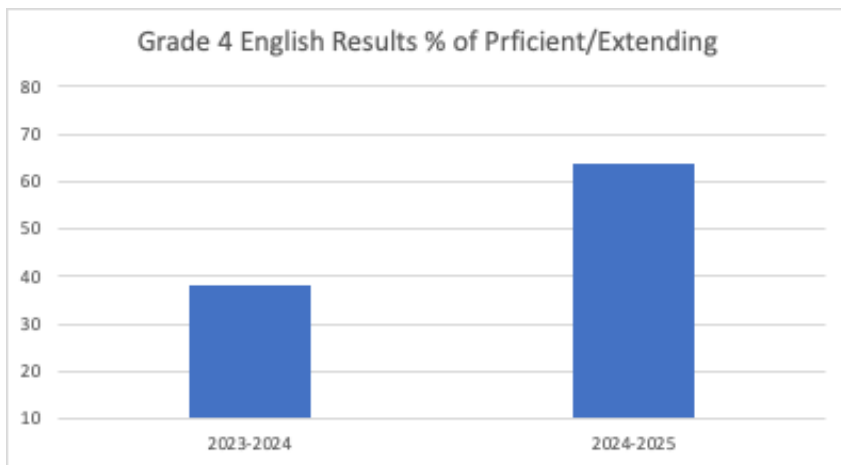
Coming as they do from a diverse range of cultural backgrounds; Grenfell students are notably respectful of each other and different cultures. To support the goal of Reconciliation, all students participate in the learning of Indigenous cultures. All classes practice Talking Circles during class meetings. Students learn to take turns talking when a talking object is placed in their hands. We begin our school year with learning about the Residential School System and its impact on the Indigenous community. Intermediate students study the Indian Act and its impact on our society.

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

This school year we continue to support student learning in literacy, math and well-being in addition to a new focus on assessment. We have been very fortunate to work with the literacy mentors from our Professional Learning Community on literacy and Math projects. As staff, we look at different assessment tools to better identify students’ needs and areas that need additional support. Comparing the results of “Proficient/Extending” in Communicating Student Learning (CSL) of this school year and the past school year, we are seeing significant improvement (K to 7) in Literacy and Numeracy. Please see the graphs below:





Sharing and celebrating learning forms an integrated part of learning. We have been providing students with opportunities to share their written work by way of school newsletters, hallway displays, posters in the school, and learning folders to share with families. Students have presented their learning in school assemblies and with their buddy classes.

Students' wellness and belonging continues to be our focus this year. Our staff have engaged in their own learning online on professional development days and in their own time by learning more about Complex Trauma. Classroom teachers incorporate self-regulation tools such as Mind-Up, Open Parachute, Second Step, and Zones of Regulation in their lessons. Through these tools, students are developing skills and language skills to manage emotions. Throughout the year, teachers have integrated lessons by planned fieldtrips such as skating, snowshoeing, Grade 7 overnight camp, neighborhood walks, outdoor education at VanDusen and Stanley Park to promote wellness, belonging and physical literacy.

All the work that we do to promote "Belonging" seems to be having a positive effect. In the Student Learning Survey this year, 43% of Grade 7s reported that they feel like they belong Most of the Time while 21% of Grade 7 students reported that they feel like they belong All the Time. 37% of Grade 4s reported they feel like they belong Most of the Time and 29% All the Time. We feel that we are moving in the right direction in instilling a sense of belonging in the students at Grenfell.

Improve equity

Grenfell staff are dedicated to creating an inclusive environment and eliminating barriers to success for all students. We are committed to supporting our vulnerable students to succeed at school. Teachers plan their programs using the Universal Design for Learning model with additional attention to students who need extra support.

Through the School Based Team (SBT) meetings we identify students who are at risk of underperforming in literacy and math as well as struggling in social emotional well-being. We meet twice monthly to discuss vulnerable students and students who are underperforming in the classroom. This school year, we have referred 36 students to the SBT meetings. Our action plans include resource support and targeted support, such as Speech Language support, additional testing and assessments, counselling support, meeting with families and setting up students and families outside support. We also re-evaluated the current resource team structure to increase in-class teaching support. As a result of the SBT meetings, there were 5 students who received the Ministry's designation; the district has provided the school with additional Support Staff allocation to help those students succeed at school. To support equity and to enhance literacy at home, we offer all primary students Raz-Kids, an online home reading program. Families are encouraged to spend quality time with their child and support literacy by reading with their child using PAC funded online reading program Raz-Kids daily. For those students who need more Math practice, the school has purchased IXL math licenses for students to get additional practice at home. To support equity in accessing technology, we loan iPads to the students who use Touch Chat for their communication needs and home reading.

To build connections and support student wellness going into Grade 8, the Community School Link, the high school Articulation Team (high school and Grenfell teams) provide support to the

Grade 7 students. We organize school visits and meetings with high school students facilitated by the high school student leadership team. Our Youth and Family Worker works with grade 7 students to offer high school readiness workshops.

We continue to look for ways for all students to experience success at school.

Due to the relocation to Swing Space, this year we are unable to offer after-school sports. However, we are doing what we can to reach out to students with extracurricular activities. Our teachers have run several noon hour programs to fill the gap. We have an Origami Club, Knitting Club, Dance Club and Noon Hour Board Games. These programs are well attended by students. They offer an opportunity for students to develop friendships and connections.

Our Music teacher organizes school concerts where all students have a role. These concerts offer students an opportunity to practice good work habits and build confidence by performing in front of a live audience.

All our Grade 6 and 7 students participate in the Junior Achievement Program. Students have the opportunity to experience success and confidence through financial literacy, work readiness, and entrepreneurship.

All Grade 6 and 7 students participated in the 4-day HUB Ride the Road Program with bikes provided. Adaptive bikes are available to those who have less experience riding, ensuring that all students can participate fully in the bike courses.

This year the Grade 6 and 7 classes created the inclusive Probability Carnival. Students incorporated their probability learning into designing carnival fun games. Working cooperatively, the students created 16 carnival games for the whole Grenfell students to enjoy and learn about their chance of winning. All students were excited about attending the Carnival and enjoyed playing the well-researched and well-designed carnival games.

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

During the month of September and in connection with the Truth and Reconciliation Day, we created a book display featuring Indigenous books to enrich Indigenous learning in students and staff. For older students, learning the history of residential schools expands into the learning of the history of Indigenous Peoples in BC and the Indian Act.

The Reconciliation Blanket designed by master weaver and Musqueam educator, artist, Debra Sparrow is proudly displayed in our school. We were able to utilize the resources shared with us from the Indigenous Education Department to learn about Debra Sparrow's teachings of the reconciliation blanket.

We are reminded of our connection to the land with the daily Indigenous land acknowledgement saying the names of the three host nations in the original language. Staff have committed to the learning of the First Peoples Principles of Learning. Every month, we work on one principle. We reflect on our learning from the principle-of-the-month in our teaching and interactions with students. At the monthly staff meeting, staff have an opportunity to share their learning and how the First Peoples Principles of Learning have shaped their practice.

We have been able to learn various resources about the true meaning of land acknowledgement. We play the Coast Salish anthem at school assemblies. Three times during the school year, we discuss the progress and share success stories of our indigenous students by way of the district's Success Plan for Indigenous students. Staff are enrolled in Trauma Informed workshops as self-directed professional development to better understand and support our Indigenous students. We are committed to continuing our reconciliation journey at Grenfell

HOW WILL WE KNOW WE'RE ON TRACK?

We actively seek feedback from students and families. At PAC meetings, we allocate time for parents to ask questions about the school. We will continue to track the participation rate for the Ministry's yearly Foundation Skills Assessment for Grade 4 and 7 students. This year we have seen an increase in participation rates for Grade 4 students who wrote the FSA from last year's 38% to 85.71%; Grade 7 participation rate from 27% to 65.91%. The results of the FSA will continue to be shared with staff and families. Every fall we have a Schoolwide Write to assess student writing. The resource teachers assess students' reading level twice a year (September and May) to track their reading progress. Results are shared with families in the student CSL reports and resource reports. As Belonging and Social Emotional Learning are two topics we were focusing on this school year, we were able to gather information and track progress through Student self-reflections of the Core Competencies. Three times a year, the school team meet to discuss the progress of our Indigenous students. The Indigenous Students Success Plan allows us to track progress of our Indigenous students. All families, staff and students in Grades 4 and 7 are invited to participate in the Student Learning Survey administered by the Ministry of Education. The results of the survey inform our work and provide feedback to confirm whether we are on the right path to supporting students at school. For example, during this year's Student Learning Survey, 58 % of Grade 7 students reported that they participate in Indigenous celebrations or activities at school. Based on this data, we know that we are on the right track. Our objective is to have the percentage increase to 75%.

2024-2025 School Learning Plan

SCHOOL STORY

Hastings Community Elementary School is in the Hastings Sunrise neighborhood on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation). We are a large dual track inner-city school with K-7 programs in English and French Immersion. We currently have a population of 552 students across 24 classes, with 9 French classes and 15 English classes. Tillicum Annex is the annex to Hastings Elementary School. Tillicum is six blocks from Hastings and is a Kindergarten to Grade 4 English program. Upon completing grade 4, Tillicum students begin at Hastings for grade 5.

Hastings is a community school that supports a diverse student body, including English Language Learners and students with diverse needs as defined by Ministry criteria. Our senior students participate in leadership activities helping to shape our school culture. We also have a mentoring Friendship Club with older students supporting our kindergarten to grade 3 students. Students at Hastings can participate in sports teams such as cross-country, volleyball, basketball, and track and field. We also have Community Schools Team programs, PAC (Parent Advisory Committee) sponsored programs, and school clubs that offer various opportunities for Hastings' students.

Hastings is part of the Templeton Secondary family of schools, benefiting from the support of the Templeton Community Schools Team. This collaboration focuses on identifying students facing participation barriers, coordinating referrals to out-of-school-time and break programs, and providing summer literacy and recreation programming. A particular emphasis is placed on facilitating smooth transitions between grades, especially from 7 to 8. For students pursuing French Immersion, Van Tech Secondary serves as the catchment secondary school, providing a pathway for continued immersive language study.

Hastings is supported by a wide-ranging team dedicated to meeting the needs of our students. This year, it includes teachers, an administrative team, youth and family workers, an area counsellor, an Indigenous enhancement worker, student and school support workers, office assistants, custodial staff/engineers, a hot lunch worker, and a part-time speech-language pathologist (SLP) and school psychologist. As a Collaborative Early Literacy Intervention (CELI) school for 2024-2025, we offered an English Reading Recovery Program and have a Curriculum Enhancement Teacher to support our literacy initiatives. Hastings offers both a breakfast, lunch, and snack program which some students participate in to get a nutritious meal in the morning and at lunch. The YMCA operates a before school and after school daycare in the Hastings multipurpose room.

Hastings has a highly active PAC supporting and initiating many school events which bring families and students together from both French Immersion and English programs. Some PAC highlights from the community calendar include a Harvest Potluck, Hastings Reads, and the Spring Fair.

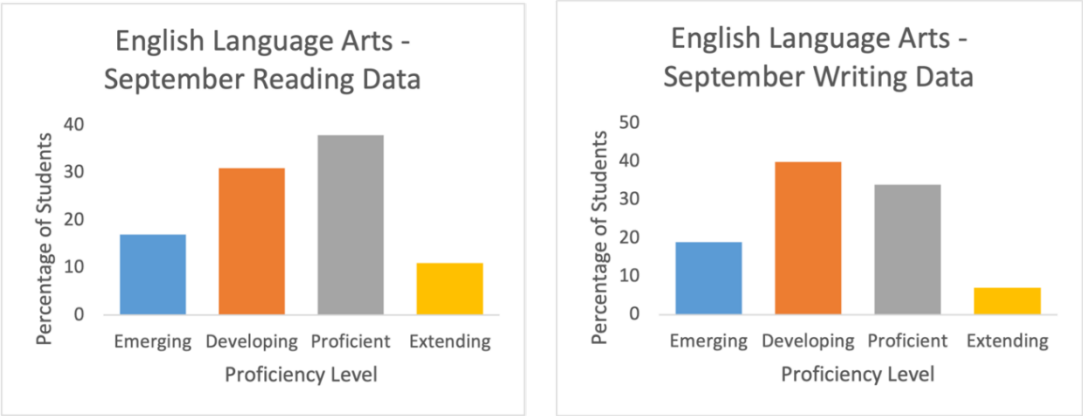
Hastings Elementary's vision centers on providing continuous support and engagement for every student, respecting their diverse learning styles and rates. The school's Code of Conduct encapsulates this ethos, emphasizing a safe, healthy, and productive learning environment where students are encouraged to take care of themselves, others, and their surroundings.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

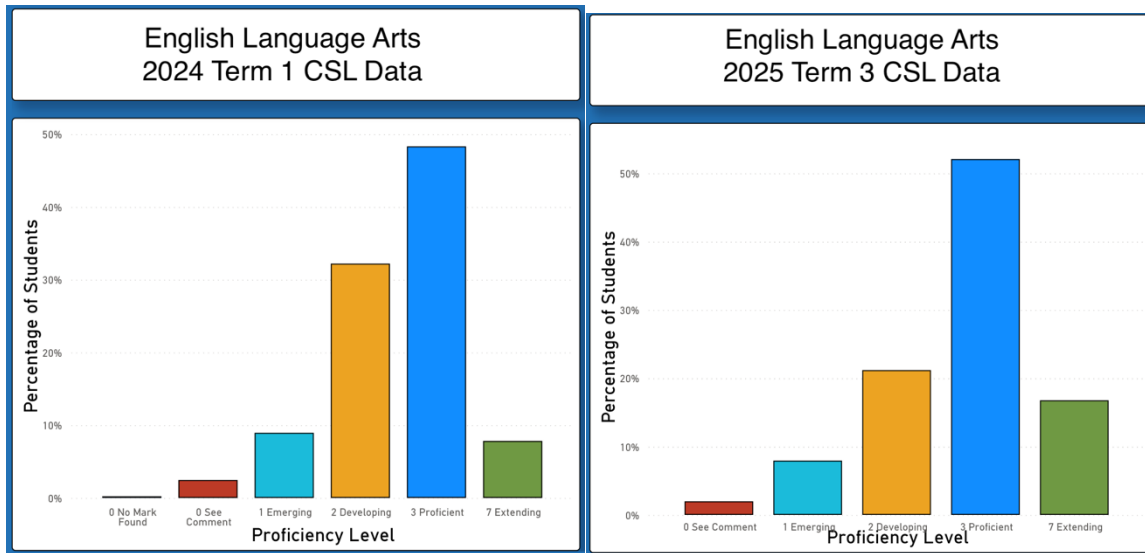
Our students have a solid foundation in all areas of English Language Arts—reading, writing, speaking, and listening. While they demonstrate a strong base, there are areas for growth, particularly in comprehension, engagement, and stamina. We are focused on fostering greater interest and motivation in reading and writing. By increasing student engagement, we aim to enhance key literacy skills, including reading comprehension and the ability to express ideas clearly in writing.

As students improve comprehension and expression, we expect to see progress along the proficiency scale, as reflected in learning updates and school-wide assessments.

In September 2024, students participated in the DRA, RAD or GB Plus reading assessments and a school-wide writing assessment. The results from these specific assessments show that 31% of students were developing in reading comprehension, while 38% achieved proficiency. In writing, 40% of students were developing, and 34% demonstrated proficiency.



We were unable to complete follow-up DRA, RAD, GB Plus and school-wide write assessments in spring. Going forward, we look to have initial assessments in the fall and follow-up assessments in the spring as another data source to help identify areas for growth for our students in reading and writing.



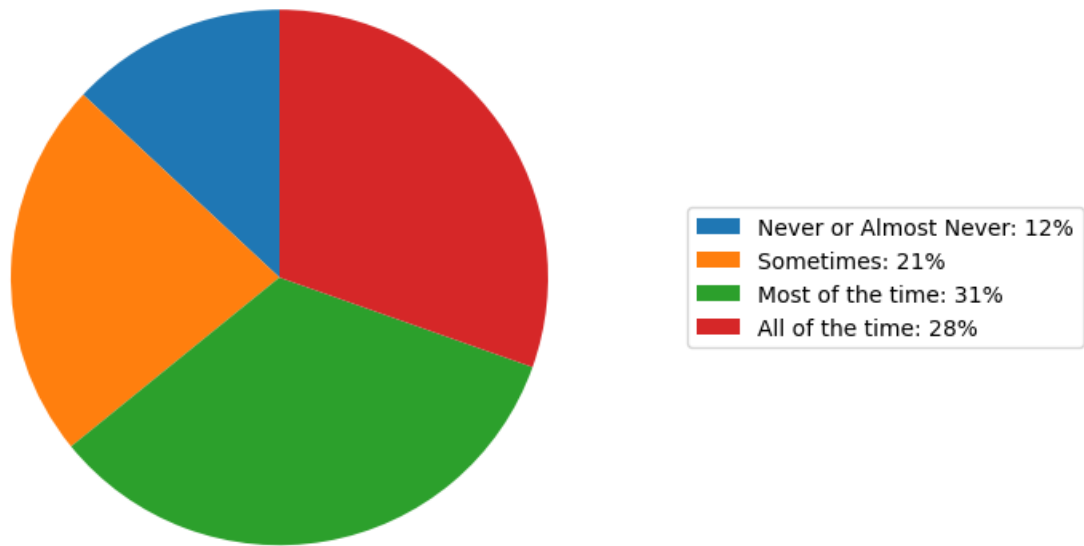
The English Language Arts December 2024 Term 1 Communicating Student Learning (CSL) data reflected overall proficiency in reading, writing, listening, and oral language, with 32.21% of students identified as Developing and 48.32% assessed as Proficient. Combined with 7.83% of students at the Extending level, this indicated that just over half of the students (56.15%) were meeting or exceeding grade-level expectations, which was considered on track for that point in the year.

By Term 3, the percentage of students at the Proficient and Extending levels increased to 52.10% and 16.78% respectively, bringing the total to nearly 69% of students meeting or exceeding expectations. While this represents strong growth, approximately 29% of students remain in the Emerging or Developing stages. To ensure equitable success for all learners, Hastings staff will continue to enhance Universal Design for Learning and differentiation in classrooms. Additionally, the resource team will maintain and expand wraparound supports for students with disabilities or diverse abilities, helping ensure they have full access to the curriculum and opportunities to progress toward proficiency.

Hastings' community is developing a growing sense of belonging for students, and while we've made good progress over the years, we aim for every student to feel truly part of the community. According to the 2024/2025 Student Learning Survey, 59% of Grade 4 students and 70% of Grade 7 students report feeling a sense of belonging most or all of the time at school. We are committed to further developing the skills of both staff and students to ensure that those who are not yet feeling connected are welcomed into the community. Below is data from the Student Learning Survey which shows a positive trend in students' sense of belonging from Grade 4 to Grade 7, with more students in Grade 7 feeling like they belong most or all of the time. It also illustrates a notable improvement from Grade 4 to Grade 7, with no Grade 7s reporting that they never feel like they belong.

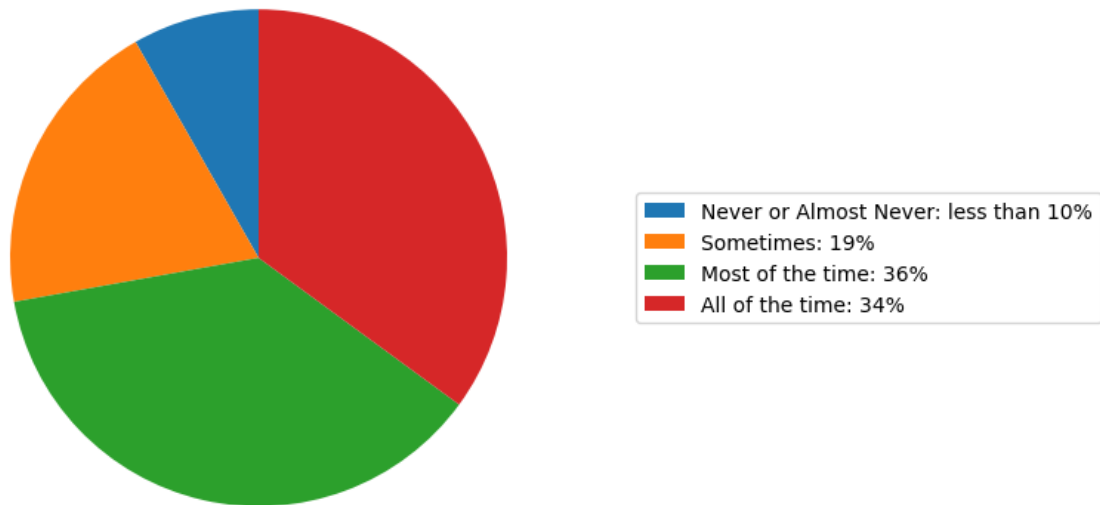
Student Learning Survey Data: Belonging
Grade 4 Survey Data

Is school a place where you feel like you belong?



Grade 7 Survey Data

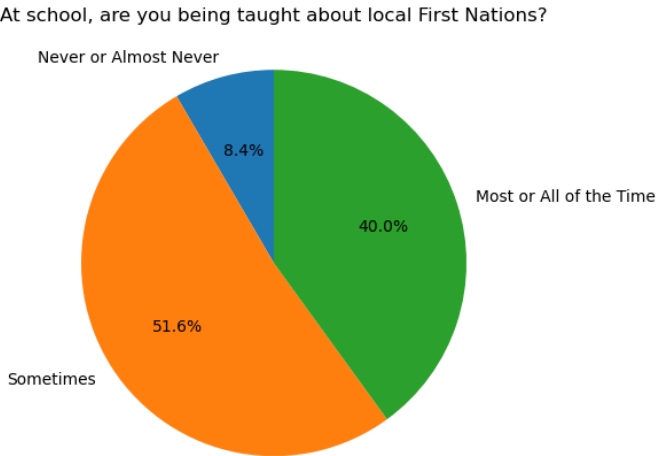
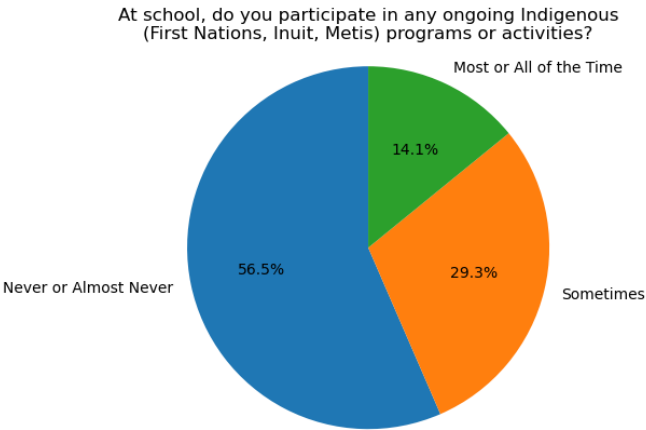
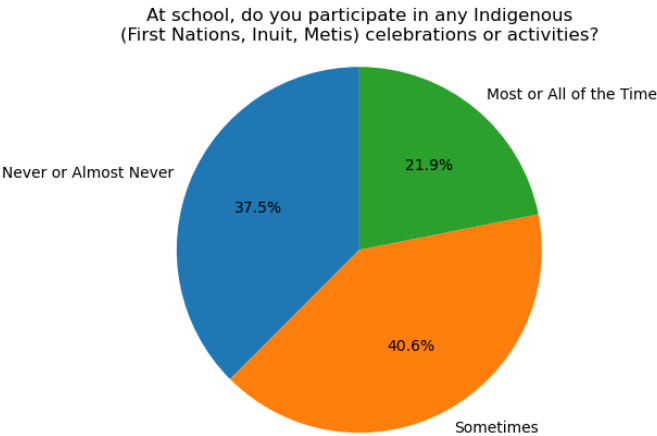
Is school a place where you feel like you belong?



The Hastings community is committed to reconciliation and driven by a shared desire to deepen understanding and expand learning. There is a strong recognition of the importance of learning from Indigenous knowledge keepers, cultural leaders, and elders, and a shared interest in creating opportunities for dialogue, mentorship, and knowledge exchange. We value the wisdom, traditions, and experiences of the Host Nations as crucial sources of insight and direction on our path toward reconciliation.

In the Student Learning Survey, grade 7 students indicate that they are learning about Indigenous Peoples and the local Host Nations. However, the data shows, there are opportunities to work with the TRC's 94 calls to action, and to enhance the school's participation in Indigenous celebrations, activities, and the language of the local Host Nations.

Student Learning Survey Data: Reconciliation



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

Improve student achievement in literacy and student sense of belonging

To improve student achievement in literacy, we are committed to:

- **Strengthening Instruction:** We are implementing research-based literacy strategies and interventions, while exploring the Responsive Literacy Framework. This includes practices that support oral language development, structured literacy components, storytelling, and multiple ways of representing knowledge.
- **Building a School-wide Literacy Culture:** Through initiatives such as School-Wide Writes, Books 4 Me, One-to-One Readers, and Buddy Reading, we are creating a vibrant culture that celebrates reading and writing.
- **Ongoing Professional Development:** Staff will engage in targeted professional learning with a focus on the Universal Design for Learning (UDL) to support diverse learners.
- **Using Data to Inform Practice:** We are committed to analyzing student data to identify trends, address learning gaps, and adapt instruction to meet the needs of all students.

To improve student sense of belonging, we are committed to:

- **Inclusive Practices:** We aim to ensure all students see themselves reflected in the curriculum through diverse texts, differentiated instruction, and equitable access to literacy resources.
- **Student Leadership Opportunities:** Continue to create leadership roles in classrooms and within the school.
- **Check-Ins:** Regular student check-ins by staff.
- **Inclusive Celebrations:** Recognize diverse holidays, traditions, and student achievements in ways that affirm and include all students and identities.
- **Student Belonging Data:** Regularly review student surveys and feedback to identify students or groups needing targeted support.

Improve equity

Improving achievement in both literacy and social-emotional learning is essential to advancing equity among our students. Strong literacy skills provide all students with equal access to knowledge, enabling them to succeed academically across all subject areas. Proficient readers can comprehend and analyze information effectively, engage in meaningful classroom discussions, and complete academic tasks with confidence—skills that are critical for long-term success and opportunity.

Equally important is fostering a strong sense of belonging among students. When students feel connected to their school community, they are more likely to engage in learning, build positive relationships, and thrive both academically and personally. A sense of belonging helps students feel seen, respected, and valued for who they are. It supports emotional well-being, reduces feelings of isolation, and promotes resilience. By creating inclusive environments where every

student feels they belong, we lay the foundation for deeper learning, collaboration, and success for all.

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

Our school's journey with Reconciliation is ongoing, and it remains a deeply held commitment across our community. According to feedback from our Grade 7 students, while we are actively teaching and learning about Indigenous Peoples and the local Host Nations, there is a clear need to deepen and expand these efforts. We recognize the importance of not only embedding Indigenous perspectives into the curriculum but also creating meaningful opportunities for students to engage in Indigenous activities, programs, and celebrations.

This year, we participated in a year-long Button Blanket project. Two Indigenous Knowledge Keepers generously shared their time and teachings with all students while creating Button Blankets for their children's coming-of-age ceremony. Students had the opportunity to observe the blanket-making process, ask questions, and witness the cultural significance of the final product.

Looking ahead, we are committed to expanding these learning experiences by continuing to invite Indigenous community members to share their culture, stories, and expertise. We also recognize the importance of learning some words in the languages of the local host Nations, *Henqimenum* and *Skwxwú7mesh sníchim*, as a way to foster deeper understanding and respect. As part of this effort, we will continue practicing the VSB Indigenous Land Acknowledgement using the correct pronunciation of the Three Host Nations.

In alignment with the Truth and Reconciliation Commission's Calls to Action, over the past two years, our staff has engaged in reflection and discussion around eight specific Calls and how they can be meaningfully integrated into our teaching practices. We are committed to continuing this work—both with staff and students—as we move forward in building relationships grounded in truth, respect, and Reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

To track reading and writing development, we will administer benchmark assessments in the fall and follow-up assessments in the spring. The initial assessments will help identify student needs and guide instructional planning, while the spring assessments will measure individual and group growth over the year. In addition, we will continue to use CSL (Communicating Student Learning) data to monitor literacy proficiency, and gather anecdotal evidence to assess student engagement in literacy. To support and track student sense of belonging, Hastings will continue using the Middle Years Development Instrument (MDI)—a self-reported survey measuring students' social-emotional well-being and connectedness. We will also rely on the Student Learning Survey to monitor student sense of belonging in Grades 4 and 7. For our early learners, we will continue using the Early Development Instrument (EDI) to assess emotional maturity and social competence. The Student Learning Survey will also continue to inform us about students' perspectives on our ongoing Reconciliation efforts.

We are committed to sharing student growth and data with learners through celebrations and reflections, and with our broader school community through PAC meetings and school communications such as eNews.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we acknowledge the school is located on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wx̓wú7mesh Úxwumixw (Squamish Nation), and səlilwatał (Tsleil-Waututh) Nation.

John Henderson Elementary School is named after John Henderson (1880–1968) who was a Vancouver engineer and School Trustee. The school grounds are shared on the west side with Sunset Park, which allows students to have access to additional green space rock theatre, a larger playground, and a large grass playing field. In addition, the school has its own smaller playground on the east side, with a playground structure, tarmac for games, a painted sensory pathway, and a space-net climbing area.

The school building is mostly one level but has a second floor on the south side and is wheelchair accessible. Henderson serves more than 500 students. The population comes from diverse socio-economic backgrounds and has a multi-ethnic composition with over 31 languages other than English being spoken at home. Henderson has a part-time Curriculum Enhancement teacher focusing on literacy development and early intervention. There is a highly active and well attended StrongStart Centre that works with caregivers and children under five. A full-time Youth and Family Worker supports the community with food security, community programming, and social-emotional learning. Henderson is fortunate to have onsite before and after-school care provided by the South Slope YMCA. Many families also use the school-age care program provided by Sunset Community Centre.

Henderson celebrated progress toward the Education Plan goals of student achievement, self-regulation, equity, student engagement, and reconciliation in 2024/2025 by continuing to build community by class collaborations across grade groups and intentionally supporting *Social Emotional Learning* (SEL) programming and social justice. Research shows that social emotional learning positively impacts the overall well-being of children and youth. There are many events at Henderson that are organized to connect us as a community such as the Scholastic Book Fair, the annual winter concert, the garden club, the drama club, the Ukelele club, Dungeons & Dragons, plus numerous extra-curricular sports teams; in addition, this year (2024/2025) featured theatrical performances, including the Gr. 1-4 musical theatre production titled “*Rock! The Musical*,” the *Henderson Junior Theatre Company*, and *The Fine Arts Showcase*. Students continue to strengthen citizenship by participating in many of the leadership activities offered, which include Student Council, Hawk Helpers on the playground and in the lunchroom, library monitors, and assembly leaders.

Henderson has a devoted staff who provide inclusive, inquiry-based, hands-on learning opportunities for all students to develop their talents and strengths. Staff also work closely with the community to further connections. The Firefighters Snack Fund and Food4Schools Lunch Program, Little Mountain Neighbourhood House, South Vancouver Neighbourhood House, Sunset Community Centre, the One-to-One Literacy Volunteer program, Arts Umbrella, and the *Artist in Residence Program* (AIRS) are well established in the school. Henderson is also supported by the John Oliver Community Schools Team, which provides programs after school and during school breaks such as the Schools Out program. To further build community and connection, the Henderson Parent Advisory Council (PAC) offers many exciting events including two hot lunch days a month, family nights, and seasonal community building school wide activities. We have an active, supportive parent community that volunteers to support school projects and field trips.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Henderson community of more than 500 learners are active, playful, engaged, and keen to learn. Students come from a wide range of cultural and linguistic backgrounds, reflecting the rich diversity of the broader community. A large portion of the student body are English Language Learners, with more than 30 languages spoken at home, contributing to a dynamic and inclusive cultural and learning environment. Approximately 4.5% of the school population identifies as Indigenous and approximately 8% of our students are learners with diverse abilities and have received Ministry designations. A benefit of learning within a diverse community is the positive impact on students' perception of others. For example, results from the 2024/2025 Student Learning Survey indicate that 91% of Henderson students surveyed responded positively to the question, "At school, do you respect people who are different than you (e.g., think, act, or look different)"

Henderson students are well cared for at home; school and learning are valued. As many of our students and families are navigating a second language and culture, they work through additional layers of complexity related to communication, culture, the Vancouver community, as well as B.C. curriculum and approaches to education. There are a variety of out-of-school programs within the community designed to support student and family health and wellbeing, athletics and the arts, and cultural learning. For many of our students, the school day is a valuable time for social connection and time with friends and classmates. We work diligently with all students and families to support community and connection.

Henderson staff are engaged in frequent conversations, planning sessions, and reflection to identify Henderson students' strengths and areas for growth strengths. During Class Review conversations in Fall Term 2024, teachers and staff repeatedly described Henderson students as being *creative, kind and caring, helpful, friendly and cooperative*, and that they *love learning*. Through daily anecdotal conversations with students, staff, and families, it is evident that our students seek connection and positive relationships with peers and staff—Henderson students love to come to school to be with friends! To support engagement amongst all learners, we have been incorporating inquiry, experiential learning, arts-based learning, and outdoor education into class and school planning. In addition, Student Leadership is important at Henderson, with many

students in all grades involved in the Henderson Students' Council, providing service as Hawk's Helpers, and cross-grade buddy support.

As in any school setting, the needs of students and the community vary and shift each year and over time. A current theme related to children's development emerging in schools, everywhere, is students' need for support with social/emotional growth and the development of self-regulation, particularly in classroom, group, and unstructured settings. This is true at Henderson. We are supporting students develop skills with peaceful resolutions of conflict during play (e.g., using words, seeing the perspectives of others), with self-regulation during lessons and classroom times to promote effective learning, and with other social/emotional learning opportunities. We support many new immigrant and refugee families from various parts of the world integrate into the community. For newcomer families, some students have not had the opportunity to develop school readiness skills. We continue to develop the ability to reflect on personal values and beliefs while still respecting those of others

We know that students need to feel welcome and connected, and that a nurturing, caring relationship with others in the school is vital to enhance their social/emotional wellbeing and increase motivation and engagement in learning to promote success. For example, findings from the 2024/2025 Student Learning Survey indicate that 83% of students feel that there are 2 or more adults who care about them at school.

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

Language and Literacy

At Henderson, English language skill development begins with vocabulary acquisition, which builds students' confidence in speaking. As their vocabulary grows, students become more fluent and engaged in oral communication. Intermediate students frequently participate in both collaborative and individual presentations, make announcements, and speak at assemblies and community events.

In reading, students first develop strong decoding skills, followed by improved comprehension and fluency as their vocabulary and exposure to text increase. Writing development begins with basic sentence structures and progresses as students gain experience across genres. Students engage in authentic writing tasks such as creating scripts for theatrical performances, promoting ADST (Applied Design, Science and Technology) projects, and preparing school-wide announcements.

This year, primary teachers collaborated to enhance literacy instruction. Strategies included phonemic awareness programs like University of Florida Literacy Institute (UFLI), Heggerty, and Rime Magic, along with the use of leveled books and age-appropriate decodable novels. These approaches aim to build foundational literacy skills in early learners.

According to the June 2025 Summary of Learning data, just under 50% of Henderson students are currently assessed as 'proficient' or 'extending' in literacy. In response, teachers have worked together to establish a consistent assessment framework. This includes selecting common

screeners and developing an annual assessment scope and sequence to guide instruction and ensure consistency across grades.

This shared approach supports a deeper understanding of proficiency scales and helps align teaching practices to better support student learning and assessment. By focusing on vocabulary development, authentic literacy experiences, and consistent assessment practices, Henderson continues to strengthen literacy outcomes for all learners.

Numeracy

This year, Henderson continued its focus on enhancing numeracy development across all grade levels. Both Primary and Intermediate teachers collaborated with the district's Curriculum Enhancement Teacher and Math Consultant to explore effective assessment tools. After testing various screeners, including those adapted from Marion Small and the Saskatchewan Screener, the team developed a customized Henderson math screener.

This new screener will be implemented in the 2025/2026 school year using a two-stage assessment schedule (Fall and Spring). Its purpose is to inform instruction and support student learning by identifying strengths and areas for growth. All teaching teams will use one of two adapted versions of the screener, tailored to meet the specific needs of Henderson students.

In addition to formal assessments, numeracy instruction continues to be embedded in classroom activities. Teachers use math games to foster enjoyment and build foundational skills, helping students develop a positive relationship with mathematics. Upper-intermediate students also had the opportunity to participate in national math contests, further enriching their learning experience and encouraging mathematical thinking beyond the classroom.

According to the June 2025 Summary of Learning data, 60% of Henderson students are currently assessed as 'proficient' or 'extending' in Mathematics. This data highlights both the progress made and the ongoing need to support all learners in achieving numeracy success.

Physical and Mental Well-Being, and Belonging

Henderson is committed to supporting students' physical and mental well-being through a wide range of programs and activities. Intermediate students participate in all district sports teams, while primary students engage in physical education through initiatives like Marafun, Gardening Club, and Arts Umbrella Dance Workshops. According to the 2024/2025 Student Learning Survey, 93% of students rated their mental health as fair to excellent, and 98% reported the same for physical health.

This year, all students took part in the Kind Mind Project, a month-long initiative from the KELTY Centre at BC Children's Hospital focused on mental wellness. Additional programs supporting student well-being included Second Step, Zones of Regulation, Mind Up, Social Thinking, PATHS® Social/Emotional Learning (i.e., Prevention, Awareness, Teaching, Self Awareness), PLEA: Children of the Street, and Saleema Noon Body Science Workshops.

Grade 7 students participated in an outdoor camp experience that fostered leadership and community building. All students also joined in a school-wide Play Day, celebrating the International Day of Play, which emphasizes the importance of play in developing essential life skills.

Classroom learning has included exploration of the Seven Grandfather Teachings and Character Traits, often supported by the Teacher Librarian. Henderson continues to build a sense of belonging by recognizing and celebrating the diverse cultures within its community. This includes highlighting the histories, holidays, and contributions of equity-deserving groups.

The school uses literature as a tool for inclusion, guided by Rudine Sims Bishop's concept of books as "windows, mirrors, and sliding glass doors" so that children might see themselves in learning and in the world. Over the past several years, Henderson has expanded its collection of diverse books and regularly invites guest speakers and performers to deepen students' understanding of the cultures represented in their school community.

Improve equity

Over the past two years, Henderson staff have participated in Sensory Motor Labs workshops led by the District Inclusion Support Team. These sessions, along with additional school-based and offsite training for support staff, have equipped educators with strategies to enhance student self-regulation. These practices promote equity by helping all students access and demonstrate authentic learning more effectively. Since implementation, many students across all grades have used the Sensory room to promote regulation and learning-readiness. To further support student regulation and engagement, Henderson has created alternate learning spaces, such as The Pause Room, which provides a calm environment for students to reset and refocus. In the 2025/2026 school year, the school will introduce a Nurturing Room—a quiet, flexible space designed to support learning, emotional regulation, and physical movement.

Building on this foundation, Henderson continues to implement inclusive practices through the Response to Intervention (RTI) model; more teachers are expressing interest in and active planning with Universal Design for Learning (UDL). These frameworks guide instructional planning and support the diverse needs of learners across the school.

These initiatives reflect Henderson's commitment to inclusive education and responsive school organization. The RTI model will continue to inform decisions around resource allocation and support distribution, ensuring that interventions are timely, targeted, and effective.

By combining professional development, inclusive design, and supportive environments, Henderson is creating a school culture where all students feel safe, supported, and empowered to succeed.

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

At Henderson, we continue to deepen our understanding and integration of the First People's Principles of Learning, which emphasize holistic, experiential, and relational approaches to education. These principles support the well-being of the self, family, community, and the land, and guide our efforts to foster connectedness, respect, and a strong sense of place.

At Henderson, all school-wide events begin with the official VSB land acknowledgement and the Coast Salish Anthem. These practices ground our community in respect for our place, the land, and its original caretakers. Last year, Intermediate students created a collection of personalized Land Acknowledgments, expressing their individual connections to the land and their commitment to reconciliation. This informs our work this year in which all classes have taken a deeper look into the meaning of the Land Acknowledgment along with correct pronunciation of the Host Nations.

Through guided discussions and reflective activities, students are developing a more personal and informed understanding of Indigenous histories and current realities.

Henderson remains committed to creating a learning environment where all students feel a sense of belonging and responsibility. By embedding Indigenous perspectives into our daily practices and curriculum, we aim to foster empathy, awareness, and a deeper respect for the diverse histories and cultures that shape our community.

HOW WILL WE KNOW WE'RE ON TRACK?

Student Learning Indicated Through Quantitative Measures. We will know we are on track by monitoring, assessing, and collecting quantitative evidence. In 2025–2026, examples of quantitative data measures designed to support instructional decision-making and student learning include the following school-wide assessment measures, implemented two times per year (fall and spring): (a) school wide write, (b) belonging survey (Intermediate), (c) numeracy screener.

In addition, we will review the following data to help determine where we are at and where we are going: (a) proficiency scales as indicated in the Learning Updates and Summary of Learning, (b) through shifts in the annual BC Student Learning Survey, which illuminates student perceptions about belonging, wellbeing, and academic growth, and (c) through qualitative feedback from staff, students, and parents.

Student Learning Indicated Through Qualitative Measures. We will continue to look at student self-reflections, stories and anecdotal evidence. The school climate, relationships between students, staff and parents will help provide authentic indicators of how well we are doing to create a positive environment, where all are willing and excited to be involved and engaged with learning at school. We will celebrate our successes as a community through newsletters, displays, PA announcements, assemblies, PAC meetings, and community gatherings.

2024-2025

School Learning Plan

SCHOOL STORY

Henry Hudson Elementary is located on the traditional and ancestral territories of the $x^w m \theta k^w \dot{a} y \dot{a} m$ (Musqueam), $Skwxwú7mesh \dot{U} xwumixw$ (Squamish Nation), and $s \dot{a} l i l w \dot{a} t \dot{a} l$ (Tsleil-Waututh) Nation. It was first established in 1911 and is located in the Kitsilano area of Vancouver. Henry Hudson is home to 360 learners from a wide range of socio-economic backgrounds. The diversity as a school community is evident in the over 84 home languages spoken among the learners. We are a dual track school with an English and French program. The French program is slowly being phased out to accommodate an increase in enrollment with learners from the school neighbourhood. This year our French Immersion program includes learners from Grade 5 to 7.

The school began construction for a Ministry approved and funded seismic school replacement in September 2022. We have now completed the first phase of the project's construction stage with projected completion of phases two and three (extension with 7 classrooms and the grounds) in the fall of 2025. We moved into the first phase of the new building in September 2024.

At Hudson, our dedicated staff offer opportunities to participate in a range of clubs and extra-curricular sports teams. Our sports program includes cross country, volleyball, basketball, track and field, ultimate frisbee, and badminton. We have an Indigenous Enhancement Worker at Hudson that has been a tremendous support for students, staff, and families. We have continued to receive support from the Kitsilano Community Support Team through a variety of after school activities for students, camps during winter, spring and summer break, as well as, with transitioning to high school for the grade 7 students. Finally, we have a PAC Executive that is creating a renewed sense of community amongst parents through monthly in-person PAC meetings, parent trivia night, a Winter Fair, and Spring Carnival amongst other events.

Hudson Elementary values building open and respectful relations with the community of parents from the school. Communication between the school and the parent community allows the school to collaborate with parents to support all students in their learning.

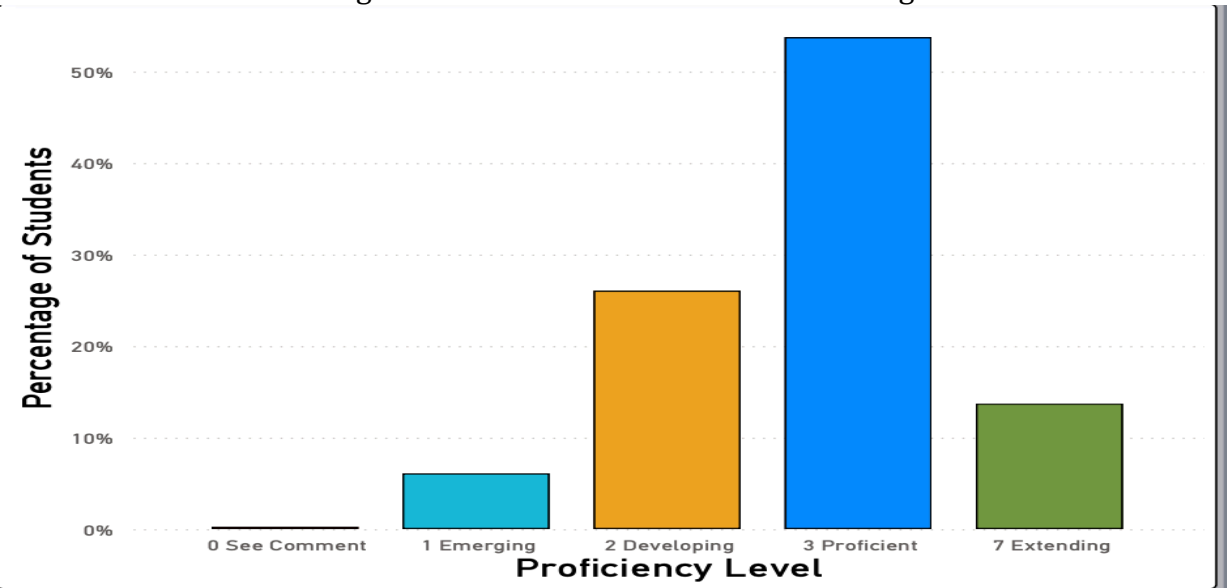
The school staff value creating authentic and hands-on learning opportunities through land-based including areas such as Vanier Park, Kits/Jericho Beach, Seaforth Peace Park, and Connaught Park. This encourages students to inquire about the land, to ask questions about the natural processes that they are observing, and to think deeply about the world around them. As a school community we are re-envisioning with rightsholders and stakeholders to create equitable learning environments that promote collaboration, inquiry, flexible thinking, and independence.

Through a dedication to equity and inclusion, Hudson Elementary plays a vital role in building strong connections within a diverse community of learners which empowers students to thrive academically and socially.

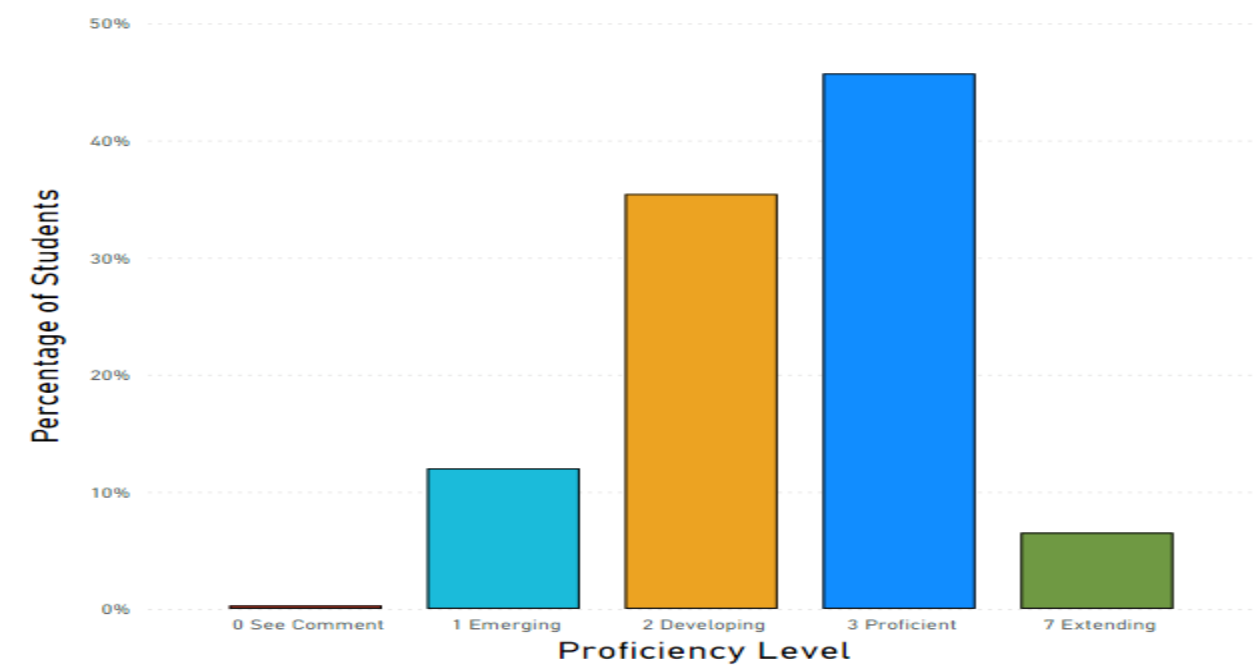
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners that attend Hudson are a vibrant and diverse group. The diversity within the school community means staff use a comprehensive approach that values individual learning styles, cultural backgrounds, and empowers student voice. Students in the community are active learners who enjoy exploring a variety of environments to enhance their learning and allow for land-based education in the Kitsilano area. Land-based learning offers a vibrant environment for experiential and hands-on learning that fosters and deepens connections between students and the natural environment. Students benefit from inclusive learning spaces that acknowledge their diverse lived experiences and stories of all students. We know that actively incorporating culturally relevant practices such as oral storytelling and land-based education allows students to connect with the curriculum to enhance learning opportunities. Furthermore, students benefit from kinesthetic learning opportunities that allow for hand-on exploration and meaningful engagement with the learning. Finally, the students at Hudson benefit greatly from a strong sense of community and belonging to the learning environment. This strong sense of community is best created through open communication, collaboration, and supportive learning environments. This strong sense of community has continued to develop and evolve through student and staff led assemblies and staff run clubs during the lunch hour as we grow into the new learning space we have moved into.

In our updated data from the Communicating Student Learning Summary of Learning Reports for the 2024-2025 school year, we found that nearly all of the primary and intermediate students were in the Developing to Proficient range for numeracy (see graph below). This continues to show that we are on the right track with our interventions and targeted instruction.



In our updated data from the Communicating Student Learning Summary of Learning Reports for the 2024-2025 school year, we found that nearly all of the primary and intermediate students were in the Developing to Proficient range for literacy (see graph below). This continues to show that we are on the right track with our interventions and targeted instruction



The staff at Hudson Elementary is committed to the VSB ‘s vision of creating an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. This requires a focus on ensuring the students who are not yet proficient have what they need to be successful at school. As part of our work towards equity, this will be a continued focus with not only literacy and numeracy but all areas of learning and well-being.

In looking at the data from the Middle Years Development Instrument, we can see that students in grade 6 feel a deep sense of belonging and feel important at Hudson Elementary with 42% of students highly agreeing and 38% of students' medium agreeing with these statements. This aligns with the VSB equity statement and shows that there is still work to be done in creating safe spaces in the new building and in the future extension where all students feel a deep sense of belonging.

Also based on the information provided from the Student Learning Surveys this year, over 50% of students felt that they understand and support human rights and diversity. These results could also be used as an opportunity for growth next year.

Based on the information provided from the Student Learning Surveys this year, approximately 40% of students felt that they participated in Indigenous celebrations or activities and approximately 30% of students felt that they participated in ongoing Indigenous programs or

activities. This is an area for growth that could be further explored next year as the school continues in their commitment towards reconciliation.

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 trying to link physical and mental well-being and sense of belonging through land-based learning. This year we continued to focus our energy on activities and initiatives that have decreased stress and anxiety in students, fostered a sense of belonging, strengthened student engagement, nurtured self-regulation and independence, created a culture of care and connected students to the learning community at Hudson. These include reinforcing calming technique, baskets of fidget toys in most primary and intermediate classes and in the office, classroom circles/meetings to start or end the day, body breaks, creative mindfulness videos played after recess/lunch in classrooms, calming corners with soft furniture and calm down materials to name a few.

To improve student achievement in literacy at Hudson this year we had a Literacy in Residence teacher for term one working with all our primary teachers and classes to strengthen the understanding of the District Responsive Literacy Framework. From these mentoring sessions teachers used readers theatre, plays, and poetry slams to engage learners in a variety of ways. For the intermediate classes, they created their own scripts and performed oral pieces with mentoring from actors from Arts Umbrella and Bard on the Beach. For professional development, all staff attended various District-wide literacy workshops throughout the year to help improve student achievement and engage reluctant and struggling learners. With the help of student leaders in grade 7, we created a buddy reading program every day in term two to help individual students in grade 1 improve their reading fluency with daily practice. To wrap up the year, in term 3 our primary team held before school sessions twice a week for struggling readers in small groups with targeted intervention.

To improve student achievement in numeracy at Hudson this year, staff engaged in a variety of professional development opportunities at Hudson and within the District. To start each staff meeting, we explored Indigenous math games, hands-on learning materials with real life math situations and how to incorporate technology as a tool. To facilitate student and staff learning, we created a “Thinking Classroom” (Peter Liljedah), to ensure practices for thinking that create an ideal setting for deeper mathematics learning to occur. When combined, these unique research-based practices create the optimal conditions for learner-centered, student-owned deep mathematical thinking and learning, and have the power to transform mathematics classrooms like never before.

Improve equity

Our focus of continuing to improve equity for all learners has shown improvement over the year. Hudson Elementary is committed to fostering an increasingly equitable environment for all learners. As a staff, we had three presentations this school year from one of the District Diversity, Equity, and Inclusion (DEI) consultant which aided in building a deeper understanding of many DEI issues and how to better understand incidents of racism and oppression within the school community. Furthermore, our staff have embraced the District inclusive school calendar with diversity of celebrations such as (but not limited to) Diwali, Persian New Year, and Lunar New Year being celebrated in classrooms. Hudson emphasizes creating a more inclusive environment through extracurricular activities such as Diversity Club and school-wide celebrations like Rainbow Day.

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

Reconciliation remains a focus throughout the school community reconciliation through our land acknowledgements, learning and unlearning through an indigenous lens, land-based learning field studies, and various presentations throughout the year. Most importantly there is meaningful integration of Indigenous learning into the school day such as visits to Camosun Bog, playing Indigenous math games, and hands-on learning workshops with elders.

Our focus of continuing to embed the First Peoples Principles of Learning into all areas of teaching has improved numeracy by:

- Maintaining shared ownership and mutual respect;
- Creating learning environments where Indigenous students are safe and respected;
- Honouring the people, traditional territories and teaching of the Musqueam, Squamish and Tsleil Waututh peoples and those students, families and community members who are First Nations, Metis, or Inuit;
- Working collaboratively with Indigenous artists to create three art pieces that reflect the story and land that Hudson Elementary sits upon.
- Acknowledging the traditional teachings of the Elders and the intrinsic value of Indigenous cultures and beliefs.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to use the data from communicating student learning written updates (report cards), the MDI survey, EDI survey, and the Student Learning Survey so staff can track progress in all areas. This will also help ensure that we are responding and embedding the First Peoples' Principles of Learning effectively. We anticipate that change will be gradual and challenging at times, as we are shifting traditional ways of thinking about numeracy to include a greater connection with the curriculum.

We will continue to make use of survey data (Student Learning Surveys, Middle Years Development Instrument, BC Adolescent Health Survey, etc.), student focus groups and anecdotal reports to monitor our progress. We have established baselines for improving student achievement in literacy and numeracy with our various assessment tools and can gauge progress from there over the next 2-3 years to look at the learner through a holistic lens.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

Our school enrolled approximately 520 students for the 2024-25 school year. Twenty-seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our ELL students. Jamieson is a diverse and vibrant community of learners with 46% of our students speaking a language other than English at home. In our school, 5% of our students are students with diverse abilities and have a Ministry designation.

Jamieson is home to an award-winning Strings Program, which has received consecutive accolades from the CBC Canadian Music Challenge dating back to 2016, most recently placing second in November 2024. Strings are provided through our school prep schedule to Grade Four - Seven students. Approximately 293 Jamieson students participate in the program.

Jamieson has a staff of 53 who are committed to fostering a safe and caring environment for our students. They are dedicated to supporting student academic growth and achievement and overall wellbeing. Our school resource teachers work collaboratively with classroom teachers to support student learning needs. In addition, Jamieson staff are committed to working with parents as partners in education and connect regularly, both formally and informally, to support student learning and growth.

Jamieson offers a range of sports and extracurricular activities. This year, we have Junior and Senior Basketball, Badminton, Cross Country, Volleyball, Soccer, Track and Field and chess. We also have other activities focused on social responsibility and leadership, including the Jamieson Playground Buddies (intermediate student helpers), Library Monitors, Student Announcers, Lunch Buddies (intermediate student helpers) and School Safety Patrol (crosswalk).

Jamieson has a strong and actively engaged Parent Advisory Council (PAC). Many parents volunteer to support a variety of activities such as field trips, our hot lunch program, and other special events at our school. In the past year, the PAC has funded the purchase of a laptop Cart and an Ipad cart. The PAC runs a hot lunch program three days a week to raise funds to support programs offered at the school.

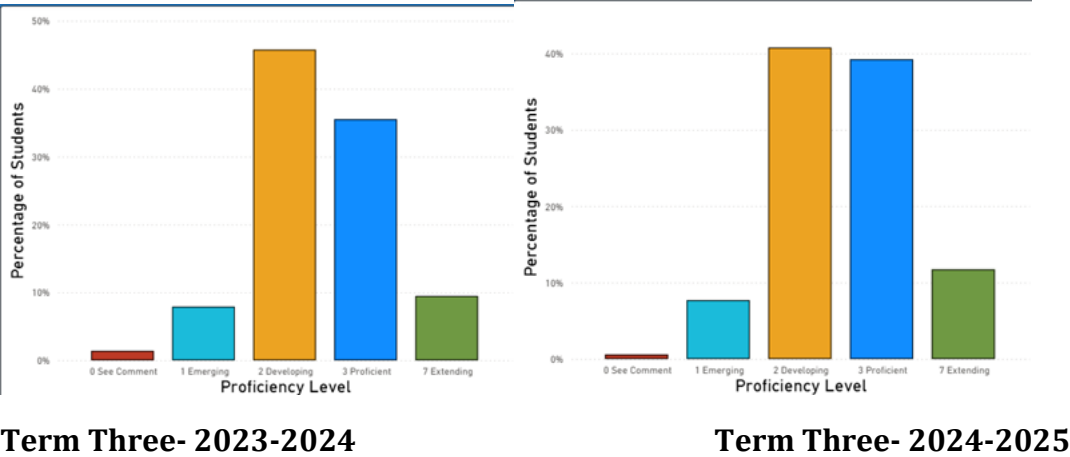
The Jamieson School Code of Conduct is based on Respect: Respect for Self, Respect for Others, Respect for the Community. Our code of conduct is embedded into our school planning, school culture and school activities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

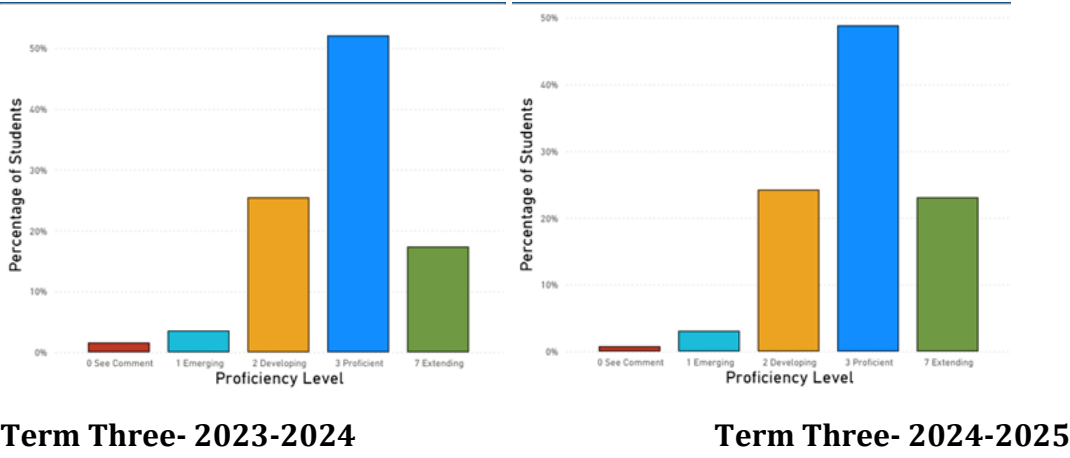
Throughout the 2024/2025 school year, Jamieson staff reviewed and considered data from a variety of sources for information about the students in our community including: assessment data (report card, Foundation Skills Assessments, DESSA- mini), provincial survey data (Middle-years Development Instrument (MDI), Early- years Development Instrument, (EDI), Student Learning Surveys (SLS) demographic data (enrollment, attendance), and anecdotal observations (students, staff and parents).

Students at Jamieson are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic success. Report card data (below) for the school shows that more students have achieved a proficient and extending level in Language Arts and Math at the end of this year than last year.

Report Card Data-
English Language Arts



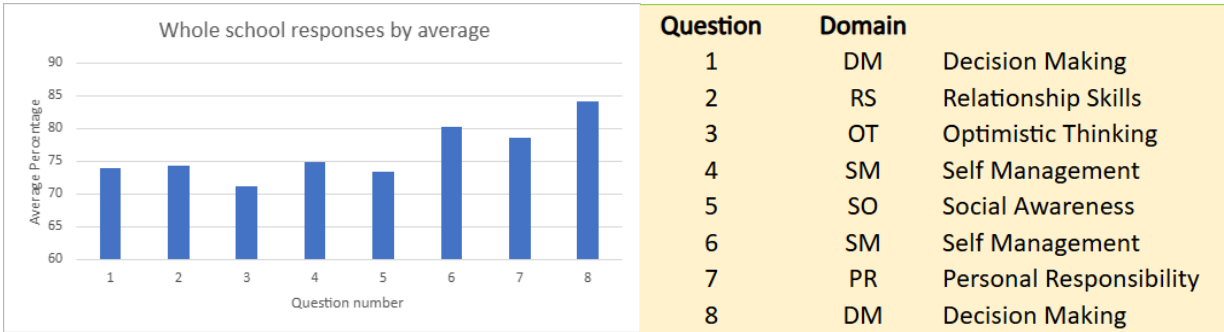
Math



Student voice, from student learning surveys (grades four and seven) and the Middle Years Development Instrument (MDI) show that the learners at Jamieson feel safe at school, feel cared for by adults in the school and have a sense of belonging. They identify that they need support to reduce stress and anxiety at school and want to develop the skills of critical thinking, time management, conflict resolution, and self-advocacy.

The results of the DESSA- mini, (below) which all staff completed for their students, grades one - seven, showed the same areas for growth for their students across the school. Following the completion of the survey, staff identified the domains of optimistic thinking, decision making and social awareness as the areas on which to focus their teaching.

DESSA-mini-Results- January 2025 Grades 1-7



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

The school goals have been selected to address the three aspects of the Vancouver School District Education Plan.

Literacy- Considering that 46% of our learners speak a language other than English in their home, our students make good progress in Language Arts. As a whole school, 51% of our students achieved proficient or extending for Language Arts, with 84% of our Grade Seven students achieving proficient or extending in this subject. We will continue to strengthen student achievement in literacy by using assessment data to inform targeted instruction and differentiated support. The adoption of the University of Florida Literacy Institute (UFLI) program across the Primary grades is an example of successful collaboration of teachers implementing evidence-based strategies to support all learners in developing foundational and advanced reading skills. The program is being expanded to meet the needs of some learners in the Intermediate grades who are new to English or who need additional time to consolidate their foundational Literacy skills.

Numeracy- Jamieson students make good progress in Numeracy. Approximately 71% of our students across the school were assessed as being at a proficient or extending level with this

number rising to 87.5% for our Grade Seven students. Several Grade Seven students will be starting the Grade Nine Math curriculum at the start of High School in September. With approximately 46% of our learners being English Language Learners, teachers report that solving word problems in Math present challenges to these students, especially those who are emerging English Language Learners. We will ensure that there is an explicit focus on the 'language' of Math in the teaching of the curriculum. Our Resource team has also been focusing on skill building in Math- working with small groups of learners to ensure they have the foundational skills necessary for Intermediate Math.

Physical and Mental Well-Being- To support the physical and mental well-being of all students, staff embed social-emotional learning into daily classroom practice such as morning check-ins and circle time, with a focus on the domains identified through the DESSA-mini: optimistic thinking, decision-making, and social awareness. Staff implement proactive strategies to help students manage stress and anxiety, including mindfulness practices, movement breaks, and access to calming spaces. Through intentional instruction and modeling, students will develop the skills needed to navigate challenges, build resilience, and maintain a healthy balance between academic and emotional demands. In monthly assemblies and in Morning Announcements, successes are shared and celebrated. Physical activities such as our popular Track and Field program, cross-country, soccer, volleyball, badminton, and basketball. After school programming has been expanded to include physical activity for younger students, such as a tennis program and Active Kids.

Belonging- Jamieson will foster a deeper sense of belonging and connectedness by continuing to work on creating inclusive, respectful, and culturally responsive learning environments where every student feels seen, heard, and valued. Drawing on student voice from the MDI and Student Learning Surveys, staff will prioritize relationship-building and student agency, ensuring that learners have opportunities to express themselves, collaborate meaningfully, and contribute to the school community. This year student initiated and student-led clubs, sponsored by staff have included a Chess Club, a Comic Drawing Club, a French Club, a Drama Club and a Gay Straight Alliance Club. We have also had outside organizations provide dance programming, STEAM programs and Internet Safety programs.

Every student at Jamieson is given the opportunity to perform, to share and celebrate their talents both as individuals and as part of a group. We have the Strings and Primary music concerts at the end of the first and third terms and enrichment opportunities offered by the school include the advanced strings orchestra and the STEAM Destination Imagination program, in which the school has experienced success at a Provincial level for the past several years. Parents have supported the organization of a junior choir, and we have an annual Talent Show in which students share their creative passions.

There are opportunities for students to become more empathetic, caring, and knowledgeable citizens through student leadership, service to the community, and volunteering. Almost all Intermediate students participate in at least one of the following activities: the Spirit Team, the Grade Seven Graduation Committee, Assembly leaders, PA Announcers, Safety Patrol, Playground Buddies, Library Monitors and Lunch Buddies. Several classes lead a successful sock and glove drive for charity every November.

Improve equity

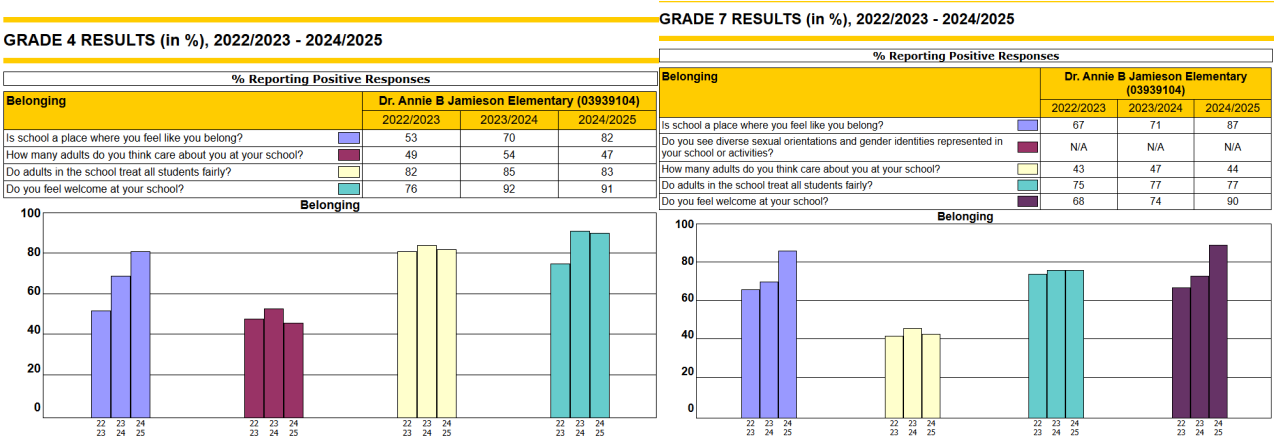
At Jamieson Elementary, equity is a fundamental principle that guides our educational approach. It means ensuring that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English Language Learner, has a Ministry designation, or comes from a diverse cultural background, we provide targeted assistance to help them succeed.

Staff participate in Professional Development to improve understanding of diversity, equity, and inclusion. With the support of District staff and professional development opportunities, we are working to build our knowledge and capacity to support students with diverse abilities to be successful.

In themed student- led monthly assemblies, morning announcements, newsletters and special events such as the Pride Parade and National Indigenous Peoples Day gathering, we celebrate diversity, promote understanding, and incorporate students’ cultural backgrounds into the curriculum. By doing so, we honour their identities and create a positive learning atmosphere. We allocate resources fairly and strategically. This includes access to technology, learning materials, field trips, extracurricular activities, and support services. Through our connections and knowledge of families, we actively seek out opportunities to bridge any gaps.

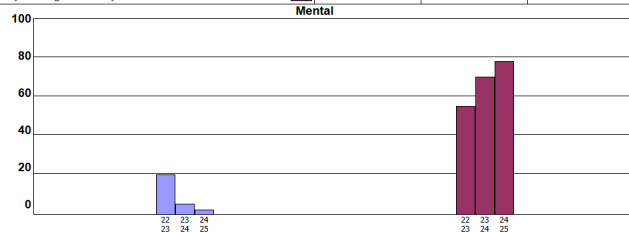
This year, staff are evaluating the social emotional learning (SEL) programs being taught. We are working towards developing a program that is up-to-date, research-based, and equity-focused to ensure that all students receive the support they need, as identified by our data sources. By emphasizing equity, the program will address the diverse backgrounds and experiences of students, ensuring that every child feels valued and included. Teachers and staff are receiving ongoing professional development from District staff to stay current with best practices and to implement strategies that promote self-awareness, self-regulation, social skills, empathy, and responsible decision-making. This intentional and comprehensive approach will not only enhance academic performance but also foster a positive, inclusive school environment where every student can thrive.

Results for both Grade Four and Grade Seven students from the Student Learning Surveys for the past three years show that students report an increased sense of belonging in the school and reduced levels of stress and anxiety.



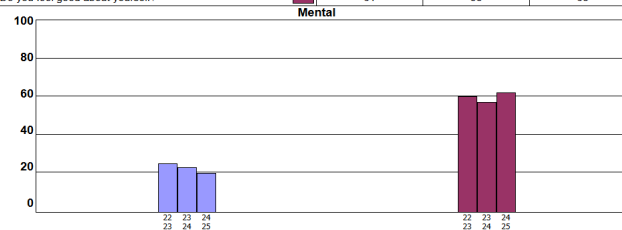
GRADE 4 RESULTS (in %), 2022/2023 - 2024/2025

% Reporting Positive Responses			
Dr. Annie B Jamieson Elementary (03939104)			
	2022/2023	2023/2024	2024/2025
Does school make you feel stressed or anxious?*	21	***	***
Do you feel good about yourself?	56	71	79



GRADE 7 RESULTS (in %), 2022/2023 - 2024/2025

% Reporting Positive Responses			
Dr. Annie B Jamieson Elementary (03939104)			
	2022/2023	2023/2024	2024/2025
Does school make you feel stressed or anxious?*	26	24	21
Do you feel good about yourself?	61	58	63

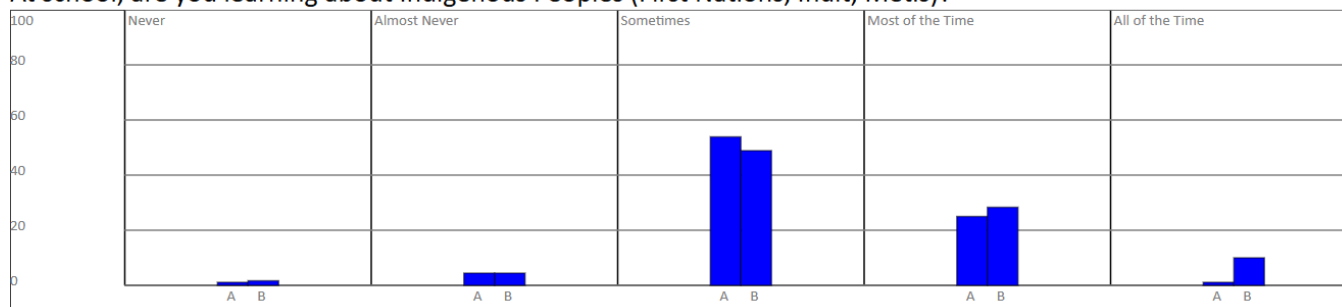


Continue on our journey of reconciliation with First Nations, Metis, and Inuit

The journey of reconciliation involves increasing knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. Although the Student Learning Survey responses from Grade Four and Grade Seven students (below) show an improvement from last year to the question, “are you learning about Indigenous Peoples (First Nations, Inuit and Métis)?”, we know that we must continue our ‘Reconcil-Action Journey’ with First Nations, Métis, and Inuit communities.

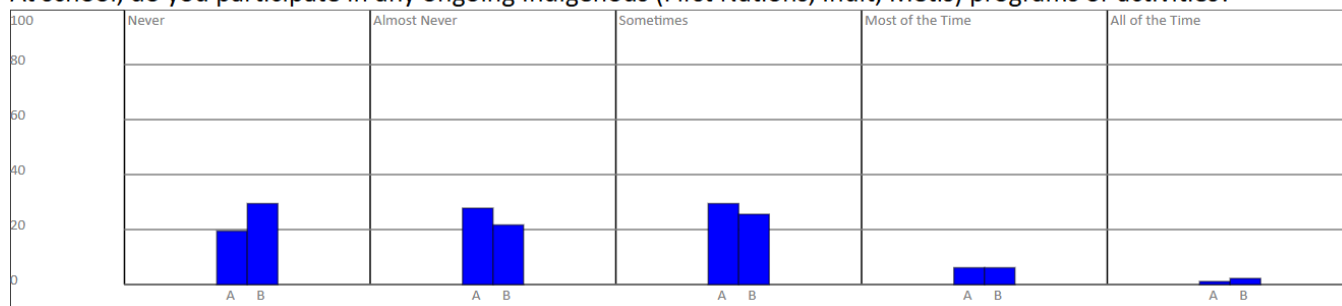
Grade Four- Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?



Grade Seven- Student Learning Survey

At school, do you participate in any ongoing Indigenous (First Nations, Inuit, Metis) programs or activities?



A= Jamieson student response

B = District student response

We begin our daily announcements and assemblies by acknowledging the traditional territories. The staff and students stand and sing the Chief Dan George song, accompanied by Indigenous drums and rattles made by our students. Staff were privileged to make an Indigenous drum, and we held a Drum Awakening ceremony for staff members on another professional development day.

There have been many cultural opportunities and activities with an Indigenous focus this year at Jamieson. These include a presentation by Dawn Marsden, a 'Mars One' candidate and an Indigenous member of the Mississaugas of Scugog Island First Nation. She gave students in Grades Five- Seven, a Science and Space presentation on applied astronautics.

All students had the opportunity to experience animal pelts such as polar bear, wolf, otter, buffalo, and turtle shell. Students could touch and feel the pelts and ask questions about them, offering a unique experience. There has been an increase in Indigenous presence in the display cases and with Library books that are filled with stories and information to accompany the displays, which students can take out for home and school use.

In the Spring, 1000-year-old Navajo tobacco seeds that were gifted to us, were planted in our school garden. The purpose of this tobacco is to decolonize the true purpose of tobacco that originated with the Indigenous Peoples of North America.

Interior Salish Elder, Gerry Sheena, visited the school to carve a 6' x 2' red cedar plank in a four-salmon motif. Families and the community also came to witness this excellent event. Gerry's carving holds the Reconciliation Blanket gifted by Musqueam weaver Debra Sparrow, on the wall at the front office.

The Indigenous dance group "Visions of Turtle Island" performed different Indigenous dances for all students. They shared stories and videos, creating an excellent event that the children truly enjoyed.

For the Indigenous Day celebration in June, we had Elder Latash Keanon from the Musqueam Nation open the day with good words and traditional Indigenous stories for all the children. Two classes sang Welala's Honour Song, named 'Wen Day Ya Ho,' to honour the day and staff and students accompanied them with their drums. Next year, we will continue to provide cultural activities and opportunities for our students. Our goal is to embed the practices that we have started this year, such as drumming, singing and ceremony and to continue with the explicit connections to the First Peoples' Principles of Learning.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor the student results in academic achievement through report card data, FSA results, School Based Team discussions, EDI, MDI, DESSA- mini, Grade Wide Writes and the Student Learning Surveys.

To monitor our journey towards equity and greater Indigenous understanding, we will continue to use Student Learning surveys and workshops as a forum to listen and provide students with a forum to share their thoughts, opinions and experiences.

Continued monitoring of school climate and interactions between students, staff, and parents offers realistic and authentic indicators of success, and reflects staff, student and parent voices. When there is positive energy in the building, and a willingness and excitement to be involved, it is a signal that we are on the right track. Staff engagement and discussions about equity, demonstrated applications of the First Peoples Principles of Learning in class activities, displays and learning overviews, as well as in staff meetings and informal discussions are an important way to track progress in this area.

These conversations are also a natural way to readjust our approaches by monitoring small successes and struggles. Readjustments can also take place when we receive formal results from formal testing, and this will be done by staff discussions through staff meetings and informal conversations.

2024-2025 School Learning Plan

SCHOOL STORY

John Oliver Secondary School catchment area falls in the South Vancouver-Fraser area of Vancouver. The school runs along 41st Avenue East and Fraser Street with the catchment extending south to the Fraser River, West to Main Street and East to Knight Street. The catchment is primarily single family residential, multidwelling apartments along with retail stores along the main arteries. John Oliver Secondary's diverse population is approximately 965 students, representing over 35 home languages being spoken. Over 65% of the population reports speaking a language other than English at home with Tagalog and Punjabi being the greatest percentages. Indigenous students comprise four percent of the school population. John Oliver students span the spectrum of academic abilities from gifted learners to those with learning challenges. Approximately eighteen percent of students are supported by Individual Education Plans. John Oliver offers a strong, comprehensive curricular program designed to satisfy university, trades and college entrance and prepare students for success in their chosen career trajectory. The school's strong academic focus is complemented with visual and performing arts, technical, and technological programs. Our Technical Education program is one of the largest programs in the province for mechanics, metalwork, woodworking, and robotics where many students continue into post-secondary opportunities. Our growing Music program features our Jazz Band/Choir the 24 Carats ensemble and our Culinary Arts program provides students with the opportunity to learn industry standard skills.

John Oliver secondary also hosts numerous District Programs including six unique special education programs from Life Skills to a Learning Support Program. These district special education programs provide small supportive classes and/or support for students without any designations to those with complex learning profiles. Depending on the program, the support provided focuses on building organizational and academic skills, to improving social, behavioral and communication skills. The last two district programs on site are the JO Digital Immersion Mini-School and the Take-A-Hike Alternative Program. The JO Digital Immersion Mini-School hosts a digital component which includes mentorship from technology professionals and courses with digital focus along with the traditional courses and enhancement activities found at other Mini-Schools. The Take-a-Hike Alternative Program is for students who thrive in a non-traditional classroom. The program focuses on all the academic courses while building self-confidence, motivation, and skills with weekly field trips and longer wilderness experiences. John Oliver secondary has an impressive offering of extra-curricular activities, including a strong athletics

program, and numerous clubs that celebrate cultural diversity, challenge the students' physical, intellectual, and creative abilities, and raise awareness of economic, social, and environmental issues, while offering opportunities for service and philanthropic work.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

This question was posed to the Staff as a whole and Department Heads on a subject/department basis and through student discussions and surveys. Overall, we found that our students are keen learners who have a genuine commitment to the school and the people within it. They have good relationships with each other and have a good tolerance for differences. Our students value family and the JO community, show empathy and are attempting to be advocates for themselves by talking about their difficulties and challenges with each other and with counsellors. They are multi-skilled and diverse with a range of ability levels but all striving to reach their maximum potential. John Oliver students continue to develop their core competencies, building on their classroom experiences with critical and creative thinking. They are developing and fine tuning their ability to reframe their strengths and weaknesses by building on what they do well and using it to learn what they do not do well. This is developing their confidence as they learn to communicate their successes.

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

Over the next three years (2024/2025/2026), by implementing Universal Design for Learning cross-curricular approaches, the school intended to show improvement in student achievement in Literacy and Numeracy across all learners. The improvement will be indicated in the number of students at or above proficient in the Numeracy 10 and Literacy 10 and 12 Provincial assessments. Our 2024 and 2025 assessment data indicates a slight improvement in literacy and numeracy achievement.

Translating ideas and programs into classroom and curriculum change isn't it challenge for administrators and teachers. To implement UDL innovations in the classroom and in curriculum we have used flexible collaboration time, staff reading groups, coordinated staff professional development, and a research partnership with UBC faculty of education team. The research partnership emphasized digital multimodal composing to further universal designs for learning in the classroom. A teacher and student show and tell of digital multimedia work will be presented in September 2025.

In addition to the UDL focus, we have also concentrated on improving student physical and mental wellbeing, and belonging. Various acts of vandalism and anti-social behaviour occurred in the 2023-2024 school year both in the school and in our surrounding community. From September 2024 to April 2025 we focused on improving student connections to the school by working with student clubs and members of the local community. For example students from different communities worked together under the direction of the Filipina club to paint a series of murals to beautify the cafeteria response to these murals by students has been overwhelmingly positive and

affirming of their home communities and respect for John Oliver secondary. A second example can be found in outreach to and increased supervision at local businesses during lunch and FIT times. At local businesses students have observed close interaction between admin and business managers: Vandalism and antisocial behavior declined completely.

Impactful events in the community and globally required the school to focus on mental well-being and supports for students and teachers. Various partnerships with district and provincial counselling and psychological support services occurred. Limitations to the clinical model of service provision were noted; partnerships with local service providers and neighborhood houses helped address deficiencies of the individualised clinical model. This was also part of building belonging in the school and fostering a sense of pride in the school and community.

The tragedy that occurred in the evening required the school to focus on mental well-being and supports for students and teachers. Various partnerships with district and provincial counselling and psychological support services occurred. Limitations to the clinical model of service provision were noted; partnerships with local service providers and neighborhood houses helped address deficiencies of the individualised clinical model.

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

We have actively promoted cultural awareness, indigenous ways of knowing, and connection to self in order to further enhance equity and inclusion. We have monitored the Student Learning Survey for positive trends in questions related to cultural awareness. In addition we have included several indigenous focus activities in our semester turnaround program held at the end of January 2025. Other reconciliation work includes extensive focus in our LAC program on Coast Salish myth making and identity formation. This unit culminated in a 10 panel stained glass that will be displayed permanently in the school, along with student artist statements and a student multimedia documentary on their learning. A follow-up project included a carving unit done in collaboration with David Robinson.

In our digital mini program, reflection using First Nations ways of knowing occurred as part of the grade 12 Capstone and exit interview processes. This activity directly linked our learning about indigenous knowledge systems, and the emphasis on personal and social relationships that are constructed in place.

In our science department units within specific courses and our environmental science course focus on indigenous teachings and learnings and are oriented to helping students understand the relationships between people and the land we have settled on.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor and modify our goals we will be using data from various sources:

- We have seen a positive trend over three years for our Literacy 10 and 12 and our Numeracy 10 Provincial Assessments compared to our historical results and a comparison to the district and provincial averages.

- We continue to monitor achievement levels in Mathematics classes English classes as a base value for Numeracy and Literacy assessments.
- We surveyed our teachers to assess the impact of UDL strategies on building our students' competencies in all subject areas.
- We found positive trends in the Student Learning Survey on questions regarding equity and feelings of discrimination or bias. We are observing a trend towards increased experiences of equity in the school and classrooms and away from reported experiences of discrimination or bias.
- We observed positive trends in the Student Learning Survey on questions regarding learning about Indigenous Peoples and histories. While our focus is to build our successes over a three-year window, we have assessed and shifted strategies when needed.

2024-2025 School Learning Plan

SCHOOL STORY

Kerrisdale Elementary Annex is an early primary school for the English Program Kindergarten to Grade Two students in the Kerrisdale Elementary School catchment. The students and staff are fortunate to be learning and growing together at a school with a beautiful outdoor learning space, situated next to Malkin Park, that includes an expansive field, trees, a playground and a large under covered area. This outdoor space is used extensively to extend and enhance student and community learning. With deep gratitude and respect, *we 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)* and the students make this acknowledgement daily during our morning announcements.

The school currently has four divisions with eighty-six students in attendance. Forty nine percent of Kerrisdale Annex students are English Language Learners with Armenian, Cantonese, Indonesian, Japanese, Kurdish, Mandarin, Persian, Filipino, Spanish, Turkish, Vietnamese and English among the first languages spoken by our families. Less than ten percent of the students have a ministry designation.

Kerrisdale Annex provides a safe learning environment where all staff know the names of the students and work together with the children to create a sense of belonging that respects and nurtures the development of the whole child as outlined as a primary goal in the District's Education Plan. The staff work collaboratively to build strong foundations in literacy and numeracy, and this year they are also focused on strengthening the social emotional well-being of the students with a key focus on building a strong growth mindset in the students which will serve them well as lifelong learners. Emotional literacy is explicitly taught, and students are called on to support each other in creating a home away from home where all are happy to spend their days. Effective classroom literacy programs are supplemented with our Reading Recovery Program and our One-to-One Reading program which currently benefits 3 community volunteers. Opportunities for student leadership include daily announcers, MCs at assemblies and playground helpers. Opportunities for curricular and extracurricular enrichment are available and over a third of our student population were on the cross-county team and track and field team. The library is a hub of learning in the school and on Fridays the majority of the students and family volunteers participate in a maker club which builds on applied design skills. The school has a newly established choir which has performed at four school events this year.

Kerrisdale Annex is a tight knit community with actively involved families and a hard-working PAC that is striving to provide fun, entertaining opportunities to build further connections within and between Kerrisdale Main School and the Annex as families often straddle the two campuses. The staff at the Annex and Kerrisdale Main are committed to maintaining connections between the two campuses and this year we have weekly grade 6/7 buddy visits, and the two schools have applied for a grant to build on connections that will support the transition of our grade 2 students to the main school next year. Teachers at the two schools have participated in joint professional development and the schools share key events such as the Terry Fox Run, Lunar New Year Celebrations and Sports Day.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

All the students at Kerrisdale Annex can name more than one adult who believes in them and who they feel confident will support them when they need help. The students express that they are happy to be at school, show excitement for learning, and are generally eager to try new things such as sewing, weaving, dance, cross country, Maker Club and choir this year. Through our focused SEL goal this year, students are becoming better able to identify their feelings and are learning to identify what they can do to make amends when they have a disagreement with a friend.

SEL was chosen as the primary goal for Kerrisdale Annex for the 2023 -2024 school year as, since the pandemic, the staff noted that students were struggling to solve problems independently, accept responsibility for their actions, and lacked perseverance and resilience in the classroom and on the playground, resulting in more daily interventions and support from staff to work through issues after recess and lunch recess. The most current available results of the EDI (Early Development Instrument) from Wave 8 (2023) show that forty seven percent of kindergarten students in the Kerrisdale neighbourhood are considered vulnerable on one or more of the five scales of the EDI compared to the VSB average of under thirty four percent. Kerrisdale's vulnerability scores on four of the five EDI scales were higher than the VSB averages for vulnerable students including a significantly higher vulnerability on the Emotional Maturity scale (25.8 % of students listed as vulnerable compared to the district average of 16.3%). This data reinforces the need to help our students further develop their emotional intelligence and self-regulation skills through direct teaching. The school participated in the EDI again in winter 2025 and will use the resulting data to inform our SEL goal and teaching.

The administration of the Devereux Student Strengths Assessment (DESSA) at the school in Winter 2024 showed that thirty percent of students at Kerrisdale Annex had an overall score in their Social Emotional Learning (SEL) that was lower than the school average, and while the percentage of students in June 2025 whose average score was lower than the school average grew to 37%, the school average on the DESSA also increased significantly from an average score of 21.81/32 to a school average of 26.09 with only 19.8% of students scoring less than the winter 2024 average. This data highlights both the success of the direct teaching of SEL curriculum as well as the need to continue on with SEL as a focus in future years. Specifically, data from all divisions as well as from parent responses in June 2025 highlight a need to focus specifically on **social awareness**. We asked parents to voluntarily complete the DESSA for their child for the first

time in June 2025 and we look forward to continuing to include parent assessment of SEL to give us more fulsome data to work from when planning our teaching and learning going forward.

In fall 2024, teacher observations and parent comments pointed to a need to focus on building a growth mindset in our students. Being resilient and knowing and trusting that successful learners can often feel uncomfortable as a natural part of the learning process will help the children to take necessary risks in their learning. We worked to build a common language that speaks to the grit needed for learning and shared this language with families so they could encourage and support their children in using this language at home.

Kerrisdale Annex is a CELI (collaborative early literacy intervention) school that has spent many years focusing on the literacy skills of the learners. Early literacy intervention continues to be a shared focus, and the staff acknowledge the support and growth that the Reading Recovery program has provided for students. With approximately half of the students at the school this year being English Language Learners, early intervention and targeted, high yield literacy strategies and programs become even more important. The universal design classroom strategies as well as the targeted small group and individual teaching of literacy skills has allowed for continued growth and success in literacy at the Annex.

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

The Kerrisdale Annex staff continues to value the impact that early intervention strategies have on the literacy achievements of students. Staff will continue to support CELI with a specific focus on reflecting on our literacy delivery and support model to ensure that we continue to implement high impact, research and assessment driven practices when replacing Reading Recovery as part of our literacy model in 2026-2027. The staff works together to implement many of the strategies and resources that were shared with the school in the Responsive Literacy Framework Kit, and we hope to support each other in further implementation of the grade level strategies in the 2025-2026 school year.

Performance Scale assessments on June 2025 Summaries of Learning show that over 65% of students are either at the proficient or extending level in Language Arts. Approximately 35% of students are at the developing level, and 0% of students are listed as emerging. Based on the last 4 years of data shared with families, literacy achievements are quite steady at the Annex with less than 10% students at the Emergent level in any grade and approximately 60%* of students at the proficient or extending level in any grade. The staff see literacy as the primary focus in the school and have identified a goal of developing a collaborative, strategic model for implementing best practices through professional development in the 2025-2026 school year.

Performance scale assessments for the 2023-2024 and the 2024-2025 school years also highlight that students are making steady growth in Numeracy. In the 2023-2024 school year, those students assessed at the emergent level in numeracy decreased by 50% from term 1 to term 3. In 2024-2025, the number of students assessed as emergent decreased by 100%, going down to 0% by the June 2024 Summary of Learning. At the other end of the performance scale, the data results

were also positive. In the 2023-2024 and 2024-2025 school years, students assessed as extending went up approximately 10% by term 3.

To address the social emotional needs of the students, teachers are implementing Second Step, Zones, The Little Spot Program, Circles, and a school wide positive behaviour support program that focuses on highlighting examples of kindness, growth mindset, teamwork and SEL skills with a different focus each month. The staff are working to create a common language to use with the students so that SEL skills can be transferred more easily. Specifically, the staff will continue to focus on ways to boost our mental strength and growth mindset. They will provide ample opportunities for students to try and reflect on new skills and activities and will speak deliberately and directly with students about the complex feelings and accomplishments that come with taking risks and persevering. Assessment used will ensure that success will be measured on the process as much as the product. Staff will also provide direct teaching in social awareness as this was identified as needed through our DESSA assessment in June 2025. Active listening, personal goal setting and reflection, clear communication, problem solving, recognizing and expressing emotions and ways to balance taking care of ourselves with taking care of others, will be some of the monthly topics explored.

Improve equity

The school staff and PAC have found and continue to look for ways to ensure that all students receive what they need to be the best learners they can be, thus supporting another key focus of the District Education Plan: Equity for all learners. Whether student need direct instruction, small, targeted learning groups, one-on-one teaching, extracurricular activities to promote balanced learning and an active lifestyle, or healthy food support, the school strives to offer every child a robust learning experience in an environment where they feel a sense of belonging and value.

In the 2024-2025 school year Kerrisdale Annex continued to have reading recovery and CELI groups to support our highest need literacy learners. Universal design practices, as well as guided reading groups, one-to-one reading volunteers (3 volunteers working with a total of 15 students in the 2024-2025 school year) and targeted resource groups are also ways that we ensure that all students are supported at their instructional level with regards to literacy. Proficiency scale ratings on learning updates show that our literacy initiatives allow all of our students to experience growth with 2023 data showing that the percentage of students assessed as emergent in literacy decreased by 50% from term 1 to term 3 while those assessed as extending also increased. 2024 term 1 and term 3 data comparison tells an even more positive story with those students identified as emergent in literacy decreasing by 100% between term 1 and term 3 and those assessed as extending increasing to 20% of the population in the same time frame. We have also established a choir at the school to ensure that all students receive music instruction along with visual arts instruction. Our Maker club enables all interested students to have a strong voice in their learning pursuits as they participate in ADST challenges outside of class instructional time.

To meet the needs of growing bodies, hot lunch is available to all families either as a pay for use program or through the district hot lunch program. PAC hosted a Winter sale which used family donated items to allow students to purchase gifts for loved ones with all proceeds going towards subsidies for the pay for use hot lunch program and the food bank. Non-perishable food was also collected in December and distributed to families to support them through winter break. At our PAC AGM, it was noted that with the introduction of the district hot lunch program, requests for

PAC financial support with the pay for use food program have dropped significantly, allowing the PAC to redirect funds earmarked for food security support to other PAC initiatives.

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

The Kerrisdale staff explicitly teaches students about reconciliation and Indigenous ways of knowing, learning and being with each other using picture books and other resources written by and representative of Indigenous people. In Spring of 2025 we used the majority of our learning resource budget to purchase the Strong Readers Leveled books as well as the Cedar School Decodable Books from Strong Nations to ensure that the books that we use daily for guided reading, conferencing and targeted intervention also allow our students to be immersed in Indigenous ways of knowing. Daily, the stories will teach our students through land-based education and will ensure that the students see Indigenous learners in literature along with images that represent the vast cultures and identities that make up our diverse population.

Most prevalent in our daily practices towards reconciliation, students continue to practice being in circle together to plan activities, set norms and goals for working together, and to work through problems/conflict. Along with reflecting on what each person can do for themselves to help them learn, we have also spent time in Circle, discussing how we can support each other on our learning journeys. Since adopting restorative circle practices to address playground conflicts, both in the moment with those directly involved and as larger circles to garner student input and review strategies, our referrals of playground incidents to the office have gone down almost 100% in the last two years with supervision aides and support staff feeling comfortable supporting students through the process on the playground as needed. As part of an effort to understand the impact of the restorative practices, a focus group was created to gather feedback from students. One participant shared the following reflection: having courage and a growth mindset “keeps me safe, because if I have the courage to be honest and share what happened, I won’t get in trouble. I will get help in figuring out how to fix things, so everyone is safe and happy.”

The students have also been using Northwest Coastal descriptors of local animal traits and qualities in their own self-assessments. Students share that they find it helpful to compare themselves to local animals when describing their own personal strengths and areas for growth in their learning journey.

The students make a land acknowledgement to start each day through morning announcements as well as at all assemblies. In the 2025-2026 school year, we plan to have each class personalize the land acknowledgement to include their growing understanding of the meaning behind this process and their understanding of the value of the land in their personal lives and learning.

The staff have begun discussions and planning to work with Musqueam elders or knowledge keepers to help learn more about the history of the land on which the school is built and the traditional plants and animals that inhabit the land with us. It is hoped that in learning more from Musqueam knowledge keepers we can work to translate our school motto from Latin into *hən̓q̓əmi̓nəm* and to consider having the motto have a more community centered focus that honors the land and promotes stewardship of the land (currently the motto is, ‘Nihil Nisi Optimum’ which translates to, ‘Nothing but the Best’).

In continuing our work with Reconciliation, our goal for the 2025-2026 school year is to further implement regular routines, such as using circle, that help us to benefit from Indigenous ways of knowing and growing.

HOW WILL WE KNOW WE'RE ON TRACK?

With regards to literacy and equity, we will continue to track the progress of our learners, with a key focus on our high-need learners, to ensure that all students experience growth and success with their reading, writing, and oral language. We will use learning updates, reading recovery and CELI group data as well as reading assessments and school wide writes with collaborative marking to track progress.

We will know that we have made further progress with our SEL goal when the students can consistently name their feelings and use a common language and process to work through disagreements, solve small problems independently, and approach learning challenges with an open and resilient mindset and a tool kit of strategies to use to connect with others, set goals and reflect on experiences. We will also use interval administrations of the DESSA and EDI results to track progress over time. With our focus on building learners with growth mindsets, we will continue to use observations, student and parent surveys and student and parent focus groups to track our progress.

In working towards learning more about the history of the lands that we live on and how to be good stewards of the land, we plan to complete projects and art installations that showcase student learning. Ultimately, the collaboratively reworked school motto will encapsulate the community's learning.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Kerrisdale Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Physically, the school building is situated on the traditional, ancestral, and unceded lands of the x^wməθk^wəyá m (Musqueam Nation).

It is a multi-program school comprised of an English, French Immersion, and District French Immersion Multi-Age Cluster Class (MACC) Program. The mainstream English program encompasses Grades 3-7 and complements the Kerrisdale Annex K-2 program. The French Immersion program incorporates Grades K to 7. The FI MACC is a District program for high ability learners in Grades 6 and 7 this year.

The current population of the main school is made up of an enrollment of 450 students and 39 school-based staff members. With PAC-funded playgrounds, outdoor classroom space, and community gardens, there are many opportunities for students to be a part of the school community and to engage in dynamic learning. The school itself and our large school grounds allow students to engage in diverse activities as individual classes, multi-class groupings, and free play.

Our school motto, Nihil Nisi Optimum (“Nothing but the Best”), and ‘Is it kind? Is it safe? Is it fair?’, guide the students to develop both personally and as part of the greater community. Students are encouraged to reflect on their personal mission and set individual, academic, and social goals. This is enacted through student engagement in community-based activities such as class buddies, volunteering, leadership, extra- curricular activities, and fundraising initiatives.

We celebrate our learning through individual class, multi-class, and whole school events and activities which include performances, assemblies, fairs and exhibits, theme days, and collaborative events. This year the whole school participated in the ‘Steam of Dreams’ project in April, and we have had a focus on the seas, with a presentation by OceanWise in December and another one in February on ‘From Street to Sea’. This fall the school also participated in the Soft Plastic challenge 2.0 to collect soft plastics and stop them from entering our oceans. The goal we are working towards is to collect 1000 kilograms, the same weight as a whale. In the Spring the upper Intermediate classes participated in Ocean Ambassadors.

Students are encouraged to participate in leadership initiatives through such engagements as Student Council and to maintain and develop a voice for students in the community by becoming involved in the initiation, planning, and creation of activities and events. The community is also supported by a very engaged PAC which helps to support students, staff, and the greater community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Kerrisdale is a diverse and vibrant community of learners with almost 40% of our students speaking a language other than English at home, and 10% of the school being in the first stages of English acquisition. Mandarin Chinese is the most predominant first language of our English Language Learners (ELL). In our school, 10% of our students are diverse learners with a Ministry designation. This information combines demographic data from all of our programs – namely, mainstream English, District Choice French Immersion, and District French Immersion MACC class.

We have an experienced team of educators who work with students from both mainstream English and French Immersion programs. Through close collaboration between classroom teachers, resource teachers, and Student and School Support Workers (SSAs), our learning team helps to identify and work with all students, especially those who need additional academic, social-emotional, and behavioural support. Extra support is given to identified young French Immersion students who are struggling with reading through the French Reading Recovery program and small group instruction led by the French Immersion Resource Teacher.

Students at Kerrisdale are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic and social success. Report card data shows that they possess a growth mindset, are academically strong, motivated, and work hard to achieve high academic performance. Anecdotal evidence is that they are respectful to their teachers and peers, kind-hearted, and interact positively with others, displaying good interpersonal skills. Student voice, from the student learning surveys (grades 4 and 7) and the Middle Years Development Instrument (MDI) show that the learners at Kerrisdale continue to work on digital literacy, critical thinking, time management, prioritizing, conflict resolution, and creativity. Students also continue to learn strategies to solve problems, to focus during class time, and to be accepting and patient of those students who have diverse needs and learning challenges.

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

Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge and phonemic awareness, which can support student's overall academic growth and their communication skills outside of school. Development of vocabulary and phonemic awareness in French is also a goal for our French Immersion students as they learn an additional language. Examination of the demonstration of student through the indicated proficiency levels for English Language Arts for both the English stream (grades 3-7) and the

French Immersion stream (grades 4-7) in the Term 1 CSL reports compared to the Term 3 CSL reports show the following trends:

There was a notable improvement in students' performance in English Language Arts. The number of students at the Proficient level increased from 138 in Term 1 to 149 in Term 3, indicating enhanced mastery of this subject area. Concurrently, the Developing level saw a significant decrease from 133 to 109 students, suggesting that many students progressed to higher proficiency levels. Additionally, the Extending level experienced a substantial rise from 23 to 43 students, reflecting a deeper understanding of the concepts. The Emerging level also decreased from 17, showing that those with initial understanding moved up to higher performance levels.

Overall, the comparison indicates positive progress in students' performance in English Language Arts from Term 1 to Term 3. The increase in Proficient and Extending levels, coupled with the decrease in Developing and Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge and phonemic awareness, which can support student's overall academic growth and their communication skills outside of school. Development of vocabulary and phonemic awareness in French is also a goal for our French Immersion students as they learn an additional language. Examination of the demonstration of student through the indicated proficiency levels for English Language Arts for both the English stream (grades 3-7) and the French Immersion stream (grades 4-7) in the Term 1 CSL reports compared to the Term 3 CSL reports show the following trends:

When looking at the data for just French Immersion Language Arts in grades Kindergarten to grade 7, there is a clear improvement in the French Immersion Language Arts performance from Term 1 to Term 3 across all grades as well. In Term 1, the majority of students were in the Developing level (101 students), followed by the Proficient level (124 students), with fewer students in the Emerging (18 students) and Extending (21 students) levels. By Term 3, there was a significant increase in the number of students achieving Proficient (135 students) and Extending (37 students) levels, while the number of students in the Emerging level decreased to fewer than 10. This indicates a positive trend in student performance, with more students moving towards higher proficiency levels as the year progressed.

Improve equity

At Kerrisdale, we strive to ensure that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. We recognize that each student is unique. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English language learner, has special needs, or comes from a different cultural background, we provide targeted assistance to help them succeed.

We allocate resources fairly and strategically. This includes access to technology, learning materials, extracurricular activities, and support services. All students have equitable access to field trips and school experiences.

The administration and Resource Team meet with District staff (e.g., school psychologist, speech and language pathologist, school counsellor and District Resource Teachers) several times a year

and using the Response to Intervention Triangle, review how resources are allocated as students learn, change and grow over the school year.

Our educators engage in culturally responsive teaching practices. Staff participate in Professional Development to improve understanding of diversity, equity and inclusion. Our goal is to ensure that every learner has an equal chance to succeed academically and thrive personally.

From our CSL data we can conclude the following:

- **Emerging Level:** The number of students in the Emerging category decreased in both English and French Immersion (FI) from Term 1 to Term 3. Notably, there were no students in the Emerging category for FI in Term 3.
- **Developing Level:** The number of students in the Developing category also decreased in both English and FI from Term 1 to Term 3. The decrease was more significant in FI, with fewer than 10 students in the Developing category in Term 3.

This comparison indicates that students in both English and FI showed progress over the terms, with a notable reduction in the number of students in the Emerging and Developing categories, especially in FI. This suggests that students in FI have made significant strides in their understanding and mastery of the subject, however, it also shows that those students who are ELL in English have also made significant progress in their English language development.

As a resource team, we will continue to provide targeted support to students who are English Language Learners (ELL) and/or students requiring resource support through direct small group instruction and push-in support within the classroom. With new members joining our resource team next year, we will focus on professional development and standardizing assessment practices across the school (e.g., grade-wide writing assessments, reading assessments) to further enhance student literacy skills.

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

Our school is committed to support and enhance understanding of Indigenous worldview and knowledge. Students and staff have been engaged in various activities to increase empathy and awareness of Indigenous histories and cultures.

We are very proud that place-based learning has been our school's learning plan for the past few years. We continue to further explore how to engage learners in better understanding the diversity of our local heritage, cultures, and environment. We continue to strive to strengthen traditional ties with our Annex and expand new ties with the community and the Musqueam people. Our students will continue to be encouraged to develop their citizenship and stewardship within their school, city, province, country, and environment.

According to the Ministry of Education and Childcare Student Learning Surveys, a significant portion of students are learning about Indigenous Peoples and local First Nations at school. Among Grade 4 students, 38% reported learning about Indigenous Peoples sometimes, while 62% said they learn about them most of the time or always. For Grade 7 students, 41% indicated learning about Indigenous Peoples sometimes, and 44% said most of the time or all of the time. When asked about learning specifically about local First Nations, 40% of Grade 7 students said sometimes, and 38% said most of the time or all of the time. In comparison, 44% of Grade 4 students reported learning about local First Nations sometimes, and 53% said most of the time or

all of the time. This reveals that a majority of our Grade 4 and Grade 7 students are learning about Indigenous Peoples and local First Nations at school, with higher percentages reporting frequent exposure to these topics. This does not mean that we do not have more to do as a school, and we are committed to looking at whole school and grade specific reconciliation activities, in and outside the classroom. One example for next year will be decolonizing our Code of Conduct

The staff has also been exploring the idea of focusing on the *National Truth and Reconciliation Commission's Calls to Action* and has made recommendations on how our school can support these actions. During the September Assembly, some Grade 7 students researched and presented selected *Calls to Action* to the school. Additionally, one *Call to Action* was shared each week during Tuesday announcements and at our staff committee meetings.

As a staff, we will continue to engage in on-going professional development which included Indigenous focus days both on and offsite, book clubs and collaborative discussions with regards to place based learning opportunities.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze various data sources, including Student Learning Surveys, MDI/EDI, FSA, and school-based surveys from parents, staff, and students. For our literacy goal, we will specifically examine student achievement data such as the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports to determine if there has been overall improvement in reading scores and communication skills. For our equity goal, we aim to ensure that all students feel they can better access the curriculum through more direct teaching of vocabulary and increased access to technology. Additionally, we aim to increase the number of students reporting that they are learning more about Indigenous cultures, languages, and history next year. We will also continue to incorporate the First Peoples Principles of Learning in our staff and classroom meetings and apply restorative justice practices when addressing conflicts between students.

For both the English stream and the French Immersion stream, we will be focusing on four main areas for next year:

- **Developing a stronger foundation in Oral French:** As a primary French Immersion team, we will address two key questions: What measurable outcomes do we wish to attain? What activities are necessary and sufficient to reach these outcomes?
- **Deepening Cultural Connection through Literature:** This involves using Francophone texts and engaging cultural activities such as Manie Musicale, films, cuisine, performances, and field studies to foster authentic connections to language and culture (French Immersion). Building community with shared values that will be emphasized by using literature that reflects the Indigenous seven sacred teachings to teach and practice values such as respect, wisdom, humility, bravery, honesty, love, and truth through various initiatives and activities (English).
- **Developing and Assessing Reading Comprehension:** Students' reading comprehension will be supported using research-based tools like RELI (lecture en

réseau) and Adrienne Gear's Reading Power strategies, which promote critical thinking and build literacy confidence in French and English.

- **Promoting Precise Language through Purposeful Grammar:** This includes applied grammar instruction tailored to student needs and formal language acquisition using tools like DELF-aligned tasks (French).

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm, Skwxwú7mesh Úxwumixw & səlilwətał.

In the heart of Vancouver's downtown West End, King George Secondary School is in the city's most densely populated and diverse community. Founded in 1914, the original King George building was situated at the corner of Burrard and Nelson. In 1963, the school was moved to our current location at Barclay and Denman, adjacent to the West End Community Centre. The original site is now home to the Wall Centre where there is a plaque on the grounds acknowledging the former building's site and history.

King George Secondary serves a diverse student body of approximately 650 students, with the majority coming from our Downtown Family of elementary schools, including Elsie Roy, Lord Roberts, Lord Roberts Annex, and Crosstown. As one of the most culturally diverse schools in the Vancouver School Board, over forty languages are spoken within our community. This diversity is a source of pride and strength, and we are committed to fostering a safe, inclusive, caring, and supportive environment for all students. Our dedicated team of 60 staff members work across a range of roles to support both students and families in meaningful and responsive ways.

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs, helping to foster a community of inclusivity amongst our students.

With a proud tradition and family feel to the school, King George hosts a variety of community building events to enhance a sense of belonging. Yearly events include the Terry Fox run, a spring drama production, musical performances, Math and Science competitions, and Fine Art projects in cooperation with the Vancouver Art Gallery.

King George works in cooperation with our numerous community partners and outside agencies, including the Community Schools Team (CST), the West End Community Centre (WECC), Vancouver Coastal Health (VCH), Gordon Neighbourhood House, School Aged Children and Youth (SACY), and our King George Alumni Association. We believe strongly that working closely with our community partners greatly enhances our school's culture and provides valuable opportunities for student success and well-being.

Our vision of success continues to include community learning, student engagement, critical thinking, lifelong learning, international-mindedness, development of communication skills, knowledge, passion and compassion. In short, our school community's purpose is to provide a positive, inclusive learning environment for all students.

King George does not offer any special programs within the building, and as such, the school has gone to great lengths to ensure that the diverse learning styles and needs of all our students are met and celebrated. Using a pedagogical and researched based approach referred to as Universal Design for Learning (UDL), the staff at King George have invested time, energy, and resources to develop a learning environment, where all students are successful, engaged in their learning and feel safe.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at King George have many strengths as learners, and our school community fosters a strong sense of connection among students, allowing them to feel a deep bond with both their peers and the school. This connection is further enhanced by the prevalence of multi-grade interactions, creating an inclusive environment where students of all ages are accepted and respected. Our student body comprises individuals from diverse socioeconomic backgrounds. We celebrate this diversity and believe it enriches the learning experience by fostering cultural understanding and promoting inclusivity. Diversity and inclusion are highly valued within our school, and students show willingness to advocate for themselves and others, making them exemplary members of our community. Interestingly, this strong sense of community has a profound impact on the students' choices, as they often decide to remain at our school despite being referred to other institutions for special programs.

One of the standout qualities of our students is their versatility, creativity, and innovation. They possess a remarkable ability to adapt to different situations and think outside the box, constantly coming up with fresh ideas and solutions. Their resilience shines through in the face of challenges, demonstrating a remarkable ability to bounce back and persevere. Moreover, our students are willing advocates for themselves, actively seeking opportunities to express their needs and assert their rights.

A strong emphasis on community is deeply ingrained within our students, as they exhibit a genuine concern for others and actively contribute to the betterment of their surroundings. This commitment to community is further reinforced by the diverse experiences our students bring with them, enriching the overall fabric of our school. In addition to being independent learners, our students are also receptive to feedback, always willing to listen and improve. Our students exhibit a remarkable level of maturity and confidence when engaging in conversations with adults, showcasing their ability to articulate their thoughts and ideas with poise and clarity.

At King George, we place a strong emphasis on developing the skills necessary for successful self-directed learners. We believe in providing opportunities for students to take ownership of their learning and actively engage in community service. This approach not only helps them develop a sense of responsibility but also cultivates personal accountability and time-management skills.

Particularly, we recognize the need to foster self-regulation in the use of personal electronics and social media. We provide guidance and support to help students develop a healthy balance in their digital lives, promoting responsible and mindful technology usage.

We strive to support our students in becoming active stakeholders in their own learning and fulfilling their academic commitments. We recognize the importance of fostering a sense of ownership and motivation within each student, enabling them to excel academically. We prioritize the development of perseverance and resilience among our students. We understand that facing challenges is an integral part of the learning process, and we equip our students with the necessary tools and mindset to overcome obstacles, learn from failures, and grow stronger.

We also prioritize the development of maturity in social relationships. Our goal is to create an inclusive and supportive environment that encourages students to engage in healthy interactions with their peers and staff. We believe that building strong interpersonal skills is crucial for their personal growth and future success. Additionally, we are committed to promoting mental health and overall wellness. We provide a nurturing environment that supports students' emotional well-being and helps them develop strategies to manage stress and cope with challenges effectively.

Overall, our program aims to create an educational environment that nurtures the holistic development of our students, empowering them to become responsible, self-directed learners who are well-prepared to navigate both academic and personal challenges. Information coming from the Newcomer Welcome Centre, psycho-educational testing and from counsellors indicates that students have a wide array of academic challenges. They include things such as: acquiring English competency, navigating secondary school as a neurodiverse learner and relating the curriculum to their own lives and future. Personal challenges that students experience are regularly connected to their mental health or socio-economic situations in their home and community, and are often visible as poor attendance and/or connectedness to the school and thus overall achievement. Staff and students identify that connected learners who can identify a staff member who supports them and sees them as an individual experience better outcomes at school.

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

King George Secondary is a school that captures not only the cultural diversity but also the neurodiversity and economic spectrum of the City of Vancouver. King George Secondary has between 15 and 18% of the school population identified with diverse learning needs and speaks more than forty languages in their homes.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Academic Strategies

UDL – Universal Design for Learning is essentially teaching to the diversity at King George. Instruction, activities and assessment meet the students where they are in their learning and provide opportunities for students to have multiple access points to access the curriculum and to demonstrate their learning. Additionally, using a UDL approach to engage students in their learning and expression of their learning.

RTI – Response to Intervention is used across the school, from the Pyramids of Intervention and how we deal with issues of discipline, to how students are supported by RISE classes. RTI will be used to schedule classes and support students in a new Math recovery model where two blocks of Learning Support Services are allocated to primarily support students in Junior Math (Grade 8 & 9) classes and Workplace Math 10 and Workplace Math 11 classes. Results in the Numeracy 10 Assessment have been identified as an area where there is room for growth and improvement.

Academic Pyramid of Intervention – Following the school-wide RTI model, a progressive set of flexible interventions have been shared for staff to work with students and families if academic concerns are observed.

Attendance Pyramid of Intervention – Following the school-wide RTI model, a progressive set of flexible interventions has been shared for staff to work with students and families if attendance concerns are observed.

Goal 2 – Improve equity

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Social Strategies

Anti-Racism – Recognition of a diverse community, celebrating the cultural differences and accepting students who have different backgrounds and beliefs. Students are supported by various multicultural workers, settlement workers, and Indigenous Enhancement Teacher and participate in activities and projects in classes and clubs to build their knowledge and competencies in this area.

Trauma-Informed – Staff support students and families by recognizing that some members of our community have experienced trauma. This means maintaining appropriate boundaries for students, while also offering flexibility and support to help them as learners and individuals.

Leadership and Community Connections – Connecting and involving students in their city and school community will be a priority. A newly developing Grade 8 Leadership Model will support Grade 8s in their transition to secondary school life. Students enrolled in Senior Leadership are taught foundational leadership skills and then allowed to follow individual leadership passions in the areas of athletics leadership, community leadership, peer tutoring.

The King George Catalyst Mini Program will begin a renewed focus on community connections and a leadership focus as it continues to provide enrichment and immersion opportunities for students.

Community School Team programming begins with building connections to the Grade 7 transition and building community among the downtown family of schools. CST has many community connections with the City of Vancouver & non-profit organizations in Vancouver. The Community School Team works to support students in building leadership experience as they transition away from secondary school.

King George Secondary has a growing and evolving number of ways for students to connect to the school and to individualize their learning through participation in clubs and teams. KG Athletics offers a diverse offering of athletics opportunities in all seasons of the school calendar. There are opportunities for students to participate recreationally and competitively in more than twenty teams. Clubs and councils at KG vary from year to year based on student interest, but usually include Student Council, Interact, SOGI club, and Green Team. We believe that students who are connected to the school through clubs, teams and service are more connected to the school, do better academically and share learning from their club with the rest of the student body.

Behaviour Pyramid of Intervention - Following the school-wide RTI, staff will take a progressive approach to issues of behaviour concern. They will align to the BC Core Competencies.

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

All students enrolled in English 11 complete First Peoples English 11, so students meet the Indigenous graduation requirements and learn about Indigenous history and lived experience through Indigenous authors and storytellers. Social Justice classes recognize Red Dress Day in May with a sidewalk display, posters around the school and shared classroom resources. Metis elder invited in to work with First Peoples English 11 classes, Textiles 9-12 classes and Physical and Health Education classes to share knowledge, beading and traditional games. Land acknowledgement is used at all staff gatherings, assemblies, announcements and Coast Salish anthem shared at School-Leaving Ceremonies.

HOW WILL WE KNOW WE'RE ON TRACK?

Throughout the year we will seek input from the community, parents/guardians, staff and students on how they observe if supports are successful. Some of the feedback will be data and others will be anecdotal.

Goal 1 – Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Action Items:

We will continue to discuss and seek feedback and observations from staff about our challenges and successes at staff meetings, Professional Development days and collaborative times throughout the year.

Review of academic results, such as report cards and failure lists

Review of school and district results of Numeracy 10, Literacy 10, and Literacy 12 BC Assessments

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Year-End Update, May 2025:

As part of King George's transition from the Middle Years Programme (MYP) to the British Columbia (B.C.) curriculum, staff have been engaging in professional learning to support student engagement and connection to their learning. This work has focused on implementing the B.C. competency-based assessment framework, which emphasizes student agency, reflection, and growth. Through staff meetings, collaborative planning, and release time, educators have explored ways to align their assessment practices with the provincial proficiency scale and deepen their understanding of the Core Competencies. These efforts are helping to create more consistent, meaningful learning experiences that support students in developing key skills and feeling more connected to their school community.

The school strongly believes that adopting B.C. assessment standards will:

- Enhance communication of student learning with students and families,
- Better support families who are new to the area or country, and
- More effectively meet the needs of King George's diverse student body.

In the first year of implementing Numeracy Support Teacher blocks, we've seen encouraging progress in targeted math courses. Comparing results from 2023–24 to 2024–25:

- Grade 8 Math marks remained consistent,
- Grade 9 Math marks improved by an average of 6%,
- Workplace Math 10 marks rose by an average of 7%, and
- Workplace Math 11 results are still in progress, with final data expected at year-end.

Goal 2 – Improve equity

Our goal is to use multiple strategies to connect students to their school community and engage them in their learning.

Action Items:

Ministry of Education Student Learning Survey.

We will also seek student and parent/guardian feedback through PAC Meetings and students through FIT sessions and Student Council

Year-End Update, May 2025:

To strengthen student connection to the school community and deepen engagement in learning, King George students and staff collaborated throughout the year to create a new school acronym. Through a series of consultation and collaboration sessions, the community worked together to refresh and modernize the existing acronym, ensuring it better reflects the identity and evolving needs of today's learners.

This process not only fostered a sense of ownership and belonging among students, but also supported the school's ongoing transition to the B.C. Curriculum for Grades 8 to 10 by encouraging meaningful dialogue around B.C.'s Core Competencies.

Beginning in the 2025–2026 school year, the new acronym—F.I.R.E. (Focus, Integrity, Respect, Engagement)—will serve as the foundation for a positive behaviour intervention strategy. F.I.R.E. will help guide student conduct, promote social-emotional development, and reinforce a positive and inclusive school culture.

Goal 3 - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

Our goal is to increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Action Items:

We will review the Indigenous success plans for each of our Indigenous students to ensure they are successful and to provide the necessary support when needed.

The Indigenous Enhancement Worker will meet with students and families regularly to seek feedback

Year-End Update, May 2025:

To advance our goal of increasing knowledge, acceptance, empathy, awareness, and appreciation of Indigenous histories, cultures, and contributions, King George has implemented a range of intentional strategies across all grade levels during the school year.

In the junior grades, we have focused on fostering meaningful connections with Indigenous students by building trust and strong relationships among families, teachers, administrators, and support staff. These efforts help create a safe and welcoming environment that supports student identity and belonging.

In the senior grades, the focus has shifted toward supporting academic success, meeting graduation requirements, and encouraging students to explore and pursue their individual passions. All Grade 11 students continue to engage in First Peoples English 11, where they demonstrate growing capacity to apply their learning through a social justice lens. This has been enriched by the involvement of a Métis Elder, who shares cultural teachings and perspectives in both First Peoples English 11 and Grades 9–12 Textiles classes, deepening students' understanding of Indigenous knowledge and traditions.

Grade 12 students with Indigenous ancestry have successfully completed graduation requirements and developed clear pathways for post-secondary education, training, or employment.

A review of AIMS plans highlighted the importance of regular check-ins with counsellors as a meaningful practice that supports connection, relationship-building, and student well-being. These ongoing conversations provide Indigenous students with opportunities to reflect on their goals, celebrate their strengths, and stay engaged in their learning while affirming their cultural identity.

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.

2024-2025 School Learning Plan

SCHOOL STORY

Killarney Secondary School serves a diverse student population of approximately 1600 students and is situated in the Southeast corner of Vancouver. Killarney offers a comprehensive program of studies for students. We offer a wide variety of course offerings including extensive Fine Arts (Theatre productions, Choir, Concert Band, and Orchestra) Applied Skills, Business Education, Cisco networking, an IT focused Mini School, three District Special Education programs, Technical Studies programs, and a large, comprehensive athletics program.

There are many opportunities for students to connect with people, clubs, teams, performances, and the greater Killarney community. Dozens of school clubs, school presentations, student involvement in assemblies, and other points of connection help to create a sense of belonging for all students. Clubs include: Dance club, Mainstage Theatre Company, Operation smile, SPCA, book club, Anime club, VC packages Club, BC Children's hospital club, Robotics, Programming, Cybesecurity, esports, Filipino Cultural club, Killarney Pride Club, Ceramics, Anti-bullying, STEM, Girls for Business, World Vision, Cancer Awareness, Library, International Culture, Cycling, Dragonboat, Strategy Games, Good Guys, Model UN, Gardening, Key, Female empowerment, Japan, Finance and Accounting, Youth Music, Flight, Chess, Crochet, Physics Olympics, Poetry, Jazz band, and Muslim. BC School Sports Competitive Athletics include: cross-country, soccer, ultimate, badminton, volleyball, basketball, ice hockey, and the largest track and field team in the district.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of learners is very diverse in terms of cultural background, socioeconomic status, language, and learning needs and desires. There are 127 ELL students, 46 Indigenous students, 50 International students.

Overall, staff report that students are a pleasure to teach and engage with learning and assessment. Students are described as generally energetic, happy to be here, involved, diverse, helpful, and keen. There are many opportunities for students to shine and students take advantage of these opportunities excelling in district and provincial competitions.

Staff note that the range of abilities within the classroom has increased dramatically. More and more anxiety and mental health issues. It has been noted that student ability to focus has declined and cell phone use/social media use has become significant and pervasive.

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

Continue to work collaboratively to implement cognitive and social-emotional strategies that will support an improvement in student achievement, physical well-being, and belonging. We plan to focus on ELL learners and neurodivergent learners; success will be demonstrated with improved course completion rates for these demographics.

Improve equity

Increase equity at the school through the participation and representation of equity-seeking groups in the school. We aim to provide extracurricular opportunities including clubs, student bodies, and the visible celebration of different cultural and ethnic events. We also seek to increase equity through eliminating gaps in achievement and outcome among students.

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

Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners. We plan to do this by Engaging and gathering with the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nations). And through continued staff acquisition and implementation of Indigenous teaching resources.

HOW WILL WE KNOW WE'RE ON TRACK?

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

Continue to work collaboratively to implement cognitive and social-emotional strategies that will support an improvement in student achievement, physical well-being, and belonging. We plan to focus on ELL learners and neurodivergent learners; success will be demonstrated with improved course completion rates for these demographics.

At the whole staff level, experts were brought in to work during collaborative time and pro-D days to explain the theory and practice of working with neurodivergent learners. These learning sessions included Angela Murphy (trauma-informed practice), Natalie Wai (Keys to supporting adolescent literacy in secondary classrooms), Carly Herman (Universal Supports for Instruction and Assessment), and Dr. Randall Gillis (Autism Spectrum Disorder in Highschool). To help put some of these ideas into school practice, the School Based Resource Teacher (SBRT) designed documents for all staff showing how Universal Classroom Strategies could be implemented in the areas of engagement, representation, and action and expression. Another in-house document was created by the SBRT to process accommodations for those students seeking supports for assessments.

This year saw the culmination of a four-year long CyberTeens research study focused on well-being and belonging, and conducted by Dr. Jennifer Shapka of the University of British Columbia. This study asked students a variety of questions around Belonging and also involved whole staff activities that focused staff attention on improving the belonging of all students including a pictorial activity that had staff seek to ensure that every child in the school was known to a staff member beyond their attendance and achievement within a class. To improve student mental well-being, Warren Hooley presented workshops to grade 8 and 9 students on non-violent communication and the organization Children of the Street presented to students on safety from sexual exploitation, especially through social media.

School departments have implemented a variety of strategies to support literacy development tailored to their subject areas. The Social Studies Department uses scaffolding techniques, vocabulary aids, and leveled reading resources to enhance comprehension and critical thinking. The English Department collaborates with literacy mentors and emphasizes vocabulary instruction, reading strategies, and diverse reading materials, including non-fiction and literature circles, to support varied reading levels. The Physical Education Department integrates literacy through instructional modeling and terminology comprehension. In Mathematics, focus is placed on reading comprehension of word problems and vocabulary building. The Modern Languages Department promotes literacy through authentic texts and comprehension exercises in target languages. The Counselling Department supports literacy indirectly by coordinating interventions and resources for struggling students. The Fine Arts Department highlights the correlation between music education and literacy development, emphasizing phonological awareness and vocabulary. Lastly, the Science Department fosters literacy through structured writing formats

like CER, note-taking strategies, and reading assignments that connect students with engaging scientific content.

Several departments are actively supporting numeracy development through subject-specific strategies. The Math Department emphasizes problem-solving skills, particularly in interpreting and extracting information from word problems, which supports preparation for the Numeracy Exam. They are also collaborating with administration to explore additional initiatives while balancing student workload. The Science Department focuses on data interpretation, graph creation with proper scaling, and solving calculation-based problems by identifying key terms. The Modern Languages Department incorporates practical math activities and number review in target languages, reinforcing numeracy in real-world contexts.

Departments across the school are actively promoting student well-being through diverse and integrated approaches. The Physical Education Department emphasizes regular physical activity through scheduled runs, circuit training, and fitness testing. Modern Languages incorporates health and nutrition topics into food and sports units. The Counselling Department supports students with wellness planning, safety strategies, and promotes the five pillars of well-being: sleep, nutrition, movement, connection, and goals. They also organize wellness walks and adapt supports to individual needs.

Math classes include movement breaks, vertical board activities, and ergonomic guidance in IT settings. The Fine Arts Department fosters emotional well-being through creative expression, a calming classroom environment, and outdoor art activities. English classes promote mental health through literature, brain-based learning strategies, and opportunities for self-expression via poetry and journaling. They also encourage empathy and respectful dialogue. In Science, students explore nutrition, immunity, reproductive health, and the impact of lifestyle on brain chemistry. Activities like nature walks, study method exploration, and discussions on media influence support both physical and mental health. The integration of well-being science and happiness tips further enhances students' understanding of healthy living.

Departments across the school are actively fostering a sense of belonging through inclusive practices and relationship-building. The Physical Education Department recognizes kindness through "Student of the Month" and promotes teamwork with group activities. Modern Languages builds community through friendship units, cultural recognition, and interactive group work. The Counselling Department supports students by teaching social skills, connecting them with mentors, and recommending clubs or activities to help them feel included.

Math teachers build strong relationships with students, encourage participation during flexible instructional time (FIT), and use group activities to foster connection. The Fine Arts Department creates inclusive spaces through collaborative projects and large-scale productions involving students from all grades and backgrounds. In English, students explore identity and culture through personal projects and diverse literature, promoting empathy and self-expression.

Science classes encourage collaboration through group labs and random pairings, helping new students connect. Activities like whiteboard work also promote peer teaching and interaction.

Improve equity

Increase equity at the school through the participation and representation of equity-seeking groups in the school. We aim to provide extracurricular opportunities including clubs, student bodies, and the visible celebration of different cultural and ethnic events. We also seek to increase equity through eliminating gaps in achievement and outcome among students.

This year we successfully ensured that the display cases at the front of the school recognized International Days, Special days for equity seeking groups, as well as months of representation and times of representation. Examples of this included displays for Black History Month, Indigenous Peoples month, Ramadan, Filipino Heritage month, Pride month, and Asian Heritage month and Eid Mubarak. Broader displays included black history month and Red Dress Day. Assemblies and/or presentations were held for Black History Month (Ndidi Cascade, Vancouver-born hip hop artist, and Nigel Amenu-Tekaa), Lunar New Year (Lion dancing by Hon Shinh Athletic Club). The school also worked closely with the City of Vancouver and the Red Cross to set up a Lapu Lapu resilience center for two weeks. Working with the Pride Club a number of physical changes to the building were made to help the 2SLGBTQIA+ community feel a greater sense of belonging and safety: funding was obtained to move forward with the building of a specific Univesal changeroom with four private stalls, two more universal bathrooms were also added to the building, and the main stairwell was painted with Pride colours. In support of neurodiverse students, the school presented a number of workshops detailed above as well as hosting District LALS Handball Tournament. The following clubs supported equity-seeking groups: Muslim Students Association, Christian Fellowship Club, Filipino Cultural Club, Safe Space Club, Pride Club, Anti-Bullying Club, Safe Space Club, Anti-Bullying Club, Girls for Tech, Female Empowerment Club, International Culture club, Girls for Business, Hong Kong club, Social Justice Club.

Departments across the school also contributed to improving equity. In the Counselling & Modern Languages department, cultural responsiveness is emphasized through collaboration with Indigenous, multicultural, and settlement workers. Religious accommodation is advocated for students observing practices like Ramadan. Support for SOGI students is provided through groups, resources, and external support. Financial equity is ensured so that students with financial needs can access school resources. In the Fine Arts department, inclusive participation is promoted by opening the choir to all students regardless of experience or background. Cultural representation is achieved by performing music from diverse cultures, such as Filipino folk songs. Gender inclusivity is maintained by assigning choir voice parts based on vocal range, not gender. The art curriculum features diverse artists, including Black Canadian and American artists, and creates safe spaces where gender-diverse students feel welcomed and supported. The English department offers a diverse curriculum that reflects a wide range of voices and experiences. Universal Design for Learning (UDL) is implemented to provide multiple ways for students to learn and demonstrate understanding, such as writing, art, and performance. Assessment flexibility is provided through opportunities for resubmission and adapted materials to meet diverse needs. In the Science department, assignment flexibility is offered with modified tasks and timelines to suit student abilities. UDL is implemented with lessons available in multiple formats, including reading, watching, and listening. Student choice is encouraged through 'study buffets' that allow students to choose learning activities. Flexible deadlines are provided with grace periods and

multiple chances to show learning. Overall, the high school is dedicated to fostering an equitable environment for all students through these comprehensive practices.

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

Increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners. We plan to do this by Engaging and gathering with the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nations). And through continued staff acquisition and implementation of Indigenous teaching resources.

This year the entire staff sought to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions through participation in two professional development sessions days. In September, we joined with Takaya tours, a cultural tourism business owned by the Tsleil-Waututh Nation. This tour had us explore Whey-Ah-Wichen using canoes with a guided interpretation and history lesson from Tsleil-Waututh guides. In April, staff attended a series of workshops at different schools according to their department. These workshops included: Braiding Sweetgrass, Cedar Weaving, Circle knowledge, Girls Empowerment and Leadership, supporting Indigenous Youth affected by Adverse Child Experiences, Values-based Decolonization in schools, and working with First Peoples Principles of Learning. As reported in the section above, displays were made for days like the National Day of Truth and Reconciliation, National Indigenous History Month, and MMIW Red Dress Day.

The school has made a concerted and thoughtful effort to integrate Indigenous perspectives and practices into its educational environment, reflecting a deep respect for Indigenous knowledge systems and a commitment to reconciliation. Across various subject areas, educators are embedding the First Peoples Principles of Learning into both curriculum and classroom culture, creating meaningful opportunities for students to engage with Indigenous worldviews.

One of the most visible examples of this integration is the use of storytelling and learning circles, which are employed not only in language and arts classes but also in physical education and science. These methods foster a sense of community and shared learning, echoing traditional Indigenous pedagogies. In physical education, for instance, classes begin with talking circles for announcements and attendance, and students participate in units on lacrosse—a sport with Indigenous origins—as well as mindfulness walks that connect them to the land. Similarly, science classes incorporate storytelling to explain ecological concepts, drawing from texts like *Braiding Sweetgrass* to highlight Indigenous understandings of reciprocity and interconnectedness within ecosystems.

The arts have also become a powerful medium for exploring Indigenous identity and history. Visual arts students studied Northwest Coast Form Line design and created a Remembrance Day poppy installation inspired by Indigenous artist Robin Roberts. They also examined the work of Lawrence Paul Yuxweluptun as a counter-narrative to the Group of Seven, encouraging students to consider Indigenous perspectives on land and landscape. These projects are not only artistic expressions but also critical engagements with history and place.

In English, the school has taken a bold step by requiring all Grade 10 students to enroll in English First Peoples 10, ensuring that every student gains foundational knowledge of Indigenous histories and literatures. The popularity of English First Peoples 12, even among students who have already met their graduation requirements, suggests a growing appreciation for this learning. These courses feature Indigenous texts and guest speakers, offering students direct engagement with Indigenous voices and stories.

Other departments are also contributing in meaningful ways. The counselling team works closely with Indigenous support staff to develop success plans tailored to Indigenous learners, guided by principles of relationship and respect. Mathematics classes are beginning to incorporate Indigenous content into lessons and assessments, while modern languages explore Indigenous cultures of target-language countries, such as the Mayan civilization, through stories and cuisine.

Overall, the school's approach is holistic and evolving. It emphasizes experiential learning, self-reflection, and land-based education, with students measuring carbon in local trees or observing rain gardens as part of their science curriculum. These practices not only enrich academic learning but also foster a deeper connection to place and community. The collective efforts across departments demonstrate a school-wide commitment to honoring Indigenous knowledge and supporting all students in becoming more culturally aware and respectful citizens.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we acknowledge that we are learning and unlearning on the ancestral, unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səliłwətał (Tsleil-Waututh) Nations. Our school is located on the westside of Vancouver, near the UBC Endowment Lands, Pacific Spirit Park, and the Musqueam First Nations reserve.

The original Lord Kitchener Elementary School opened in Vancouver's Dunbar neighbourhood in 1914. In October 2012, a beautifully seismically upgraded building was unveiled, incorporating the historic 1914 structure. The new design creates a vibrant, modern, and accessible learning environment that fosters innovation and collaboration among students and staff. Our school has a strong emphasis on outdoor learning, with a thriving garden space supported by students, parents, and the Earthbites program, ensuring the garden remains vibrant year-round.

The school is organized into six dynamic learning communities, each featuring professional offices, collaborative learning spaces, and a learning commons where students and staff come together to explore and grow. For the 2024-2025 school year, we are proud to welcome approximately 410 students from kindergarten to Grade 7. We have over 45 members of staff including classroom teachers, resource support, librarian, counsellor, music instructor, physical education instructor, student support workers, supervision aides, office administrative assistants and building engineers. Our school culture is warm and welcoming, built on a shared commitment to fostering the academic, social, and emotional growth of every student.

Our school community reflects a blend of cultural backgrounds, with students speaking a variety of languages. They excel across all areas of the curriculum, with many students meeting or exceeding the Ministry of Education's expectations. Lord Kitchener has an engaged Parent Advisory Council (PAC) that plays an integral role in supporting the school and broader community. Our dedicated educators are passionate about providing engaging, relevant learning experiences, while holding high expectations for each student's academic and personal growth. This year, we hosted a *New to Canada Parent Information Night*, led by our Multicultural Worker, to support newcomer families in navigating the Canadian education system. To further strengthen community connections, we have introduced monthly House Teams, bringing together students and staff from Kindergarten through Grade 7 to foster cross-grade relationships and a sense of belonging.

Kitchener boasts a strong athletics program, offering a variety of extracurricular sports such as cross country, basketball, soccer, track, and volleyball. Staff also lead lunchtime clubs, including Diversity Club, Music Club, Debate Club, Minecraft Club, and Chess Club. We have many Leadership opportunities, with roles such as Office Monitors, Library Monitors, Peer Helpers, Morning Announcers, and Assembly Leaders. Additionally, we offer *Ready Bodies*, *Learning Minds* and a cooking club to cater to the diverse needs of our learners. For our youngest students and their families, we host a *Welcome to Kindergarten* event each spring to ensure a smooth and positive transition into school.

Parents are vital partners in our school community, organizing events and activities that strengthen our bonds. In the fall, parents host Bingo Nights to raise funds for the school while bringing families together. In December, our PAC organizes a Winterfest, complete with games, crafts, and music. The winter months also see the celebration of Lunar New Year, organized by parents with the support of our Settlement Worker, featuring dancing, music, and a fashion show. In the spring, parents coordinate a year-end celebration with games, food, and music. Throughout the year, parent volunteers also help with organizing hot lunches twice a week and contribute to supporting our sister school.

At Lord Kitchener, we are committed to fostering a vibrant, inclusive, and supportive community, where students, staff, and families work together to create an environment where everyone can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Based on data from the Student Learning Survey, MDI, FSA and staff observation and student and parent feedback we know the following about the learners at Kitchener:

Strengths:

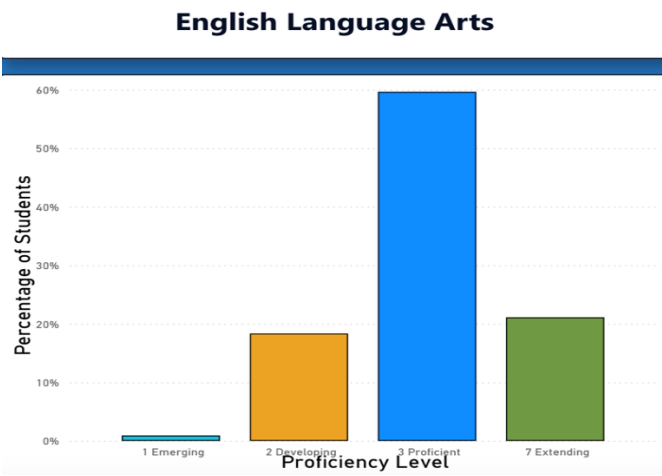
- A strong sense of voice
- Supportive families
- Diverse family cultures and backgrounds
- Expansive background knowledge/experience outside of the home
- Strong leadership skills
- Community service and leadership is valued by staff and families
- Willingness to use learned tools and skills
- Ability to approach adults for support
- Overall high academic ability, especially in math
- A sense of community (consistently willing to volunteer to support school programs)
- Students enjoy multi-age groupings that promote building relationships across grades

Needs:

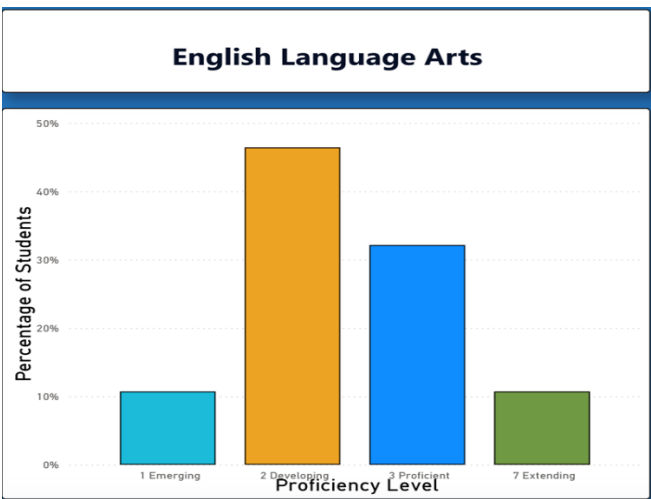
- Continue to build vocabulary knowledge for English Language Learners
- Build stronger resiliency and grit when facing a challenge
- Improve problem solving and critical thinking skills
- Improve conflict resolution, sharing, turn taking
- Continue to build positive friendship skills
- Continue to build relationships with multiple staff and students throughout school
- Allocate sufficient time for breakfast each day and ensure adequate sleep
- Less structured activities and more time for play and connection

Communicating Student Learning Data

Language Arts 2023-2024 – Not including English Language Learners

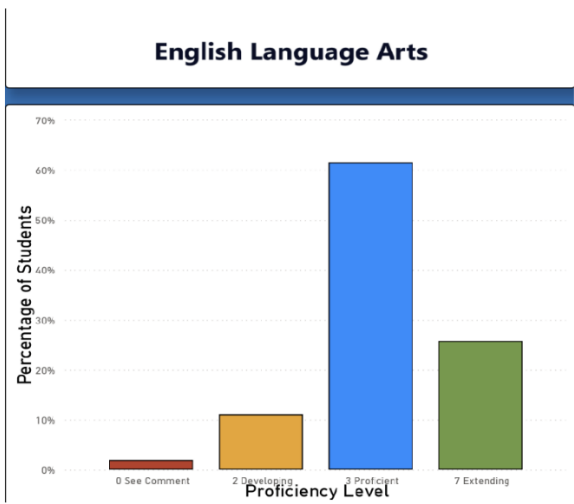


English Language Arts 2023-2024 – English Language Learners

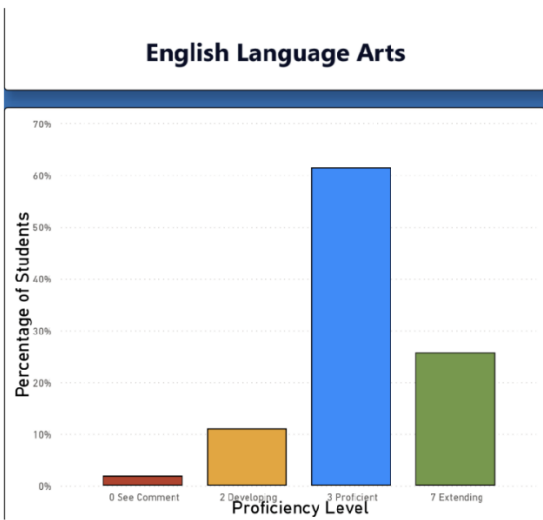


Communicating Student Learning Data

Language Arts 2024-2025 – Not including English Language Learners



Language Arts 2024-2025 – Including English Language Learners



The majority of English Language Learners (ELL) are at developing level, compared to a majority of non-ELL learners who are proficient. There is also a significant increase in ELL learners who are emerging compared to non-ELL learners.

Vocabulary Development for ELL Learners

To address the achievement gap between ELL and Non-ELL students, we prioritized English vocabulary development for our English Language Learners. Our resource team works closely with students to build a strong foundation in academic vocabulary - words that are essential for understanding instructions and engaging with new learning. These include terms such as *listen, important, observe, search, prefer, investigate, decide, predict, label, prioritize, discuss, sort, and plan.*

This targeted vocabulary work directly supports our school goal of making learning accessible and equitable for all students.

As part of this initiative, both Level One and Level Two ELL students, along with a group of Non-ELL students, completed a Vocabulary Assessment focused on 20 Tier 3 academic words. These words are critical for supporting conceptual understanding and deeper thinking. Students were asked to match each word - such as *prioritize*, *sort*, *connect*, *discuss*, *predict*, and *observe*—with its correct definition.

The results, shown below, reveal a significant discrepancy in word recognition between ELL and Non-ELL learners. These findings highlight the importance of continuing direct, intentional vocabulary instruction.

Throughout the year, all students had ongoing opportunities to learn and apply this targeted vocabulary in meaningful contexts. The same assessment was administered again in May to measure growth. Our aim is to close the vocabulary gap through focused support, ensuring every student has the language tools needed to fully participate in classroom learning.

ELL STUDENT DATA:

50% of ELL students assessed identified 0-4 words correctly

36% of ELL students assessed identified 5 – 6 words correctly

13% of ELL students assessed identified 7-8 words correctly

0% of ELL students assessed identified 9 – 20 words correctly

NON ELL STUDENT DATA:

0% of Non-ELL students assessed identified 0 – 4 words correctly

13% of Non-ELL students assessed Identified 5-7 words correctly

63% of Non-ELL students assessed identified 14-15 words correctly

72% of Non-ELL students assessed identified 18 – 20 words correctly

Almost all Level 1 and 2 ELL learners fall into the Emerging Category. The goal was to increase students' understanding of 'teaching' vocabulary to the Developing and Proficient Categories by June 2024. Our non-ELL students are currently Extending in this area. Over the course of the academic year, ELL students demonstrated significant growth in vocabulary acquisition. In the first term, the majority of students (around 50%) were only able to identify 0–4 words correctly, with few reaching higher word count ranges. By the third term, this trend had reversed only with a small percentage remaining in the lowest range and 55% of students being able to identify 9-20 words correctly. This shift highlights a marked improvement in language proficiency and suggests

that instructional strategies and learning interventions throughout the year were effective in building students' vocabulary knowledge. Lord Kitchener will continue this targeted teaching to assist in equitable access to knowledge.

School Learning Survey Data: Indigenous Learning

We have noticed on our Student Learning Survey for the last two years, students have rated low for learning about Indigenous languages and Indigenous Languages at school.

Student Learning Survey Indigenous Learning Data: 2023-2024

Are you being taught about local First Nations?	Sometimes	Most or All of the time
Gr. 4s	42%	14%
Gr. 7s	39%	38%
Are you being taught about local First Nations' languages?	Sometimes	Most or All of the time
Gr. 4s	16%	4%
Gr. 7s	32%	5%

Student Learning Survey Indigenous Learning Data: 2024-2025

Are you being taught about local First Nations?	Sometimes	Most or All of the time
Gr. 4s	35%	32%
Gr. 7s	46%	22%
Are you being taught about local First Nations' languages?	Sometimes	Most or All of the time
Gr. 4s	27%	8%
Gr. 7s	46%	7%

As you can see from the data above, there has been an increase in positive responses in some areas, yet there is still work to do with regards to improving overall positive responses related to the Indigenous learning.

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

Our literacy goal is for students to increase their reading comprehension skills, by focusing on their vocabulary knowledge, which can support student's overall academic growth; and their communication skills outside of school. Building student vocabulary and comprehension skills will provide an equitable opportunity to access knowledge and decrease the gap between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework. Last year our resource team worked with the New Welcome Center on units and teaching strategies to best support students who are learning English as a Second Language. Some of our staff also received Sheltered Instruction Observation Protocol (SIOP) training and more are interested in taking this next year to support our students who are ELL and continue to learn how to adapt programs throughout the year to meet student needs. This year we focused on restructuring how we deliver resource support for Tier 1 and 2 English Language Learners to ensure consistent and effective instruction.

Improve equity

Building student vocabulary and comprehension skills will additionally work towards providing an equitable opportunity to access knowledge and the ability to decrease the gap growth between English and non-English speakers. Focusing on tiered language and access to group lessons on targeted skills available within a consistent framework. We have ordered decodable books, wordless books, and high interest/low vocabulary books to help make the curriculum more accessible to all students. Increased technology also allows for more students to access the curriculum. We invested in more laptops, iPads and projectors to help our students have the tools they need to scaffold their learning. This year we our Multicultural Worker and Settlement Worker have supported a variety of initiatives at school including a New to Canada Parent Information Night, Lunar New Year celebration, and helping to translate the Student Learning Survey to ensure accurate data. The New to Canada Parent Info Night was a large success, with over 30 parents attending to learn more about how to support their child navigate the Canadian school system. Of particular interest was learning about how English Language Learners are supported at school and learning about our anti-racism policies and school code of conduct.

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

Kitchener is committed to building a school culture that accepts and celebrates diverse cultures. By increasing awareness of Indigenous stories, traditions, languages and cultures students and staff will be able to build their knowledge and ability to feel in relationship with the Indigenous knowledge and practices and people. Students will continue to participate in daily Land Acknowledgements during our morning announcements and assemblies. Students will continue to have opportunities to learn more about Indigenous culture through activities on Orange Shirt Day and Indigenous Peoples Day, as well as through the curriculum throughout the year. We have many Indigenous resources in our school library and students learned about the vast number of Indigenous groups using the Giant Indigenous Peoples Map of Canada. The Coast Salish anthem is played at the beginning of every assembly and students learn more about the earth in our school garden during Earthbites and in our outdoor classroom space. We were also fortunate to welcome

members from VSB Indigenous Education Department this year to teach Indigenous focused workshops to students. This year, we are working on being more aware and acknowledge Indigenous languages by teaching various words and phrases to students in class, at assemblies and morning announcements.

HOW WILL WE KNOW WE'RE ON TRACK?

[Click or tap here to enter text.](#) We will continue to analyze our CSL, FSA, Student Learning Survey, and other school-based data to monitor how we are progressing with achieving our goals. Over the year we have collected data to see how we have improved our goals.

Vocabulary Development for ELL Students:

The most significant growth is evident in vocabulary acquisition among English Language Learners. In the first term of 2023–2024, half of the ELL students identified only 0–4 academic vocabulary words correctly, with none achieving scores in the highest range (9–20 words). By the third term, only 14% remained in the lowest range, and **55% of ELL students were able to identify 9–20 words**, demonstrating a strong upward trend in vocabulary proficiency. This shift reflects the success of targeted interventions, including intentional small group instruction and structured support from the resource team. It also confirms that school-wide efforts - such as SIOP training, decodable/high-interest texts, and increased access to technology - have contributed meaningfully to closing the achievement gap.

Equity and Engagement:

These gains support the broader equity goal of making learning accessible for all students, especially newcomers and multilingual learners. Community-building efforts like the New to Canada Parent Information Night and enhanced roles for the Multicultural and Settlement Workers have helped foster inclusion, while resources such as translated surveys ensured broader, more accurate participation in school feedback.

Indigenous Learning:

Progress is also evident in the area of Indigenous learning. Compared to the 2023–2024 Student Learning Survey results, more students in both Grades 4 and 7 now report learning about Indigenous culture “most or all of the time.” For example, Grade 4 students increased from **14% to 32%**, and Grade 7 students increased from **38% to 46%** in this category. There was also growth in awareness of Indigenous languages, though at a smaller scale. These shifts align with our school’s intentional efforts to embed Indigenous content in daily practices, such as assemblies, land acknowledgements, and curriculum events, and show early signs of cultural learning becoming more normalized and visible.

Conclusion:

Overall, the data demonstrates meaningful progress in key areas of our school plan. Lord Kitchener has made strides in improving vocabulary and comprehension among ELL students, increasing equity of access to learning, and fostering a deeper understanding of Indigenous culture and language. Continued commitment to these targeted actions will support even greater growth in the future.

2024-2025 School Learning Plan

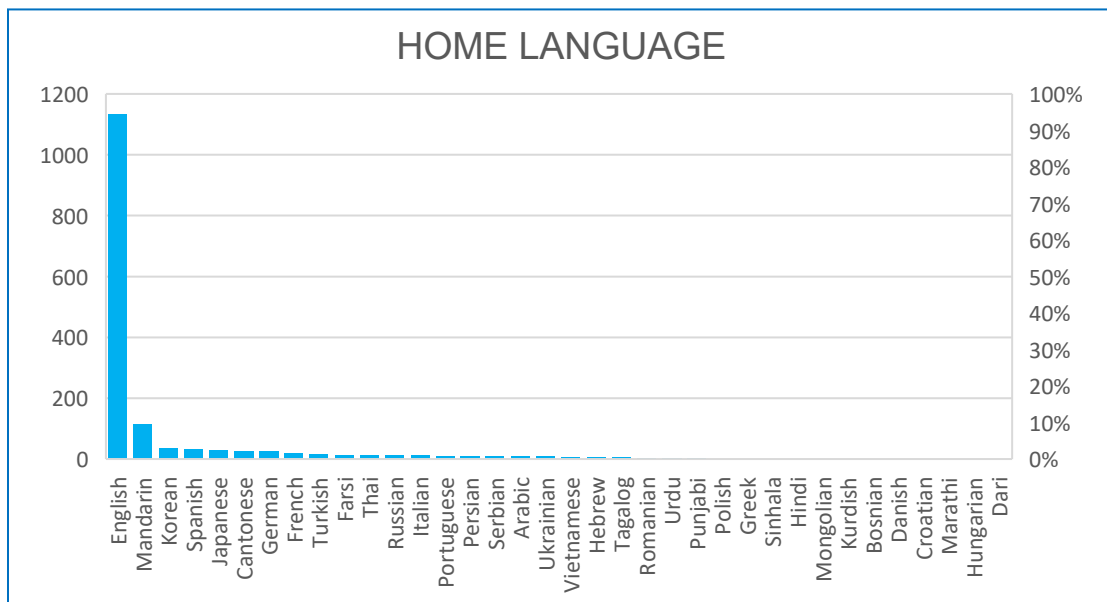
SCHOOL STORY

With deep gratitude and respect, we 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).

Kitsilano Secondary School is a dual track school that has a school population of approximately 1600 students in grades 8 to 12: 980 regular program students, 600 French Immersion students and 22 students enrolled in one of two onsite district education programs. These programs include:

- Life Skills Program enrolls 12 students in grades 8 to 12.
- Vinery Program has 10 students enrolled in grades 8 and 9.

Our student population is culturally diverse and includes over thirty-five different home languages with English identified as the most common home language. Our student population also includes 54 English Second Language learners, 25 Indigenous learners and 120 International students.



Kitsilano is located on the west side of Vancouver in a neighbourhood primarily composed of apartments under 5 storeys (66.8%) and detached duplexes (12.2%). Other housing in the area includes apartments 5 or more storeys (6.9%), single-detached housing (6%), detached duplex housing (5.6%) and row houses (2.2%). Based on 2016 census data:

- 56.7 % of dwellings are rented
- population in low-income households is 14.7%
- median household income is \$72 839
- population representative of single-parent families is 12%
- top three languages (mother tongue) are English (74.2%), Chinese (5.6%) and French (2.6%)

The families in our school community are diverse both socio-economically and ethnically. They value education and are dedicated to supporting their children in their scholastic, artistic, athletic, and service focused endeavours. The Kitsilano neighbourhood community is very supportive of the school. We have community partners in Kitsilano Community Centre and Kitsilano Neighbourhood House who offer a variety of programming for youth, and many local businesses that support our students and school activities and events. We also have a variety of curricular and extracurricular programs that help support students based on their personalized needs. These include over forty-five school clubs, VCH Leadership & Resiliency Program, Theatre program and athletic teams. In addition, our Community Schools Team works to engage our youth in activities in the school and broader community.

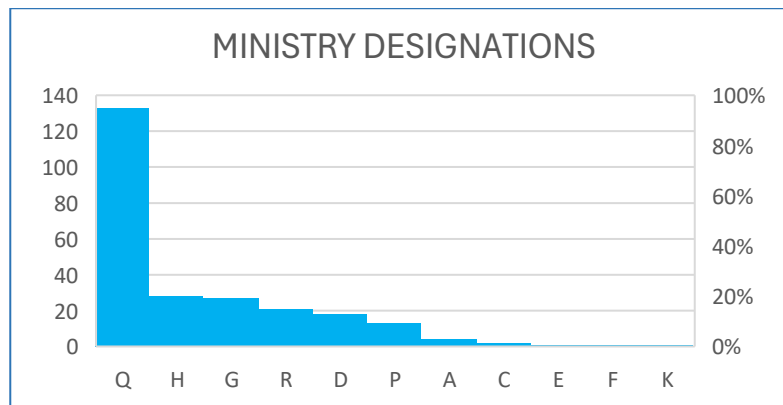
The Kitsilano Staff includes 120 teaching and support staff - 88 teaching staff, 29 support staff and three administrators. The Kitsilano teaching faculty and staff offer strong educational programs in a safe, welcoming, inclusive and collaborative environment. The staff reflects a broad range of educational backgrounds and teaching experiences, and many of these professionals continuously upgrade their teaching credentials. They are dedicated to engaging students and supporting them to be their best in the classroom and in extracurricular activities such as fine arts, athletics, and service-oriented clubs. The Kitsilano staff continues to build as a professional learning community that has a shared vision of success for all learners, commitment to collaboration with colleagues, reflective teaching practices, and an annual cycle of goal setting and collecting data from all stakeholders – students, staff, families, to inform our decision making.

Our Code of Conduct, K.I.T.S. (Kind, Inclusive, Thoughtful, Successful), is a school-wide positive behavioural interventions and supports (PBIS) program that has been established in the philosophy and operation of our school. The K.I.T.S. framework is used in student goal setting and conversations staff are having with students in relation to the Code of Conduct. There is tremendous enthusiasm and pride in the school and an understanding, from staff, students and families, that a good school community is a combination of both in-class and out of school activities that provide opportunities for engagement and success for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The information that we know about our learners has come from school and district data, and data collected from surveys of students, parents and staff, including the BC Ministry of Education Student Learning Survey, Youth Development Index (YDI) and Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS). Additional data has also been collected through student voice in our school's Kitsilano Parliament and Student Forum group, staff discussions and PAC discussions.

Our community of learners consists of 980 regular program students, 600 French Immersion students and 32 students enrolled in one of two onsite district education programs. Our group of learners also includes 54 English Second Language learners and 25 Indigenous learners. There are 249 students who have Ministry Designations.



Our learners value school and are motivated to learn and complete school with goals of continuing their education at post-secondary or entering the workforce. There is strong participation in school extra-curricular activities in fine arts, athletics and school service. There is a segment of our student population in which we are seeing a lack of connectedness or positive connection to school.

Strengths

- kind, respectful, inclusive
- curious, engaged, resilient
- positive peer relationships
- effort, interest and motivation for learning
- engagement in school activities
- strong student-teacher relationships
- parent involvement
- high academic achievement and school completion rates
- GLA 10 and GLA 12 results: A High percentage of students scored Proficient/Extending

Needs

- increased levels of anxiety and depression
- lack of self-regulation of the use of electronic devices, cell phones in school
- negative online behaviour
- substance use, including vaping

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

Based on the evidence gathered, the focus for our community of learners will be to increase their sense of belonging and engagement in the Kitsilano school community while improving their mental wellness and academic achievement. Our attention is on all learners with a specific focus on junior students, vulnerable students with a lack of connection to the community and students who struggle with attending school.

It is our hope that if all students have a greater sense of belonging and engagement in the school community, there is a greater likelihood for students to be mentally well and experience academic success.

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

Our goal is to adopt and implement a variety of strategies and initiatives to increase belonging and engagement for students to improve their social and emotional wellness and academic achievement.

- K.I.T.S. Code of Conduct
 - teach, discuss, recognize in and outside of classes and reference in dialogue with students
- Student Voice and Leadership
 - Kitsilano Parliament, Student Council, Student Forum
 - Kitsilano Ambassadors - welcome and provide orientation for new students, provide service to the school for various school events
 - Student and staff collaboration and planning for school-wide initiatives
- Schoolwide Learning/Initiatives
 - Students and staff co-plan and organize lessons and activities for events such as but not limited to, Truth and Reconciliation, Pride, Black History Month, International Women's Day, Pronoun Pins, Asian Heritage Month, Culture Day, Pink Shirt Day, Earth Day
 - Assembly/class presentations: digital literacy, cyberbullying, healthy relationships, consent, mental health, substance use, vaping
- Grade 8 Transition

- Spring Grade 7 Day for all incoming students
- September Grade 8 Welcome, Orientation and Tours by Link Crew
- Grade 8 Team - grade 8 teachers who will meet regularly to discuss what they're noticing and strategies to address concerns and opportunities to assist their transition to high school

- Link Crew

- Multiple activities throughout the school year, planned and facilitated by Link Crew leaders, teachers
- Ongoing meeting/mentoring - Link Crew meets with the grade 8 students
- Presentations/visits to Grade 7 feeder schools

- Organized Student Activities

- Over 45 active school clubs
- Full complement of fall, winter, and spring athletic teams
- Theatre productions, films, music concerts
- Annual school events: Grade 8-12 Indoor Track Meet, Fine Arts Night

- Targeted small group support

- Leadership Resiliency Program implemented to support our vulnerable students
- Kitsilano Neighbourhood House lunch drop-in

Improve equity

Our focus will be to improve academic support that is accessible to all students. It is our hope that all students feel valued and supported in their educational goals. The focus of our work has included staff in-service on Universal Design for Learning (UDL) strategies, restructuring our learning resource support model, and targeted academic support for our vulnerable learners.

- UDL Strategies

- UDL strategies allow for the needs of all students to be met.
- Teachers will implement UDL strategies in their planning and assessment to support a diverse range of learners in their classes.
- Teachers will be provided support through in-service, workshops, and professional development Opportunities.

- Learning Resource Support

- We have increased the number of Resource Teachers (RT) to allow for the support of more students with their learning and educational goals and promotion of student self-advocacy.
- Resources teachers will primarily case manage and support students with Ministry Designations, but will also provide support to the general student population and teachers.

- Each block will have at least two RTs available to support students. One RT will enroll students in a Skills class while another RT will provide support for students who 'drop-in' for help.
- When RTs are not enrolling a class, they will be able to support classes, targeted students, and teachers.
- Skills classes will teach key foundational skills for students to be independent learners and will enroll students prioritized with the greatest need for academic support.

- Targeted Academic Support

The focus and efforts of the Counselling and Resource departments will be to identify our vulnerable learners

(IEP, Indigenous students, junior students, absentee students, students with mental health concerns) who experience the greatest challenges. Counsellors and RTs will work together to provide/coordinate wrap-around support for our vulnerable learners.

- Homework Help Club

The Homework Help Club is open to all students seeking academic support for their class(es). The support is provided by peer tutors in the senior grades. Peer tutors are provided with training and guidance from the Resource Teachers.

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

Our journey of reconciliation with First Nations, Metis, and Inuit continues through learning opportunities in classes and school wide. Classes in all curricular areas have implemented Indigenous perspectives and ways of learning and continue to do so. Our school community has increasingly planned and engaged in schoolwide activities to learn more about and embrace Indigenous culture. These have included lessons and activities to discuss the history of colonization and its impact on Indigenous peoples, cultures, and communities. Our goal will be to build more opportunities for acts of reconciliation and to learn about Indigenous culture.

We will continue our journey of reconciliation through:

- Professional Development
 - Providing teachers and staff opportunities to attend workshops, conferences, and training sessions, courses on Indigenous knowledge and perspectives
- Curricular Integration
 - Implementing Indigenous perspectives and ways of learning into all curricular areas - English, ELL, Social Studies, Modern Languages, Applied Skills, Fine Arts, Math, Science, PHE, FRIMM
 - Schoolwide lessons and activities on reconciliation, celebration of Indigenous culture

- Growth of library resources containing Indigenous content
- Speakers/Presentations
 - Inviting Indigenous speakers, knowledge keepers and educators into classrooms to share their knowledge and experiences
 - Collaboration with our Indigenous Enhancement Worker to support learning in various classes
 - Presentations/performances that foster learning about and celebrating Indigenous culture
- Reconciliation
 - Decolonizing the classroom: incorporating indigenous culture and ways of learning
 - Change in school mascot (from blue demon to TBA) and re-design of athletic logo, 'Raven K'
- Routines and Customs
 - Continue to include land acknowledgement for gatherings and daily announcements
 - Using the correct pronunciation of the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation)

HOW WILL WE KNOW WE'RE ON TRACK?

We will use student, staff and parent anecdotal and survey data, attendance data and achievement data as measures before and after to track the effectiveness of strategies implemented. The data will be used to inform changes and modifications to the plan of increasing belonging and engagement in the school community to improve social and emotional wellness and academic achievement.

Student achievement, physical and mental well-being, and belonging

- Ministry Student Learning Survey Results 2024 and 2025
 - Review results of specific questions related to belonging, connectedness, self-esteem, and anxiety
- Student Survey (belonging, mental wellness)
 - Collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Attendance records for all students
 - Specific focus on vulnerable students and junior students
- Literacy and Numeracy Assessment results
 - Track progress of students in English and Math courses at mid-semester and final term
 - Review GNA 10, GLA 10, GLA 12 results from 2023-24 and 2024-25

Equity

- Ministry Student Learning Survey Results 2024 and 2025
 - Review results of specific questions related to academic and learning support
- Student Survey (learning support)

- Collect quantitative and qualitative data through fall and spring surveys, and student focus groups
- Staff Survey (UDL strategies)
 - Collect quantitative and qualitative data through fall and spring surveys
- Student Achievement Data
 - Review achievement results of vulnerable students at mid-semester and final term for progress

Reconciliation

- Student Survey
 - Collect student experience of Indigenous ways of knowing and learning in classes and school and ideas for continued learning
- Staff Survey
 - Collect data on how Indigenous ways of knowing and learning are being implemented into their classes; goals for future practices, projects, support and resources

Final Reflection – May 2025

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

Throughout this year, we have adopted and implemented a variety of strategies and initiatives aimed at fostering a more inclusive, supportive, and engaging school environment. These efforts have been guided by our goal to improve student achievement in literacy and numeracy, enhance physical and mental well-being, and foster a strong sense of belonging. We focused on:

- Using the K.I.T.S. Code of Conduct for consistent language and behavioural expectations
- Creating increased opportunities for student voice
- Creating increased opportunities for students to get involved with extracurricular activities (clubs, athletics, government)
- Enhancing Grade 8 Transition
- Increasing targeted small group support for building student connections

1. Literacy and Numeracy

Across the different curricular areas, strategies were implemented in classes to increase student achievement

in literacy and numeracy. In comparing last year's and this year's course averages, Math 8, 9 and 11 marks

were consistent, and Math 10 and English 10 marks were slightly higher. Additionally, FIT sessions were made

available for students to prepare for graduation assessments. Grad assessment results showed a slight

decrease in the Literacy 10 and Numeracy 10 results compared to the previous year, whereas, Literacy 12

results were consistent compared to the previous year.

2. Physical and Mental Well-Being

To promote physical and mental well-being, many classes have implemented physical activity and mindfulness

activities into lessons. Student Learning Survey results indicate that 71% of students report their mental

health as being “fair” or better.

3. Belonging

Many opportunities were created for students to be involved in school activities and to provide voice and

input into school decisions. Student Learning Survey results indicated that 76% of students reported feeling

welcome “most of the time” or more, and 89% of students reported that they felt like they belonged

“sometimes/most of the time/all of the time”.

Looking Ahead

We feel positive about the initiatives implemented to create a greater sense of belonging. We will continue these efforts to ensure that every student feels a strong sense of belonging and engagement. By nurturing a supportive and inclusive school culture, we aim to enhance students’ social-emotional wellness and academic achievement across all grade levels. We will also look at implementing additional strategies to improve student achievement in literacy and numeracy, and physical and mental well-being.

Improve equity

Over the past year, our collective efforts have centered on a shared vision: to improve academic support that is accessible to all students. Through intentional planning, collaboration, and implementation, we have made significant progress in three key areas: Universal Design for Learning (UDL) strategies, restructuring our learning resource support model, and providing targeted academic support for our most vulnerable learners.

1. Universal Design for Learning (UDL) Strategies

Through UDL staff in-service sessions, workshops, and ongoing professional development, teachers were

better able to design lessons that meet the diverse needs of their students. We observed a growing

confidence among educators in applying UDL principles to both planning and assessment. This shift has led to

more flexible learning environments where students can access content in multiple ways and demonstrate

their understanding through varied means.

2. Learning Resource Support Model

Our learning resource support model was restructured to better support an increased number of students.

We increased the number of Resource Teachers (RTs) and scheduled each block to have at least two RTs—

one dedicated to Skills classes and another available for drop-in support. This structure has allowed us to be

more responsive to student needs, promote self-advocacy, and provide foundational skills that foster

independent learning. Teachers have also benefited from increased collaboration and in-class support,

enhancing the overall learning environment.

3. Targeted Academic Support for Vulnerable Learners

Counsellors and RTs worked closely to identify our vulnerable students and provide wrap-around support.

This proactive strategy has led to earlier interventions, stronger relationships, and more personalized

academic pathways. We've seen some increased engagement and resilience among these students.

Additionally, some of these students have attended the Homework Help Club, which has provided support

for academic achievement and fostering connection and mentorship within our school.

Looking Ahead

We are encouraged by the positive outcomes and the collaboration that has driven this work. Our focus remains to create an inclusive, supportive, and empowering academic environment for all students. We will continue to focus on enhancing our UDL practice, resource support model, and targeted interventions to meet the evolving needs of more of our learners.

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

This year, our school community has taken meaningful and increasing steps toward reconciliation with First Nations, Métis, and Inuit peoples. These efforts reflect a growing commitment to truth, understanding, and respectful integration of Indigenous perspectives into our educational environment.

1. Professional Development and Staff Engagement

Staff have engaged in district-led professional development focused on Indigenous education. This included:

- Sharing land acknowledgments during meetings/gatherings
- Attending Indigenous-focused professional development days
- Collaborating across subject areas to deepen understanding and application of Indigenous content

2. Curricular Integration

We made strides in integrating Indigenous content into our curriculum. This included:

- Incorporating Indigenous perspectives and ways of knowing, and Principles of Learning across all curricular areas, including more place-based learning
- Offering courses such as EFP 10, EFP 12, CIS 12 (English and French)

3. *Community and Resource Integration*

We have strengthened our connection with the broader Indigenous community by:

- Inviting Indigenous guests into classrooms
- Utilizing community resources to enrich learning experiences

4. *Student Involvement and Empowerment*

Students have been involved in various initiatives that promote reconciliation:

- Participation in art projects and installations
- Learning and practicing land acknowledgments
- Engaging with guest speakers and Indigenous community members

5. *Cultural Recognition and Awareness*

Our school has actively participated in events and initiatives that honor Indigenous cultures and histories:

- Observances such as Orange Shirt (NTR) Day, Red Dress Day, and Indigenous Peoples Day
- Art installations and displays, including the Truth and Reconciliation installation in the atrium, a display of indigenous content in student work/learning, Red Dress display
- Assemblies and community circles that foster dialogue and awareness

Looking Ahead

While these efforts mark significant progress, reconciliation is an ongoing journey. We remain committed to building a school culture rooted in respect, understanding, and reconciliation.

Moving forward, we will continue our journey with a renewed focus on:

- **Professional Development:** Supporting staff with workshops, courses, and training in Indigenous knowledge and pedagogy.
- **Curricular Integration:** Expanding Indigenous content and perspectives across all subjects and growing our library's Indigenous resources.
- **Community and Resource Integration:** Welcoming more Indigenous voices into our classrooms to share lived experiences and cultural teachings.
- **Student Involvement and Empowerment:** Continuing to decolonize our learning spaces and practices, and creating more opportunities for students to engage in meaningful reconciliation.
- **Cultural Recognition and Awareness:** Honoring Indigenous protocols and traditions in our daily practices and school events.

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.

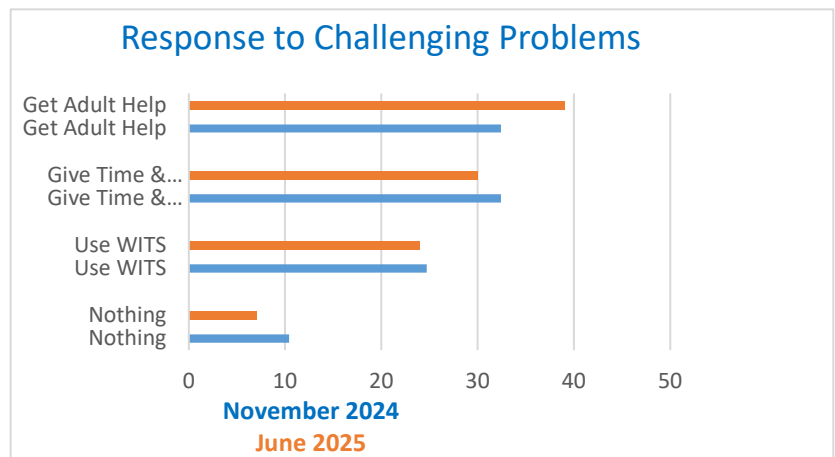
Community Student Learning (CSL) data for grades 3-7 from June 2024 and June 2025 indicate an overall increase in achievement for English Language Arts.

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.

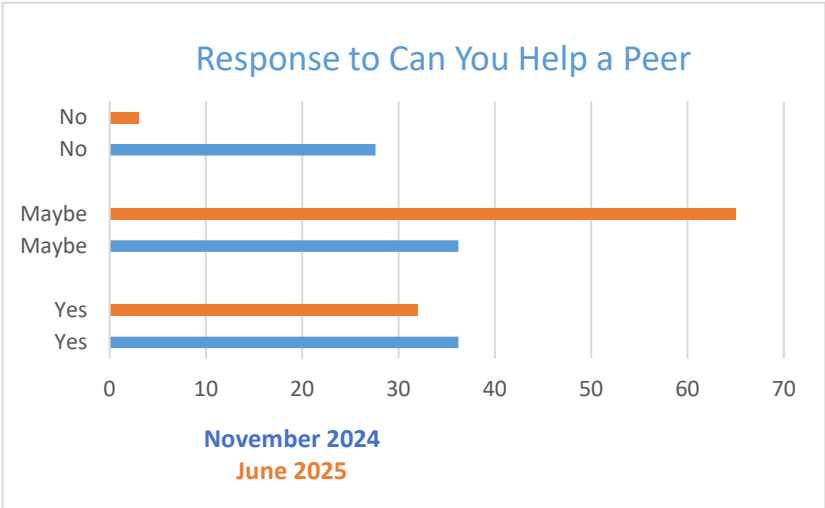
In June, the survey revealed a significant decrease in the “no” responses. This significant change was attributed to increased leadership and students developing increased confidence and agency.



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.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we 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).

L'Ecole Bilingue is situated in a vibrant neighborhood between Vancouver General Hospital and South Granville. The new school building, constructed in 2017, is conveniently located on the 14th Avenue bike route, making it easily accessible for students who commute by bike. This area is well-connected and offers a safe and welcoming environment for our school community.

L'Ecole Bilingue is a single-track French immersion school dedicated to providing a comprehensive French education. From kindergarten to grade three, students are fully immersed in French, with the goal of achieving fluency in oral communication skills. Starting in grade four, English is introduced, typically taught in the afternoons, while French remains a core part of the curriculum.

Our school currently enrolls 415 students. We have entry points at both kindergarten and grade one. Most students remain at L'Ecole Bilingue throughout their elementary years. Occasionally, we also accept new students in grades two to seven, provided they have prior French immersion experience.

L'Ecole Bilingue is staffed by eighteen enrolling teachers and two resource teachers—one for intermediate grades and one for primary grades. Our primary resource teacher dedicates 40% of her time to the Reading Recovery Program (IPLE). We have a part-time teacher-librarian and also two prep teachers, one who is a full-time physical education teacher.

Athletics play a significant role at L'Ecole Bilingue. Intermediate students participate in volleyball, basketball, soccer, and track and field, while primary students enjoy cross-country running; about a quarter of the school is involved in this sport. We have a full-time gym prep teacher who coordinates these activities, supported by volunteer parent coaches and other LEB staff.

Our parent community is highly engaged contributing through coaching, fundraising and organizing events. Weekly pizza and sushi lunches help fund our annual grade four and seven

camps. The Parent Advisory Committee (PAC) also organizes key events such as the 'Welcome Back Barbeque' in September.

Our school code of conduct, "Je prends soin de moi, Je prends soin des autres et Je prends soin de mon école" (I take care of myself, I take care of others, and I take care of my school), is embraced by all students. They take on various roles such as office monitors, hall monitors, playground leaders, and student announcers. Extracurricular activities include student council, board games club, scratch (coding) club, and creative writing club. Additionally, our PAC organizes through VSB Rentals, afterschool programs like basketball, tennis, and Lights Up Musical Theatre, ensuring our students remain active and engaged beyond school hours.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at L'Ecole Bilingue are creative, curious, kind and inclusive of their peers. At L'Ecole Bilingue, we are dedicated to fostering a supportive and enriching environment for our students. Our primary focus continues to be to support our students in their self-regulation and social emotional learning because we know that once our learners have these skills, they are better able to manage and attend to their academic work.

This need for focus is evident because at the informal learning conferences/goal-setting conferences in October, many students, teachers and families – as a home-school team identified the need for goals around executive functioning skills. Skills such as: organization, self-starting, and maintaining focus on tasks and lessons.

A significant portion of learning at L'Ecole Bilingue occurs during unstructured times on the playground during our outside recess times. Our younger students are learning how to engage, connect, and play with others in a safe and healthy manner. While in the classroom, students are working on being more relaxed and achieving a 'green' zone state, the zone for readiness to learn. The Zones of Regulation program is a key tool/program that staff continue to use year after year, helping students identify their emotional state and strategies to stay in the green zone.

Staff observations indicate that some students are still developing their ability to manage timed test and multiple tasks. Some students are also working on handling significant emotions, such as anxiety, and maintaining focus and organization to successfully complete these academic tasks and assessments.

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

Focus on student physical and mental well-being, and belonging

Guiding Principles

L'Ecole Bilingue is committed to fostering a safe, inclusive, and equitable learning environment grounded in:

- **Social-emotional learning** with a focus on **self-regulation** and **executive functioning**
- **Equity and inclusion** through Universal Design for Learning (UDL)
- **Reconciliation and respect** for Indigenous knowledge, histories, and ways of being

Social-Emotional Learning & Executive Functioning

Primary Focus (K-3):

- Emphasis on self-regulation during structured and unstructured times (e.g., recess, classroom transitions)
- Use of SEL programs: Zones of Regulation, WITS, Little Spot, Second Step, MindUP, and Safe Bodies, Strong Kids
- Many teachers have also implemented positive behavior incentive systems in their classrooms, further supporting a culture of encouragement and reinforcing expected behaviors.
- Class 'pet' stuffie programs to build empathy and responsibility
- Development of foundational skills: emotional awareness, flexible thinking, and growth mindset

Intermediate Focus (Gr. 4-7):

- Continued SEL support with a shift toward **executive functioning**: organization, task initiation, time management, and emotional regulation
- Targeted strategies to manage test anxiety and build resilience

School-Wide Practices:

- Star student recognition
- Calm spaces, breakout rooms, and sensory tools to support regulation
- Regular staff collaboration to align SEL strategies and assessment practices
- Learning opportunities presented in our school newsletter- “Counsellor’s Corner” for all families and staff collaboration and professional development with district SEL specialists

This year our school purchased seven “Little Spot Series” classroom sets to support SEL learning in primary classrooms. Many of our primary classrooms are using this series to teach SEL and along with Second Step and Mind-UP - and access to these on-line licenses were given this year as well. Many of our families engaged with our school counsellor because of her visibility via our school newsletters. We know several families accessed the resources that were made known in our ‘Counsellor’s Corner’ in our bi-weekly LEB newsletter.

Many of our students benefited from our calm down spaces, RBLM room and sensory tools (including chair bands, wiggly cushions, headphones) and we are looking to purchase a larger inventory next year to create a lending library for teachers. Our primary resource teacher is also looking to get a large class timer for all of our classrooms to support the learning.

Our resource teachers working with student support workers have identified the high use and need for these sensory tools and teachers have reported that even frequent ten-minute breaks to the calm down spaces have helped to support the sensory needs and overall well-being of students which has then helped to increase focus and academic engagement thereafter.

Improve equity & Inclusion

- Implementation of Universal Design for Learning (UDL) to support diverse learning needs
- Use of the Ready Bodies Learning Minds (RBLM) Lab and sensory-friendly spaces to prepare students for learning
- Inclusive practices such as gender-affirming language, signage, and a “Safer Space” club and on-going staff learning to ensure respectful and identity-affirming communication

Our Safer Space Club was introduced mid-year and included a weekly lunch time meeting in one of our classrooms providing an opportunity to students to play board games, card games and built into that conversation time. We had about ten students show up for this club on a weekly basis.

The student support workers regularly used the RBLM lab to support their students and their sensory needs. The RBLM lab was used throughout the day and on a daily basis. This year all staff were trained in using the RBLM lab as we had a VCH Rehabilitation Assistant come in to train all staff in November and new trampolines were purchased to support this programming.

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

- Event-based land acknowledgments honoring the Musqueam, Squamish, and Tsleil-Waututh Nations
- Monthly community assemblies aligned with the First Peoples Principles of Learning
- Integration of Indigenous perspectives through:
 - Environmental stewardship initiatives (e.g., composting, recycling)
 - Restorative practices in conflict resolution
 - Workshops with Indigenous educators (e.g., Eddie Mendoza on Métis culture and smudging)

We have worked to build into our LEB culture - student voice and agency. We have students who lead our monthly community assemblies and developed meaningful land acknowledgements which let their audience know their connections to the Indigenous lands we learn and live on. One of the connections that was mentioned at an assembly this year by some grade seven assembly leaders, was when the 7s lunched at 'Salmon n' Bannock' and learned about the story of the owner - a Sixties Scoop survivor. Teachers are continually trying to incorporate Indigenous art projects (weaving) and storytelling and learning in their classrooms and the First Peoples' Principles of Learning are visible and referred to in classrooms. *Include data to support the progress/work Indigenous focus*

HOW WILL WE KNOW WE'RE ON TRACK?

Monitoring Progress Toward School Goals at L'École Bilingue

At L'École Bilingue, we employ a comprehensive, data-informed approach to track progress toward our school plan goals. Key indicators include:

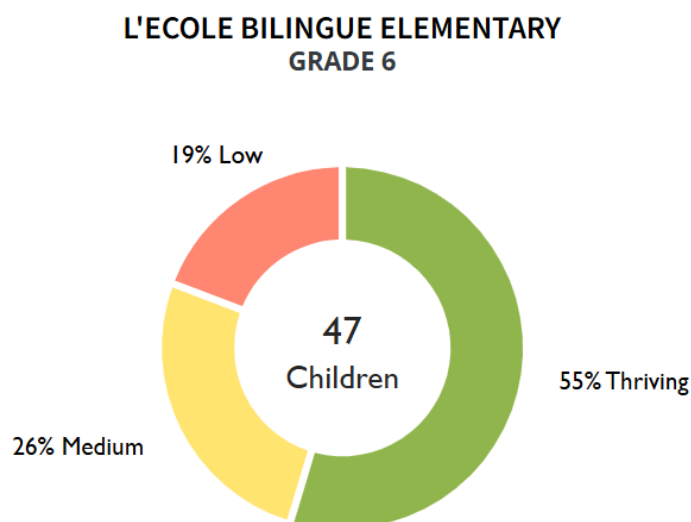
- **Student Learning Survey (SLS):** Provides insights into students' perceptions of school life and sense of belonging.
- **Middle Years Development Instrument (MDI):** Offers data on Grade 6 students' well-being and school experience.
- **Early Development Instrument (EDI):** Assesses kindergarten students' developmental progress as they begin their educational journey.

In addition to formal data, we gather qualitative insights through:

- **Staff Observations:** Focused on students' social-emotional development, including test-taking behaviors, self-advocacy, and independent work habits.
- **Playground and Classroom Interactions:** Observations of peer relationships and behavior across settings.
- **Conversations with Parents and Students:** Informal and formal discussions provide valuable context on engagement and learning experiences.

By continuously analyzing this diverse range of data, we are able to make informed decisions and adapt our strategies to support the success and well-being of all learners.

Here is data drawn from the Middle Years Index and indicates that most of our grade six students feel they have a trusted adult that they are connected to and that they have positive peer relationships. Also, the data demonstrates that grade sixes are feeling that their basic needs of food and sleep are well taken care of and that they are engaged in activities outside of school to enhance their learning. The data also indicates that LEB grade six students continue to feel that they need to work on their self-regulation and self-awareness skills.



WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

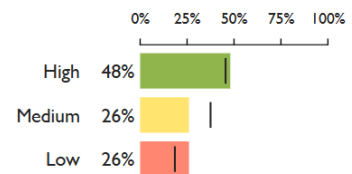


Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

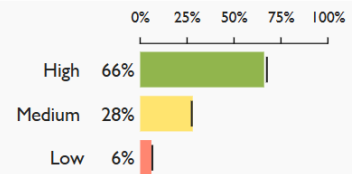
SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."



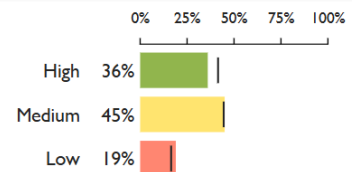
RESPONSIBLE DECISION-MAKING

Responsible decision-making is about understanding the consequences of one's actions and making good choices about personal behaviour. e.g., "When I make a decision, I think about what might happen afterward."



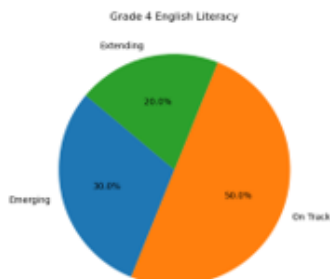
SELF-AWARENESS

Self-awareness is the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action."



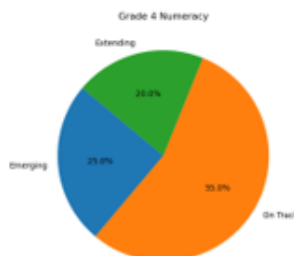
FSA Standardized Test Proficiency Results

Grade 4 English Literacy



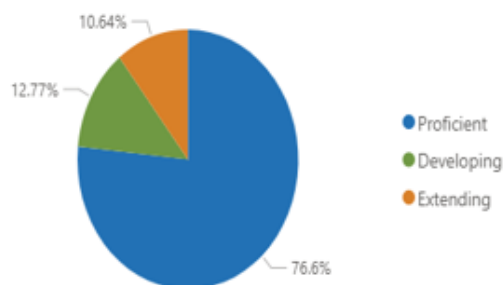
The pie chart above shows the distribution of students across three proficiency levels—Emerging, On Track, and Extending—in Grade 4 English Literacy.

FSA Grade 4 Numeracy



The pie chart above shows the distribution of students across three proficiency levels—Emerging, On Track, and Extending—in Grade 4 Numeracy.

CSL Data – Grade 4 Math Term 2:



CSL Data- Grade 4 Math Term 1:



The data presented indicates that the majority of our students are performing at or above expectations in both Mathematics and Language Arts (in both French and English). There is some alignment between the CSL (Communicating Student Learning) data and the FSA (Foundational Skills Assessment) results, suggesting that teacher assessments are consistent with provincial standards.

However, the slight discrepancies observed may point to an opportunity for growth in students' test-taking skills. Specifically, students may benefit from targeted support in executive functioning and emotional regulation, particularly in managing test-related anxiety. These are essential life skills that not only support academic success but also prepare students to navigate high-pressure situations in both school and adulthood.

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:

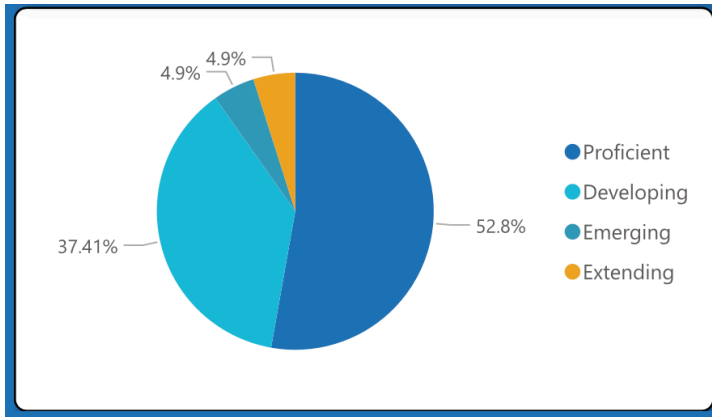
Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

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.

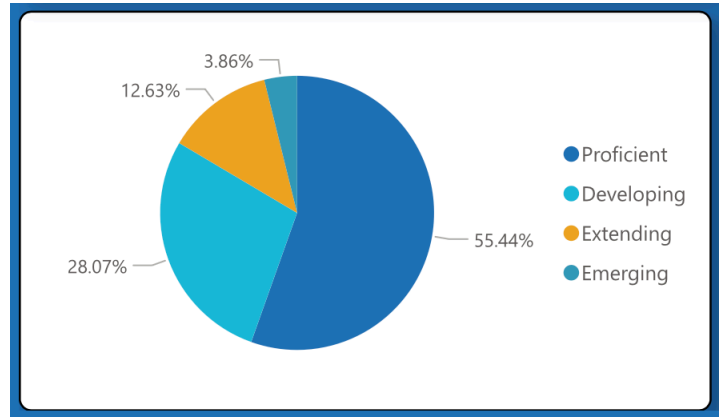
Livingstone continues its participation in the Collaborative Early Learning Inquiry project, which offers targeted individual support for primary students in kindergarten to grade 3. Our intermediate team continues to keep literacy portfolios for each student in grades 4-7, tracking student development 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

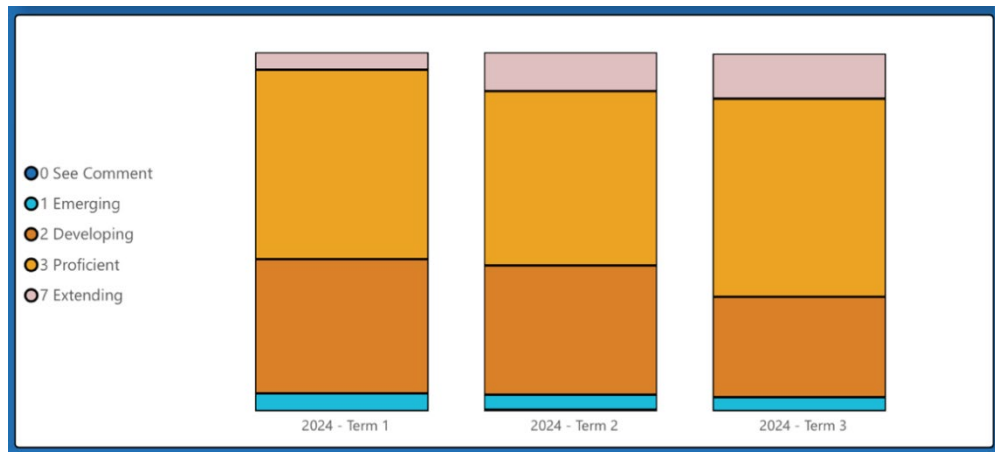
Grades K-7 Term 1 English Language Arts
2024 2025 School Year



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.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

Dr. A.R. Lord Elementary School is in the northeast part of Vancouver close to Hastings Park Conservancy in a diverse, hilly, green neighbourhood. Our area has not experienced high transiency. We even have a second generation of students attending AR Lord. There are fourteen different languages spoken in our community with English, Cantonese, and Vietnamese being the most prevalent.

Most grade seven students enter Templeton Secondary where they have success in academics, specialized programs, sports, and social responsibility.

The student population engages in extra-curricular learning and school service opportunities such as choir, cross-country, volleyball, basketball, badminton, track & field, Templeton STEM challenge, student-led morning announcements, student lunch monitors, and student leadership with social justice projects.

Our school's enrollment has plateaued in the past several years. We currently enroll Kindergarten to grade seven students in nine divisions with close to 200 students. Across the street at Hastings Community Centre, the out of school care program, 'OSC' is a welcomed asset to our school community. The community centre also runs daycare and preschool programs where future classmates meet before entering Kindergarten.

Our staff have engaged in recurring conversations about how best to meet increasing and complex needs related to learning, mental wellness, family stressors impacting students, generalized anxiety, and the shifting concept of world safety. We are active partners with our School Counsellor, School Psychologist, School Speech-Language Pathologist, and the Templeton Family of Schools Community School Coordinator.

Dr AR Lord Elementary has many unique and positive characteristics. We are proud of how we organize a small and complex student population into an inclusive and close school community. Our school community benefits from close relationships between all ages of students, as well as between home & school. Our school staff team meets monthly to plan and adjust learning support strategies for students.

At AR Lord Elementary, we celebrate student achievement inside and outside the classroom. Student work is displayed all over our physical space. Students and staff regularly acknowledge each other's achievements publicly and individually through morning announcements, in-person visits, P.R.I.D.E tickets, and during formal collaboration and learning sessions. The community regularly invites others to observe learning and results of project-based learning. This also creates a sense of belonging in school and community. Applying chosen skills to demonstrate learnings allows students to celebrate their strengths.

We celebrate physical and mental well-being inside and outside the classroom. Often, staff teach and support groups learning outside as well as lead direct teaching of outdoor education. We regularly make the connection between physical & mental well-being through the Self-Regulation Framework™ and other mental health and social-emotional learning curriculum such as Second Step, Open Parachute, MindUp, SOGI (Sexual Orientation and Gender Identity), Zones of Regulation, Social Thinking™. Staff support students with open dialogue, gender-inclusive language (and reminder notes for guest educators), and regular teaching opportunities. We celebrate SOGI Pride and School P.R.I.D.E through our Code of Conduct. The school-wide positive behaviour support system is grounded in the P.R.I.D.E matrix: Purpose, Respect & Responsibility, Integrity, Diversity and Engagement.

Equity and Reconciliation are ongoing practices as staff and students are unlearning prejudices and re-learning history together. We engage in acts of reconciliation together by sharing inquiry projects about Canadian history, daily land acknowledgements, and singing the Coast Salish anthem. Our school library is a common learning area where staff and students access new and culturally responsible print materials that teach and celebrate Indigenous culture.

We have an extraordinarily spacious and engaging school yard with a playground structure, garden area, two basketball areas, gravel field and grass field as well as several playground games painted beneath a covered, hard surface play area.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Through observation and student voice we understand our community of learners in the following ways.

Diverse Needs:

- There are many different learning styles, with rich neurodiversity
- Differences in values can both enrich and be challenging for the learning environment, as some prioritize freedom and independence while others find strength in group plans.
- Emotional Intelligence:
- Variety of levels of resilience and experiences with others.
- Group work expectations differ from smaller family units or cohorts.
- Strong emphasis on fairness, justice, and equity.
- Learning and Perspective:
- Some children understand the need for different approaches for different students.
- Students are learning empathy and that equity does not mean the same approach for everyone

Anxiety and Relationships:

- Some students have increased anxiety due to separation from parents at drop-off time
- There is a strong importance of relationships with adults and peer approval.
- We see a shift in behavior around grades 4/5 as children begin to see themselves differently

Based on Term 1 proficiency indicators for student learning in numeracy and literacy, we see that:

There was a positive trend in student proficiency over the academic year. In Numeracy, the percentage of students assessed as 'emerging' decreased from 7% in Term 1 to 6% in the final term, with English language learners making up 13% of emerging students in Term 1 and 11% in Term 2. In Literacy, the proportion of students in the 'emerging' category declined from 13% in Term 1 to 10% by Term 3. Among these, English language learners comprised 39% in Term 1 and 31% in Term 2. This is excellent progress in both numeracy and literacy over the course of the two terms. By the beginning of second term, we focused further on two specific areas:

- numeracy teaching and learning.
- regulation and neurodiversity

Data from 2024/25 tells us that students have a low perception that Indigenous studies are being taught as well as a low perception of our school participation in programs, activities and celebration. We are continuing to work on explicit teaching about the teaching and participation in Indigenous studies, programs, activities and celebration. The data tells us that students are not recognizing the journey of reconciliation explicitly. When we provide opportunities to connect learning, we will show and tell students how this learning is part of our reconciliation journey. For example, we use the Musqueam teaching kit available to Vancouver educators, we have incorporated more Indigenous activities and celebration into our learning such as a singing and drummer performer, soapstone carving, and class-wide land acknowledgement practices.

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 toward decreasing achievement gaps in literacy and numeracy by ensuring all students have equitable access to learning supports needed for success. We can provide meaningful actions by adjusting instruction based on student need. Teachers will increase knowledge of each other's work which will influence their perceptions of their colleagues' abilities and motivate them through co-constructing new knowledge.

We are assigning financial resources to purchase laptops to secure access for learning tools for learners with IEPs. We regularly measure learner response to interventions and adjust teaching strategies and small groups based on this data.

Improve equity

Our classes are designed in multiple grade groupings to increase collaboration amongst learners and classroom and resource teachers. We will continue to provide additional teacher collaboration time to support educational planning that provides access to curriculum for all learners.

Our school staff have engaged in learning with a District Consultant to learn tools and to practice anti-oppression intervention, self-awareness and examine our own biases.

When we see the discrepancy in learning between students achieving "emerging" and those achieving "developing", we want to further understand and design interventions for what is behind the gap. Additionally, we have completed a brief assessment: The Devereux Student Strengths Assessment (DESSA) of learner skills related to social and emotional functioning in both January and June 2025. DESSA results are lower overall for students on an IEP, ELL, boys and Indigenous students. Academic performance is linked to social-emotional learning; therefore, we want to focus on both areas.

We initiated partnerships of at-risk students with a staff member to increase connection and belonging. We also offered extra activities during lunchtime such as chess and Dungeons and Dragons(D&D) club to foster connection and belonging for all learners.

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

We will continue to integrate First Peoples Principles of Learning throughout our classroom activities and routines. Our collection of Indigenous books and learning resources will continue to be a spending priority. We participate in place-based learning by utilizing our outdoor education resources such as gardening materials and tools for visual investigations; we also provide weather-appropriate outdoor wear for all learners. We collaborate with staff at the Hastings Conservancy in our neighbourhood for enriched outdoor learning. We have prioritized budget allocation for a school gardening program *Earthbites* for all students. We will continue student-led morning announcements with the correct pronunciations of the names of the local nations: xwməθkwəyəm(Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

HOW WILL WE KNOW WE'RE ON TRACK?

One of our goals is to improve student outcomes on Numeracy outcomes. We will know that we are track as success will be evident through regular assessments with our classroom and resource teachers. Students will show increased engagement and joy during numeracy activities.

Additionally, there will be an increase in students' proficiency in Numeracy, with more students meeting or exceeding benchmarks on various numeracy assessments. If we do not see any improvements for our students, we must be willing to critically examine our role in this. We must ask what leads to the present situation and how we, the professionals, contribute. In addition, we will continue to review Communicating Student Learning Data for language arts and mathematics to review student progress.

We will know that we are on track to improve equity and continue our journey to reconciliation through a variety of measures that will indicate student improvement in areas of academics,

belonging and awareness of Indigenous culture. Feedback from students and families will show meaningful conversations and experiences are taking place, though some changes may be gradual and not immediately visible. Overall, a positive environment will be reflected in students' happiness, engagement, and support systems involving connections with adults and peers. We can check with our community about our school-wide adjusted celebration of Field Day at Khanamoot. We will gather information from students and discuss as a group the impact of new activities such as incorporating Indigenous games, learning on the land and by the ocean. Student Learning Survey data will continue to provide information on areas of strength and areas for growth.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh Nations). MacCorkindale Elementary School is located in the Killarney area of Vancouver near Central Park. Established in December 1967 as the first open-area concept school in British Columbia, we take pride in our rich history of educational innovation.

With an enrollment of 299 students, our school is a vibrant and diverse learning community. Our student body comprises a variety of linguistic backgrounds, including English, Chinese, Spanish, and other languages. Among them, a portion are English Language Learners (ELL). Our team consists of 26 full-time staff, 10 part-time staff, and 4 district staff, all dedicated to creating a supportive and collaborative learning atmosphere.

The school has a weekly Community Schools after-school program facilitated by our part-time Youth and Family Worker. At the heart of the community is an active Parent Advisory Council (PAC), who run a hot lunch program every Friday as part of their fundraising efforts. Our school has a collaborative staff and monthly “Be Your Best” assemblies that celebrate achievements and positive behaviour.

The unique positive characteristics of our school include a supportive, close-knit, and connected staff and community. With a multi-generational and diverse student body, the school feels like a family—open-minded, welcoming, and resilient. In our small, interconnected community, collaboration is a deeply practiced principle. We value diversity and respect people who are different, working hard to include all folks and respect others based on their gender identity. We feel safe in our neighborhood and at school, and we are continuing to improve our literacy skills with students actively engaged in their own learning. Adults at our school are welcoming and value our thoughts and opinions. At MacCorkindale, we know what to expect, and our rules and expectations are clear.

Recognizing assets such as working together, inclusivity, and a commitment to “Being Your Best,” MacCorkindale is centered on cultural responsiveness, social-emotional learning, community engagement, language support, and leadership development. These goals aim to enhance the overall educational experience for our students and create a dynamic and supportive learning environment where every student can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners at MacCorkindale possess a multitude of assets and strengths that contribute to a vibrant and supportive atmosphere. We embrace inclusivity, fostering an environment where students of diverse backgrounds feel welcomed and valued. Working together is ingrained in our educational culture, promoting collaboration and cooperation among students and staff. We prioritize kindness and compassion, celebrating acts of responsibility, respect and safety within our community. Furthermore, our multicultural community enriches the learning experience, providing opportunities for cultural exchange and appreciation.

Our school is home to a diverse group of students, including English Language Learners and those with various learning styles and abilities. Despite these differences, students are kind, caring, and enthusiastic learners who show compassion and respect for one another. They work well in groups, support each other, and embrace differences with acceptance and empathy. While some require academic or behavioural support, all are encouraged to do their best and are developing strong problem-solving and social-emotional skills. Students are creative, curious, and determined, contributing to a positive and inclusive school environment where everyone is valued.

The students demonstrate a wide range of strengths across academic, creative and social-emotional areas. They show growth in literacy and numeracy skills. Many students are curious, imaginative and eager to express themselves through different forms of communication. Socially, they are kind, cooperative, and work well with others, working well in groups and resolving conflicts respectfully. Overall, students bring enthusiasm, creativity and a positive attitude to their learning and relationships.

Leadership opportunities are available throughout the school, allowing students to take on roles such as morning announcements, office monitors, lunch buddies, playground buddies and safety patrol, fostering a sense of responsibility and empowerment for students. Recognizing the varied intelligences of our students, we provide a platform for them to showcase their creativity and talents. We hold monthly student recognition assemblies to celebrate the achievements and contributions of our learners, reinforcing positive behaviours and values such as respect, responsibility, and safety.

We recognize our students come to school with a variety of life experiences that can influence their learning and well-being. These challenges may affect their focus and engagement. As a school community, we remain dedicated to creating a caring, inclusive learning environment where every student feels valued, supported, and empowered to reach their full 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

Our school community is dedicated to creating an environment where every student can succeed academically, socially, and emotionally. Grounded in social-emotional learning (SEL) practices, we continue to emphasize the mental and emotional well-being through regular classroom activities, weekly SEL lessons, and collaboration with families and support staff. Strategies like check-ins, mindfulness and

programs such as Zones of Regulation and WITS help students build emotional awareness, self-regulation and positive relationships.

Academically, we focus on strengthening literacy and numeracy through differentiated instruction, small group teaching and engaging, hands-on learning. In math, students build number sense and fluency through math talks, games, manipulatives and real-world problem solving. Teachers foster confidence by encouraging multiple strategies, promoting discussion and reinforcing foundational skills like place value and operations.

Literacy instruction emphasizes foundational reading and writing skills, including phonics, fluency, comprehension, and writing conventions. Through programs like Daily 5, UFLI and structured phonics instruction, student engage in daily reading and writing activities. Teachers support student growth with targeted strategies, interactive tools, and a focus on developing voice, stamina, and critical thinking in both reading and writing.

Improve equity

As a school community, staff at our school are actively working to improve equity by creating inclusive and supportive learning environments that meet the diverse needs of all students. They prioritize building strong relationships with students and families to better understand individual experiences and challenges. Teachers incorporate culturally responsive teaching practices, celebrating diversity through lessons, activities, and materials that reflect various cultures, perspectives, and abilities. Class discussions, picture books, and projects that highlight different traditions, holidays, and backgrounds foster understanding and respect among students. Every child feels valued and supported, knowing that essentials such as clothing, snacks, and connections to community resources are available when needed.

To promote equity in learning, teachers differentiate instructions to accommodate a wide range of learning styles and abilities. This includes adapting lessons, providing small group or one-on-one support, and offering students choices in how they demonstrate their learning. Visual aids, graphic organizers, hands-on activities, and technology enhance accessibility for all learners, including English Language Learners and students with Individualized Education Plans (IEPs). Teachers prioritize equity by providing ample class time for assignments and keeping homework manageable, ensuring all students have the opportunity to succeed. By explicitly teaching that everyone learns differently and celebrating multiple intelligence, teachers create an environment where all students can thrive.

Collaborative efforts among teachers, resource staff, and external specialists further enhance equity. Working on push-in support, rather than pull-out sessions, allows more students to benefit from targeted assistance within the classroom. This year, 24.8% of our student population received pull-out resource teacher support for academics; this is compared to 28.5% the previous year. Teachers also use strategies like goal-setting conferences with families, flexible scheduling, and ongoing assessments to identify and address barriers to success. Through these intentional and varied approaches, staff ensure that every student has equitable access to education and the opportunity to reach their full potential.

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

As a school community, we are deeply committed to fostering respectful relationships and a deeper understanding of First Nations, Métis, and Inuit peoples. Staff integrate Indigenous perspectives into the curriculum to ensure students gain insight into the history, cultures, and contributions of these communities. Daily land acknowledgements, the inclusion of the Coast Salish anthem in assemblies, and discussions about the significance of Orange Shirt Day highlight our commitment to reconciliation. These practices encourage respect, empathy, and cultural awareness among students and staff.

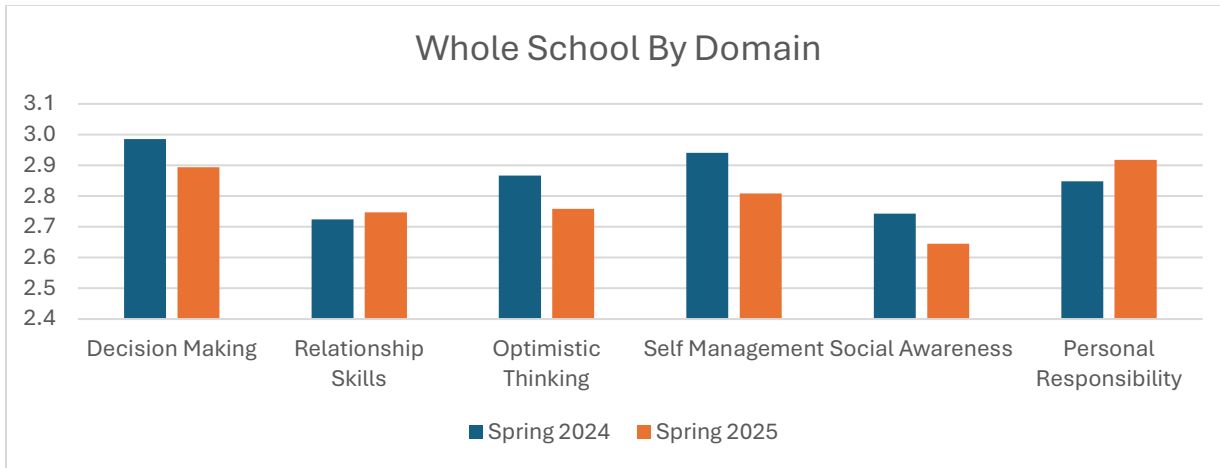
Teachers actively incorporate Indigenous teachings into their lessons, using authentic resources such as picture books, storytelling circles, and art activities. Students explore the significance of the cedar tree, the cultural value of salmon, and the history of place names in British Columbia, fostering connections to the land and its stories. Topics such as residential schools and Indigenous traditions are discussed thoughtfully, with an emphasis on empathy and understanding. Additionally, cross-curricular connections are made, such as exploring Indigenous shapes in geometry and traditional practices in science, ensuring that learning is holistic and meaningful.

Staff also engage in professional development to deepen their understanding and improve their ability to teach Indigenous content respectfully. By building strong, trusting relationships with Indigenous students and families, teachers and resource staff ensure these learners feel supported and valued. Through these collective efforts, our school aims to create an inclusive environment that honours the voices and experiences of Indigenous peoples while inspiring all students to learn and grow.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are achieving our SEL goal when students demonstrate improved emotional regulation, stronger relationships, and increased positive interactions with peers and adults. Observable indicators include fewer office referrals, reduced dysregulation, and a noticeable decrease in teacher intervention for problem-solving and conflict resolution. Students will actively use SEL strategies, show self-awareness, and communicate their emotions, wants, and needs appropriately. Feedback from staff and students, data from tools like the DESSA mini, and surveys will highlight progress, showing increased engagement, happiness, and a greater sense of calm and self-regulation.

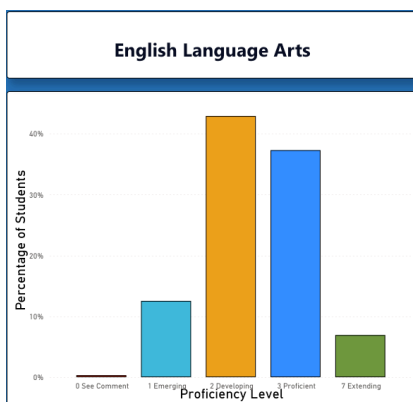
As students independently resolve conflicts, express themselves constructively, and adopt a collaborative, "bucket-filling" mindset, it will be evident that SEL goals are being met. These changes will be supported by staff collaboration and ongoing observations, reinforcing a school-wide culture of respect, kindness, and emotional well-being.



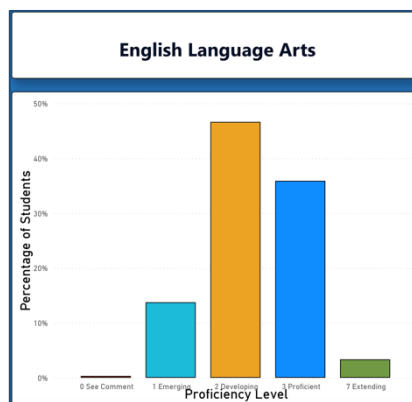
For the past two years, staff have administered the DESSA-Mini—a brief screener of social-emotional competence—to individual students. A comparison of Spring 2024 and Spring 2025 results shows modest gains in students’ personal responsibility and relationship skills, but highlights ongoing needs in decision-making, optimistic thinking, self-management, and social awareness. While the DESSA-Mini data did not reflect dramatic SEL growth, office referrals fell sharply from 171 in 2023–24 to 71 in 2024–25—a 41% decrease—demonstrating that MacCorkindale students are increasingly embodying our Code of Conduct by acting responsibly, respectfully, and safely.

The overall school’s English Language Arts proficiency improved each term this year, as evidenced by our CSL (Communicating School Learning) data seen below. In term one, 37.54% of students were proficient or better, in term two, 39.27% and in term three 44.22% were proficient or better in English Language Arts. In addition, based on our Grade 4 and Grade 7 English results. The percentage of Grade 4 students with a level of proficiency or extending in Language Arts increased from 61.3% in 2023-24 compared to 85.7% in 2024-25. Similarly, Grade 7 students demonstrated remarkable progress, with proficiency levels rising from 40.5% to 83.3%.

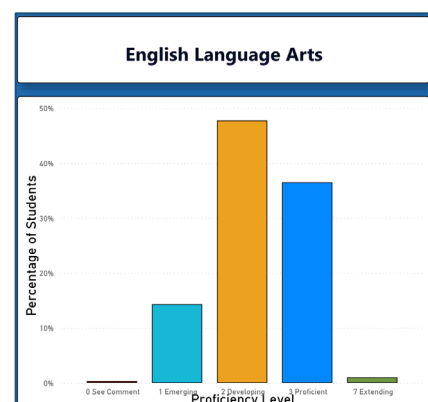
Term 1:



Term 2:



Term 3:

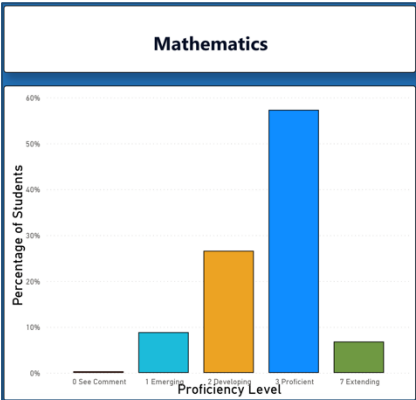


We will know we are achieving our math literacy goal when students demonstrate increased confidence, engagement, and proficiency in math. This will be evident through improved assessment results, classroom participation, and the ability to explain mathematical thinking

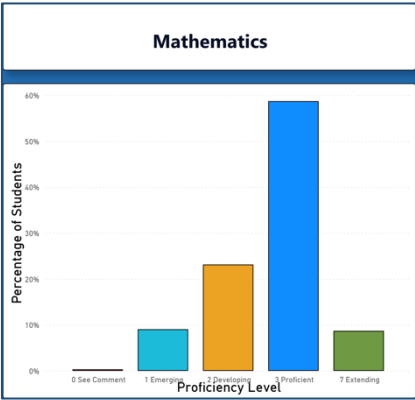
during activities such as math talks. Teachers will observe students applying math concepts to everyday situations, solving problems in diverse ways, and showing enthusiasm for learning math. Report card data, formal and informal assessments, and anecdotal feedback from teachers and students will provide insights into their progress. As more students achieve proficiency in their grade-level math skills and express a positive attitude toward numeracy, it will reflect the success of our strategies and interventions.

The school’s overall numeracy proficiency remained relatively stable this year, with 64.17% of students achieving proficient or better in term one, 67.44% in term two and 66.01% in term three (as indicated in the data below). Based on our Grade 4 and Grade 7 math results, the percentage of Grade 4 students with a level of proficient or extending in math improved with 85.7% in 2024-25 compared to 71.0% in 2023-24. Grade 7s also showed improvements with 83.3% in 2024-25 compared to 37.8% in 2023-24.

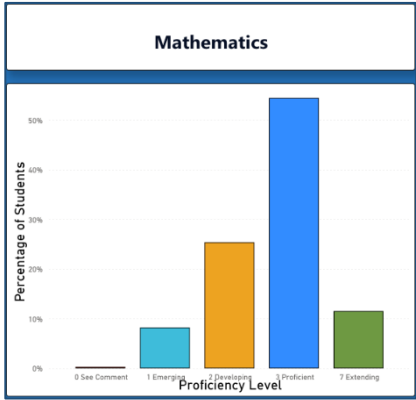
Term 1:



Term 2:



Term 3:



We will know we are making progress in our journey of reconciliation when students and staff demonstrate an ongoing commitment to understanding and respecting Indigenous perspectives, history, and cultures. This will be evident when students can articulate the meaning of reconciliation, engage in meaningful discussions about its importance, and show respect for Indigenous cultures and traditions beyond designated events like Orange Shirt Day. Feedback from parents, students, and staff will also indicate a growing awareness and appreciation for Indigenous communities. As staff continue to integrate Indigenous perspectives into lessons and professional development, and as students recognize the complexities of Indigenous history and its contemporary relevance, our school community will move closer to fostering genuine respect and understanding. While reconciliation is an ongoing process without a clear endpoint, these milestones will serve as indicators of meaningful progress on this important journey.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tseil-Waututh Nation).

Here at Sir Alexander Mackenzie Elementary, we strive to foster a pro-social school community *“where students can learn, see themselves, feel supported and connected so that they develop a love of learning and become lifelong learners.”* – VSB Education Plan 2026

Sir Alexander Mackenzie Elementary is proud of its diverse, inclusive community. Built in 1930, Mackenzie is a beautiful, Art Deco building full of stories and history; the lower ‘West Wing’ opened in 2002. The student enrollment for the 2024-2025 school year is 419 students, plus a rotation of 20 new students from across VSB every 5 weeks in the District Gifted Enrichment Centre. Mackenzie has a culturally diverse student population with as many as 33 languages being spoken. Mackenzie is also home to a District Life Skills class, District Gifted Enrichment Centre, Strong Start Program, District Reading Recovery, District Early Learning, as well as the YMCA before and after-school care. We are also a member of the John Oliver Community School Teams. Mackenzie’s remarkable staff consists of over 60 dedicated members who always center students. As a staff, we work passionately and collaboratively to co-create learning and exploration opportunities for students to reach their individual potential, feel safe and brave enough to take up and hold space, as well as become positive contributing citizens.

Our 2 schoolwide goals include:

- Continuing to nurture students’ social-emotional capacity and increase their sense of belonging to others, Mackenzie, and the communities they are members of.
- Developing students’ writing skills through engaging learning and exploration opportunities co-created by school and VSB’s Professional Learning Community team.

Learning and growth is an intricate process that requires care, patience, inspiration, motivation, and time. Together, school and home support our young learners to find joy in learning, be curious about the world around them, and see themselves reflected and represented in the communities they are members of. With our care and guidance, their *soon to shine moments* await them!

At Mackenzie, staff offer many opportunities for students to foster their leadership and citizenship skills. Students volunteer and dedicate their care, time and effort to being morning announcers, Playground Pals, assembly leaders, keeping our school grounds clean, members of sports teams

and clubs such as the Spirit Club and Volunteer Group, and so much more. We appreciate and acknowledge that staff volunteer their time to provide these enriching learning and growth opportunities for students.

The Mackenzie staff are engaged members of the many school committees that support students, staff, and the school. Committees meet regularly to discuss schoolwide goals and direction, student needs and support, health and safety, professional development, collaborative learning and teaching opportunities, and the many grade groups and schoolwide initiatives.

We encourage all students to be “*active, productive and socially responsible citizens*” and to participate in the many activities available at Mackenzie, from sports teams to clubs to many volunteering and leadership opportunities such as being library monitors. Furthermore, we encourage families to support and get involved in school events and initiatives; we value and appreciate their positive contributions to the Mackenzie community. Mackenzie’s Parent Advisory Council (PAC) supports our school’s initiatives and actively works with the school to bring offerings to students that enrich their schooling and learning experiences. PAC also brings the parent community together to collectively foster a greater sense of belonging for everyone. Mackenzie parents are engaged participants in our school community. Many parents are involved in volunteering in school activities and with PAC endeavours such as Munch-A-Lunch, Move-a-thon, Rummage Sale, Culture Club, Movie Nights, and School Dances.

Together, we co-nurture a safer, more joyful, welcoming, and inclusive school where everyone is brave enough to take up and hold space to better understanding the identity of self and others as expressed in the First Peoples Principles of Learning, as well as feel a deeper belonging and connection to each other and our school community. “Together is better!”

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Mackenzie’s community of learners are engaging, full of wonder, and eager to learn and experience the world around them. Besides their well-planned and executed lessons and units, teachers provide many learning and growth opportunities for students through guest presenters and field trips. As a school, we also gather for learning and fun such as Remembrance Day assembly, school dances, Black History Month guest performer, Lunar New Year Lion and Dragon Dance, Marimba performance, and Mackenzie’s winter concert.

Our learners also love music, reading, and being active. We have a Music and Physical Education teacher as well as a librarian who provide additional robust curriculum and learning beyond the classroom. Our Music room is a dynamic hub where students learn a variety of instruments and genre of songs; our Grade 7s get to learn their instrument of choice in a band program. During our winter concert, Sounds of Winter, students performed musical melodies with matching actions and played the instruments they learned. As a school, we are also participating in a 2-year VSO Connects program where students will learn from professional musicians. Our library is a vibrant, central hub where everyone in the school gathers to read, learn, and socialize. Students independently check out their preferred books and library monitors volunteer their time to check in and shelf books during recesses. Physical Education is taught by either the classroom or PE

teacher. Mackenzie Dragons are not only athletically inclined, they demonstrate good sportsmanship. This year, the Whitecaps Community Coaches taught students basic soccer skills and Elevate Ultimate did Ultimate skills development.

Our community of learners love to give back to the school and community. Students have a deep sense of empathy and leadership. Besides representing the school on sports teams and making daily morning announcements, Dragons volunteer in many clubs that benefit other students and those in our community.

- Playground Pals is a leadership opportunity for intermediate students to create play opportunities for students during lunch times. Playground Pals are also trained to help students resolve conflicts.
- Volunteer Group is another intermediate leadership opportunity for students to help the communities beyond Mackenzie. Students create fundraising initiatives to raise awareness and, or funds for a charity of their choice such as The Greater Vancouver Food Bank and Women's Shelter.
- Spirit Club is not just a club of student volunteers who bring our school community together through spirited fun such as Pajama & Hot Cocoa Day, they also look beyond our school walls to raise awareness and funds for charitable organizations. This year, Spirit Club led us to donate about 600 pairs of socks for the Salvation Army shelters and raised funds for the Children's Heart Network.

There is a strong sense of school community among our community of learners and staff. Teachers form "Buddy" classes to co-create opportunities for students to get to know each other and learn to work cooperatively and collaboratively together. To support the school's writing literacy goal, we invited VSB's Professional Learning Community team to collaborate with teachers to provide writing literacy learning for students. After school, our VSB Community Schools team also foster a greater sense of belonging to our community by bringing in community partners to provide extracurricular experiences for students such as ASSAI's (After School Sport and Arts Initiative) theatre program and Schools Out.

This year, about 20% of our student population was randomly selected for a survey about their sense of belonging and connection to Mackenzie. See the survey summary below.

Summary of Student Survey for School Learning Plan 2024-2025

1. What are a few of your favourite things about being at Mackenzie?

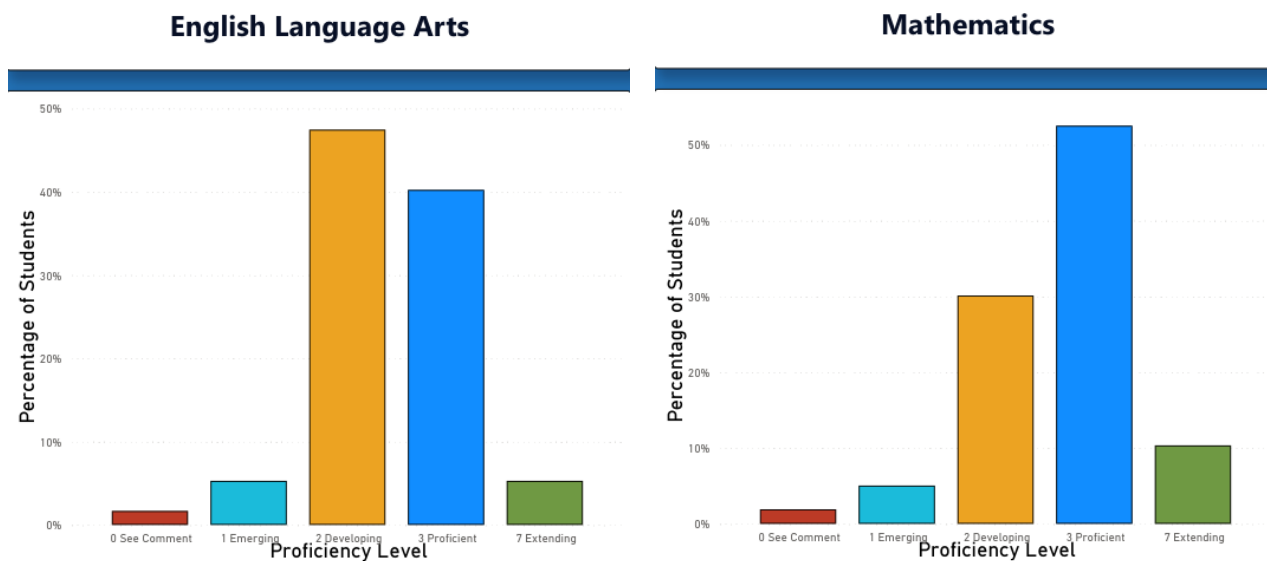
- Friendly Environment: Students appreciate the friendly atmosphere, including kind teachers and supportive friends.
- Engaging Activities: Many students enjoy extracurricular activities such as music, sports, and clubs.
- Learning Experience: The way teachers teach, and the variety of subjects offered are highly valued.

2. How does coming to school make you feel?

- Excited and Happy: Students often feel excited to see their friends and participate in school activities.
 - Nervous or Anxious: Some students feel nervous about presentations or changes in routine.
 - Mixed Emotions: Feelings can vary from tiredness in the morning to happiness once they are at school.
3. Name adults and students at the school who care about you. How do they care?
- Teachers and Staff: Teachers and staff show care by helping with academic and personal issues and being supportive.
 - Friends: Friends demonstrate care by including each other in activities and offering help when needed.
 - Principal and Supervision Aides: They are mentioned for their kindness and ensuring a safe environment.
4. Do you feel a part of the school, feel that you belong? Explain.
- Sense of Belonging: Many students feel included and part of the school community due to supportive peers and teachers.
 - Participation in Activities: Involvement in sports, clubs, and other school activities enhances their sense of belonging.
 - Positive Environment: The overall positive and welcoming environment contributes to students feeling they belong.

Data collected from the FSA (Foundation Skills Assessment), MDI (Middle Years Development Instrument), EDI (Early Development Instrument), and SLS (Student Learning Survey) provide insight into our community of learners. However, these are only snapshots of a cross-section of our students. Further data of students' learning and growth are reflected in the two Written Learning Updates and one Summary of Learning provided by teachers. With the information from these reports, we can gather more concise data about our community of learners through Power BI. With writing literacy as a school-wide goal, our cold-writes and the day-to-day work educators do to build on students' writing understanding and knowledge inform us about their progress in this domain. Below are data from the first Written Learning Update regarding students' English Language Arts, as well as Mathematics acquisition.

The English Language Arts and Mathematics data below is based on the 2024-2025 Summary of Learning (Term 3) and reflect student population from Kindergarten to Grade 7. The data includes students who have Ministry designations and who are coded as ELL. Both data include students who identify as Indigenous.



It is important that school leaders model being a learner so that we are part of the work in the classrooms and around the school.

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

To support our school's writing literacy goal, Mackenzie educators are collaborating with our VSB's Professional Learning Community team to co-teach, as well as co-create curriculum and learning experiences to build on students' writing development. Classroom and resource teachers along with the PLC team and administrators gather in grade groups to dialogue about students' writing development and plan for next steps. We have One-to-One volunteers who regularly work with selected students on their reading abilities. Literacy folders, which will follow students from year to year, were created this year to house their literacy data. As a school district, we are also using the ministry's K-12 School District Professional Learning Grant to support delivery of evidence-based literacy instruction, as well as screening for K-3 students and interventions for K-7 students at Mackenzie.

Students' overall learning and exploration of the curriculum—along with their physical, social-emotional, and mental wellness, and their sense of belonging and connection to others and the school—are supported by a dedicated team. This team includes classroom teachers, resource teachers, school-student support assistants (SSAs), non-enrolling teachers for Music, Physical Education, and Library, an Area Counsellor, a Youth & Family Worker, a Speech-Language Pathologist, an Educational Psychologist, supervision aides, office staff, and administrators.

As a public educational institution, it is important that we nurture students to resolve conflicts peacefully and be pro-social citizens. Administrators use restorative practices to guide students in their conflict resolution learning. At the beginning of this school year, Kaylie Maughan of Community Justice Initiatives Association, conducted a restorative practice workshop with the whole staff. Classroom teachers took their learning into the classrooms by creating shared community values and administrators met with grade groups to talk about the school's Code of Conduct, as well as collective shared values, responsibilities, and sense of belonging. (Refer to page 4, Responses to Question 4)

Mackenzie staff provide many leadership and growth opportunities for students. We start our days with welcoming and positive morning announcements, new this school year is Playground Pals that provide safer and guided play for students, clubs such as Spirit Club, Volunteer Group, Culture Club, Library Monitors, Games Club, Computer Science Club, K-Pop Club, sports teams throughout the school year, assemblies such as for Remembrance Day, Lunar New Year, Black History Month, and Mackenzie ambassadors give guided tours to our new Kindergarteners and their families during On Our Way to Kindergarten. As mentioned above, our student leaders also create schoolwide initiatives that give back to our community at large. Our sense of belonging extends beyond the walls of Mackenzie into our communities.

"The Vancouver School Board believes an effective public education system will prepare students to be active, productive and socially responsible citizens." - [Education Plan 2026](#)

Improve equity

At Mackenzie, we are proactive advocates for all students in our care, but we are particularly more mindful of those who have ministry designations, accessibility challenges, new to Canada and learning English and navigating a new culture, spectrum of learning needs and abilities, as well as spectrum of social-emotional-mental wellness needs and family financial hardship. To support students with diverse needs, we continue to implement [Ready Bodies Learning Minds](#) and access our sensory room to teach students how to regulate their emotions and bodies so they develop the strategies to be engaged learners. Educators develop lessons and units with the [Universal Design for Learning](#) in mind to support diverse learners in each Division so students on the learning spectrum are included. With writing development as a school-wide goal, the school team works together to develop curriculum and provide additional support for students; as mentioned, VSB's PLC team collaborates with teachers to provide targeted learning opportunities such as Story Workshops, Oral Storytelling inspired by First Peoples Principles of Learning, and Know Your Code (development of spelling patterns for reading and writing).

Our School-Based Team (SBT) meets a minimum of twice monthly to discuss the needs of students and how best to support them. Our school team also works closely with district teams and, or community partners and outside agencies such as VCH to support students and their families. Together, school, family and student's outside support(s), work collectively to provide the best care and education for the children in our care.

Our PAC and community partners are an integral part of Mackenzie's caring community; they support students and families in various areas of school life. So that everyone is included, our PAC

works closely with the school to provide school-wide educational and fun opportunities for students, staff and families such as Meet the Staff Night, Saleema Noon presentations, movie nights, Lion Dance and red envelopes during Lunar New Year, Rummage Sale, Move-a-Thon, dance parties, and much more.

At Mackenzie, we uphold [Vancouver School Board's equity](#) stance on:

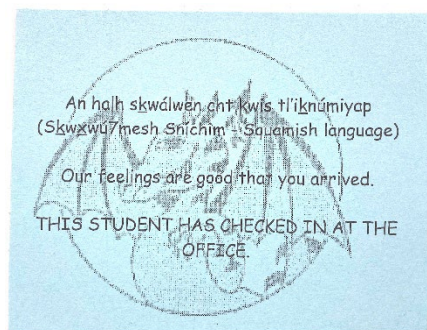
- Eliminating gaps in achievement and outcomes among students.
- Eliminating racism and discrimination in all forms.

As a school, we are committed to fostering a safe and caring school that promotes “safety, mutual respect and acceptance.” Our values are aligned with VSB’s [Safe and Caring Schools](#). To support student’s journey to becoming positive, contributing citizens and peaceful conflict solvers, we incorporate restorative practice as a way of being.

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

“The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation) – respects and supports Indigenous ways of knowing and learning.” - [Education Plan 2026](#)

We introduced a new Safe Arrival procedure at Mackenzie this year; when students arrive at school after the 9 a.m. bell, they check-in at the office to get a Welcome Slip, written in Skwxwú7mesh sníchim language, to welcome them to the school. We welcome all students no matter what time they arrive at school. We are happy that they have arrived and can join us. We also take part in schoolwide learning over morning announcements such as the Land Acknowledgement and how to pronounce x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation). These are part of Mackenzie’s reconciliation efforts to uplift and make Indigenous language and culture visible. (Truth & Reconciliation: Calls to Action #14 and #62)



As a school community, we believe that adult learning and student learning are symmetrical. Hence, we learn together as a school community through our school newsletter, Mackenzie Matters, and continued teachings by educators and administrators. Each year, VSB holds an

Indigenous Focus Day for staff to explore Indigenous pedagogies, cultures, and practices; we gathered in Family of Schools for this learning opportunity as educators.

How Mackenzie embodies and aims to incorporate the [First Peoples Principles of Learning](#) which was developed in partnership by the BC Ministry of Education and the First Nations Education Steering Committee (FNESC).

1. Aligning Social-Emotional and Belonging Goals

- **FNESC Principle:** *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
- **Connection:** Mackenzie's focus on social-emotional learning and belonging aligns with this principle. To strengthen the alignment, consider explicitly incorporating Indigenous perspectives on well-being, such as holistic approaches to mental and emotional health.

2. Strengthening Holistic and Experiential Learning

- **FNESC Principle:** *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place).*
- **Connection:** The learning plan emphasizes student engagement through activities like guest speakers, field trips, and buddy classes, which align with experiential and relational learning.

3. Embedding Indigenous Knowledge and History

- **FNESC Principle:** *Learning is embedded in memory, history, and story.*
- **Connection:** Mackenzie already acknowledges the unceded lands of the x^wməθk^wəyəm, Skwxwú7mesh Úxwumixw, and səlilwətał Nations. The school also shares Indigenous knowledge through morning announcements and newsletters.

4. Recognizing Generational Roles and Responsibilities

- **FNESC Principle:** *Learning involves generational roles and responsibilities.*
- **Connection:** Mackenzie's mentorship opportunities (i.e., Playground Pals, buddy classes) foster leadership and responsibility.

5. Honoring the Sacredness of Knowledge

- **FNESC Principle:** *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*
- **Connection:** Teachers and presenters educate students about the sacredness and acknowledgement of teachings.

6. Acknowledging Learning Takes Time

- **FNESC Principle:** *Learning involves patience and time.*
- **Connection:** The plan emphasizes the idea of *soon the shine moments* which aligns well with the principle that learning is a gradual process.

HOW WILL WE KNOW WE'RE ON TRACK?

On-going conversations with students, staff, families, and community partners best inform us if we are on track. Continued surveys and data collected from various sources can provide insight to how we are doing in the various areas of focus and interests. Mackenzie's own data collected from the Written Learning Updates and Summary of Learning will provide a more accurate snapshot of where students are in their learning. Data collected from the FSA (Foundation Skills Assessment), MDI (Middle Years Development Instrument), EDI (Early Development Instrument), and SLS (Student Learning Survey) provide insight into our community of learners. Self-reflection and meetings as a staff to dialogue about students and our school offerings and direction keep us engaged in our school goals and opportunities, and looking ahead together to the possibilities yet to come.

"When we evaluate change, one of the more helpful approaches is identifying something to aspire to." - Dr. Shree Walker, *Educate Me! Changing Ourselves, Inspiring Others*

2024-2025 School Learning Plan

SCHOOL STORY

Named after the first European settler, Mr. Hugh Magee, the school opened in 1912 with nine (European) students in a small, upstairs room in Marpole, the site of the present-day David Lloyd George School. Indigenous students at that time received a segregated education, were separated from their families, and were sent to Residential schools near the current Vancouver Airport, West Vancouver, and even as far as Sechelt. The school is currently located in Kerrisdale, an upper socioeconomic, west side, residential community, on Maple Street at 47th Avenue, between Granville Street and East Boulevard. Maple Grove (adjacent to Magee) and McKechnie are Magee's catchment elementary schools, although students also come from Osler, David Lloyd George and Kerrisdale Elementary Schools.

We are a comprehensive secondary school currently meeting the needs of 1247 students enrolled in Grades 8 through 12.

The unique assets at Magee

The Magee staff are exceptionally dedicated, talented and experienced professionals. They are invested in the culture of the school and spend time outside of class supporting students academically and with clubs, sports, activities and field studies.

In addition to a broad array of regular program studies in English, Math, Science, Social Studies, Physical Education, Modern Languages, Applied Skills and Fine Arts, Magee Secondary School offers unique smaller school programs to help meet the needs of specific learners. These school and district programs include:

- The **Learning Support Program (LSP)** is for 15 Grade 8 and 9 students with learning difficulties. Each student has an Individual Education Plan (IEP) and works at his/her own level on an adapted core curriculum within a classroom setting, with support provided by the teacher and resource team. Upon completion of LSP 9, students transition into either regular program studies in Grade 10 or another unique class setting elsewhere in the district.
- The **Learning Assistance Life Skills Program (LALS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual

difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum and upon graduation, the students are awarded a school-leaving certificate.

- The **Magee Life Skills Program (LS)** for 15 Grade 8 through 12 students from across the district with mild to moderate to severe intellectual difficulties, autism and delayed adaptive behavior skills. Each student has an Individual Education Plan (IEP) and works at his/her own level on a modified curriculum. On graduation students are awarded a school-leaving certificate.
- The **SPARTS (Sports/Art) Program** for 150 Grade 8 through 12 students. This district program is unique to Magee and enrolls students with recognized outstanding abilities in Athletics or Fine Arts (i.e. figure skating, rhythmic gymnastics, dance, fencing, etc.) and enables the integration of training/study/competition schedules with academic studies.

Magee's Skills Development Centre is unparalleled in its successes through a highly respected Peer tutoring program and the promotion of independent learning and help for students with significant difficulty in one or more basic academic skills. The Centre is especially unique as a place where all students congregate, regardless of achievement and ability.

Magee Secondary offers a comprehensive array of extra-curricular opportunities to continue student learning beyond the classroom walls through participation in clubs and three seasons of athletics. Magee's clubs permit students to follow their interest in many topics including service, environmental awareness and sustainability, global citizenship and animal rights.

Magee has a very active and involved parent community who value public education. Our PAC hold regular meetings with current educational topics on the agenda. A targeted fundraising program is underway to support school identified projects. Parents are involved as advocates for their children and maintain close communication with the teachers and other staff.

Our Fine Arts programs enroll approximately one third of Magee students in bands and/or choirs, which have toured and performed across Canada, the United States, Asia and Europe. Magee's Music Society is a very active and supportive group of parents who help organize and fundraise. Drama students, both junior and senior, stage drama productions six times a year and have competed successfully in competitions, both locally and provincially. Our school's exciting Visual Arts Program enables students to express themselves through a variety of mediums.

Advanced Placement programs in Calculus, History, Literature, and Visual Arts enable students to become accustomed to college level studies.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

Our school population is ethnically diverse, speaking over 30 languages in students' homes. These languages are primarily English, Cantonese and Mandarin. Seven percent of our total student

population are enrolled in English Language Learning classes. We enrolled 165 International students during the 2024-2025 school year.

Approximately 9% of our student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). 95% of students identified with an IEP are fully integrated into regular programs at the school, and the remaining 5% percent of students identified with an IEP benefit from intense support in an enclosed program setting, with possible integration in one or more classes.

Less than one percent of our student population is Indigenous.

Less than one percent of our students are children in MCFD care and/or children in families on income assistance.

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

Our goal is to ensure all students' physical and mental health is enhanced; mental well-being and belonging are concerns raised in the school community. Across the year we will focus on supporting student's mental wellbeing and enhancing student's belonging.

Magee learners, in general, are motivated and strong academically. Over two thirds of the students achieve an average of 80% or over in their classes. They value education and are committed to their studies. A great majority of them move to post-secondary institutions after graduation, and many earn scholarships. The students are kind and respectful. They are reliable and enthusiastic. They report high levels of positive behavior at school which includes not getting into trouble for disruptive or inappropriate behavior. They are culturally diverse and bring a positive attitude and diverse experience to their classes. They are engaged in many activities in and out of school including athletics, fine arts and humanities.

However, the needs of Magee learners include general well-being. Satisfaction Survey data indicate that, compared to the Canadian norm, students reported higher levels of moderate to high levels of anxiety and depression and lower levels of positive self-esteem. The students struggle with defining and coping with stress, anxiety, and depression. Many students are very focused on grades, and this appears to lead to increased levels of stress. Students feel pressure to achieve and be accepted to university.

This data is consistent in our Satisfaction surveys, and is corroborated by teacher and Counsellor reports, and SBT meeting minutes.

Apart from isolation and stress, factors that may be contributing to our students reported higher levels of mental health may be the high expectations they and their families have; increasing entrance requirements for university; struggles with resiliency in their ability to handle adversity and failure.

Finally, data coming from a recent survey of our students indicated exceedingly high levels of climate anxiety.

We are doing the following ...

- Engage health professionals to instruct students on addressing their needs and using tools and strategies to promote positive mental health.
- Explore the BC Mental Health Curriculum
- Continue our work with the personal and social awareness core competency in the New BC curriculum.
- Expand on assessment strategies to better align with the new BC curriculum.
- Continue to communicate students' learning of core competencies in the classroom context. Align learning across subject areas and highlight skill acquisition over content retention.
- The Magee staff has participated in professional development on mental health at the district and school levels.
- We will continue to have dedicated time during staff meetings and staff professional development to focus on aspects of student mental health concerns.
- During collaboration time, staff meetings, and admin days establish a program of staff 'Teach-ins' to support this goal.
- Have parent workshops during PAC General meetings on aspects of teen mental health.

We settled on these actions because ...

If there is one thing we know about adolescent learning, mental health and social and academic outcomes are related. The Research Institute's 40 Developmental Assets for Adolescents link the above actions to strengthening adolescent resiliency and reducing mental health concerns. Similarly, outcomes of the above actions reinforce executive skills identified by Mosiac Education that, when present and reinforced by explicit programs and actions, support positive mental health effects.

Improve equity

Our goal is to further integrate students with different learning abilities into our school programs. This will be achieved by including LALS and LS students in Art, Foods, Shop, PHE, Music and Drama classes, and encouraging LALS students in school leadership opportunities (like Student Council and clubs' sponsorship).

We selected this goal because in the 2022-2023 school year a district LifeSkills (LS) program was added to the range of educational experiences available at Magee. After the first year, the staff were interested to explore how the different programs- LS, Learning Assistance and Life Skills (LALS), Learning Support Program (LSP), Skills, Regular, Advanced Placement, and Sports and Arts (SPARTS)- cohered together.

We are doing the following in the 2024-2025 school year ...

- Creating maximum opportunities for student integration in classes;

- Improving our professional literacies and understandings regarding aspects of integration, adaptation, and modification;
- Building on the culture of tolerance and non-judgement to integrate learners with different abilities in general school activities;
- Integrating students with different abilities in (among others) Capoeira, skateboarding,

We settled on these actions because ...

Guided by John Hattie's (2009) *Visible Learning*, we decided to focus on these specific actions because they facilitate the greatest individual and collective effect sizes in influencing the outcomes of all learners, and, in particular, these actions lead to a greater effect size outcome for student with different learning abilities. In Hattie's terms, these actions fall within his "Zone of Desired Effects".

Similarly, Mitchell and Sutherland's (2020) *What Really Works in Inclusive Education* suggest that these actions are effective strategies to foster inclusion and broaden student's pathways to equity.

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

We selected this goal because ...

... it is essential for teachers to understand the role of education in shaping past and present societies, and that we need to model processes of learning and reflecting on our colonial and racialized experience. Our specific goal will be to increase Magee staff and student engagement at Indigenous focused events and learning opportunities.

We are doing the following ...

- Continuing to increase the representation of Indigenous art in the school. In addition to our Magee 2019 Grad class's Spindle Whorl, dedicated cabinet displaying Shane Point's traditional canoe carving, Kwagiulth (Alert Bay) carver Jimmy Joseph's Sun and Moon carvings on permanent display alongside Spindle Whorl; LALS 'Upon Reflection' (based on Susan Point's Salish Footprint) mural; transformation of the 'Princess Staircase' into the 'Musqueam Staircase'; Atrium's concrete pillars painted with traditional Musqueam woven design under Deborah Sparrow's mentorship.
- English First People's 11 and BC First Peoples 12 offered to meet Indigenous Graduation requirement.
- Support for district initiatives such as book launches of Indigenous authors and the inaugural Indigenous Allies Awards expose our students and teachers to extra-curricular aspects of supporting learners and teachers.
- Increased public display and public education regarding Musqueam art through information plaques alongside displays and outdoor mounted copy and artists statement of Spindle Whorl.

- Facilitate student-initiated displays helping students and staff understand indigenous experience Furthermore, we will sustain and enhance our understandings of indigenous perspectives and knowledges by
- Continuing a teacher's reading group that has focused on indigenous and anti-racist material. For example, this year books discussed over several sessions included Michelle Good's (2023) Truth Telling, and Jesse Wente's (2021) Unreconciled: Family Truth and Indigenous Resistance
- Link ProD with school initiatives. An example is staff participation in an Indigenous Walking Tour of Stanley Park. Staff also demoed an Indigenous Board Game that can be used in the classroom at all grade levels.

We settled on these actions because ...

... we recognize that adolescents develop self-identity through the four basic components of self-esteem: significance, competence, power, and virtue (Bendtro, Brokenleg and Bockern (1990, p. 44). Indigenous educational practices nurtured (1) significance in a cultural milieu that celebrated belonging; (2) competence by guaranteed opportunities for mastery; (3) power was fostered by encouraging the expression of independence and (4) virtue was reflected in the value of generosity (ibid. 1990, p. 45). To foster significance, competence, power and virtue we have built on the schools' design to enhance a sense of belonging for indigenous students and community, and by extension to the broader school-community as part of unlearning processes. In addition, as outlined below, we intend to undertake several more initiatives.

We are undertaking the following actions in the 2024-2025 school year ...

- We have implemented EFP11 and BCFP12;
- We have introduced a FIM (First Nations, Innu and Metis) library Collection. Magee's library has begun the process of reorienting its collection to elevate authentic indigenous voices. Working together with district Indigenous Education Department and Teacher Librarian Mentor the library's FIM Collection (First Nations, Innu and Metis Collection) has decolonized our collection and foregrounded local indigenous authors and scholarship. The vetted material and model are being shared with all Teacher-Librarians in the district. Ultimately, we will introduce Musqueam art into the library and we hope to have a name gifted to this learning space.
- a Musqueam House Post project completed and integrated into curriculum development in the school.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor our progress toward achieving our school goals through multiple data sources and regular assessment cycles. Our approach emphasizes both quantitative measures and qualitative feedback to ensure we capture the full range of student experiences and outcomes.

Goal 1: Improve Student Achievement in Literacy, Numeracy, Physical and Mental Well-being, and Belonging

Mental Health and Well-being Indicators:

- **Satisfaction Survey Data:** Annual comparison of student-reported anxiety, depression, and self-esteem levels against Canadian norms
- **Counselling and Support Data:** Tracking referrals to external mental health agencies and alternative programs
- **Workshop Impact:** Feedback on student knowledge and application of stress management tools following mental health programming
- **Academic Pressure Indicators:** Understanding the relationship between grade-focused stress and student well-being through counsellor observations and student feedback

Belonging and Engagement Indicators:

- **Club and Activity Participation:** Observing trends in student engagement in extracurricular activities and the diversity of participation
- **Student Voice:** Regular opportunities for students to share their sense of connection to the school community
- **Peer Tutoring Engagement:** Understanding how students are using the Skills Development Centre and peer tutoring opportunities
- **Patterns of Engagement:** Noticing attendance, participation, and other indicators that reflect student connection to school

Academic Achievement Indicators:

- **Cross-curricular Literacy:** Observing growth in academic writing, critical thinking, and reflective journaling across English, Social Studies, and Math
- **Numeracy Application:** Reviewing student engagement with real-world problem-solving tasks and multiple solution pathway approaches in Math and Science
- **Core Competency Development:** Documenting personal and social awareness competency growth through classroom observations and student self-reflection

Goal 2: Improve Equity

- **Integration Success Indicators: LALS/LS Student Participation:** Observing how well LALS and LS students are integrating into Art, Foods, Shop, PHE, Music, and Drama classes
- **Leadership Opportunities:** Documenting LALS student participation in Student Council and club sponsorship roles
- **Inclusive Classroom Practices:** Noticing evidence of equity-focused teaching and learning environments
- **Professional Learning Impact:** Understanding how staff are applying new knowledge about integration, adaptation, and modification strategies

Student Outcome Measures:

- **Academic Progress:** Monitoring individual student growth for students with different learning abilities across integrated settings
- **Social Integration:** Observing peer interactions and gathering student feedback on inclusive classroom experiences
- **School Culture:** Understanding the level of tolerance, acceptance, and celebration of diversity among all student populations

Goal 3: Continue Journey of Reconciliation with First Nations, Métis, and Inuit

- **Curricular Integration Indicators:**
Indigenous Content Integration: Reviewing how Indigenous perspectives are being woven across all departments, not just specialized courses
- **First Peoples Principles Implementation:** Observing use of FPPL in instructional design, assessment, and classroom culture
- **Course Engagement:** Understanding enrollment and completion patterns in EFP11 and BCFP12

Community Engagement Measures:

- **Event Participation:** Noticing staff and student involvement in Indigenous-focused events and learning opportunities
- **Partnership Development:** Assessing relationships with Indigenous artists, knowledge keepers, and community members
- **Cultural Learning Growth:** Understanding how staff and students are developing their knowledge of Indigenous perspectives

Physical and Cultural Environment Indicators:

- Art and Display Integration:** Documenting Indigenous art installations and educational displays throughout the school
- **Library Collection Development:** Reviewing growth of the FIM Collection and authentic Indigenous voice representation
- **Student-Initiated Projects:** Celebrating student-led Indigenous education initiatives and displays

Ongoing Reflection and Assessment

We will gather evidence of our progress through various means throughout the year, including:

- **Regular Conversations:** Staff meetings, collaboration times, and informal check-ins will provide opportunities to discuss what we're noticing about student progress and well-being
- **Student Feedback:** Creating multiple ways for students to share their experiences, including formal surveys, focus groups, and casual conversations
- **Family and Community Input:** Parent workshops, PAC meetings, and community events will help us understand broader perspectives on student growth.
- **Professional Observation:** Classroom visits, peer observations, and collaborative reflection will help us see evidence of our goals in action
- **Data Review:** Using various forms of information - from satisfaction surveys to participation rates to academic indicators - to understand trends and patterns

Ensuring Diverse Student Voice

Capturing student voice will be essential to hear from those most impacted by our choices. Ensuring diversity in voice is critical to understanding the full range of experiences and perspectives in our school community.

- We will actively seek input from:
Students across all program streams (Regular, LSP, LALS, LS, SPARTS, AP)
- Diverse cultural and linguistic backgrounds
- Various grade levels and achievement ranges
- Students with different mental health experiences
- International students and recent immigrants
- Students from different socioeconomic backgrounds

Success Indicators

- We will know we are successfully achieving our goals when we see evidence such as:
Students reporting improved mental health and stronger connections to school
- Increased opportunities and meaningful participation for students with diverse learning needs
- Growing presence of Indigenous perspectives throughout school life and learning
- Enhanced student engagement in school community
- Positive relationships between academic growth and student well-being
- Stronger partnerships with community and increased cultural understanding among staff and students

Our approach to assessment will be flexible and responsive, recognizing that meaningful change takes time and may be evident in both expected and unexpected ways. Regular reflection on these indicators will help us celebrate successes, identify areas for growth, and remain responsive to our diverse learning community's evolving needs.

2024-2025

School Learning Plan

SCHOOL STORY

Maple Grove Elementary School is nestled in the south of the Kerrisdale neighbourhood. The Maple Grove Community, with deep gratitude and respect, is honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam Nation). Our community members live both within the Maple Grove community and across the district. Our members engage in learning in the classroom, outside in the local community and pursue a variety of field studies across the city.



Maple Grove Parents were asked to use one word to describe the Maple Grove community.

Maple Grove celebrates a rich history; the community celebrated the school's centennial in the spring of 2024. Maple Grove Elementary has a culturally diverse student population of 572 students within 24 divisions. Our school offers a K-7 Montessori district choice program in eight of our divisions. The community moved into our current building in November of 2020 after it was newly constructed. The new site has groups of 3 to 4 classrooms arranged in pods where classes of similar ages can share space, resources, and learning experiences. Our community has experienced increased enrollment and currently two of our upper-intermediate classes (Grade 7 and Grade 6/7) are located in the portables adjacent to the main school.

Maple Grove is committed to creating an inclusive community that celebrates diversity. 62% of families report a home language other than English. We work closely with VSB settlement workers and multicultural workers to welcome and support new families.

The Maple Grove staff is committed to both the academic success and mental wellbeing of students. Staff collaborate regularly to create varied and enriching learning activities for learners. We pride ourselves on the high level of curriculum enrichment we provide through the joint commitment of staff and parents. In addition to academic achievement, both our staff and parent community have identified mental wellbeing and social-emotional learning as areas of focus for our learners. We strive to create a safe learning environment so all students can learn and

contribute to their community. The school vision of success in learning for each student is articulated in the school mission/vision statement.

At Maple Grove, social responsibility is an integral part of the school's philosophy and the school culture is built upon the ideals of respect for people, safety, and the environment. The school Code of Conduct is Respect Yourself, Respect Others and Respect this Place. In addition to supporting academics, the arts, and physical, social and mental wellbeing, we strive to nurture students to be positive, global citizens. Our learners are encouraged to take on leadership roles within the classroom and in the larger school community. Our staff support various initiatives that provide enrichment, leadership and extracurricular opportunities such as the Terry Fox Run, Sports Day, concerts and calendar celebrations, clubs and extracurricular sports teams, and the Scholastic Book Fair amongst others. We have a variety of volunteer opportunities for our upper-intermediate students to perform service for our community such as office monitors, student council, kindergarten monitors, and playground equipment monitors.

Maple Grove is privileged to have an active and involved PAC. This year saw the return of in-person PAC meetings which has resulted in increased attendance. The PAC organizes several fundraisers and community events such as a Welcome Back BBQ, a community dance, a walkathon, and this year saw a very successful winter talent show that was hosted in the Magee auditorium. The PAC also coordinates our hot-lunch program which expanded to four days a week in January 2025.

As the school is located in the neighbourhood of Kerrisdale, we have easy access to several community resources such as Kerrisdale Arena, Kerrisdale Library, Kerrisdale Pool and the Arbutus Greenway path and gardens. We share our school grounds with Magee Secondary and collaborate on field usage. Our Grade 6 and 7 students are also offered the opportunity to participate in weekly Band lessons with the Magee music staff.

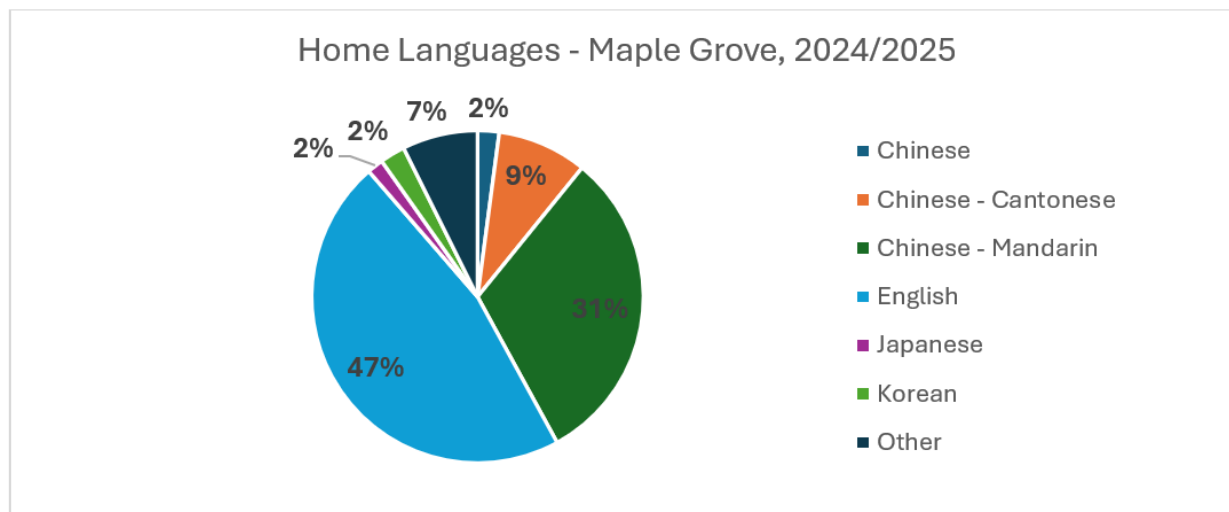
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Maple Grove has diverse, positive and engaged students. Our students come from around the world and live both within our catchment neighbourhood and from across the city as we have a District Montessori Choice Program at our school. Students bring a spectrum of cultures, beliefs and educational experiences. The Maple Grove Staff engage and collaborate with parents to support the diverse needs of our students. Maple Grove sees a higher transient rate compared to most schools in the district; despite this, our students, parents and staff strive to create a sense of community and belonging for all community members.

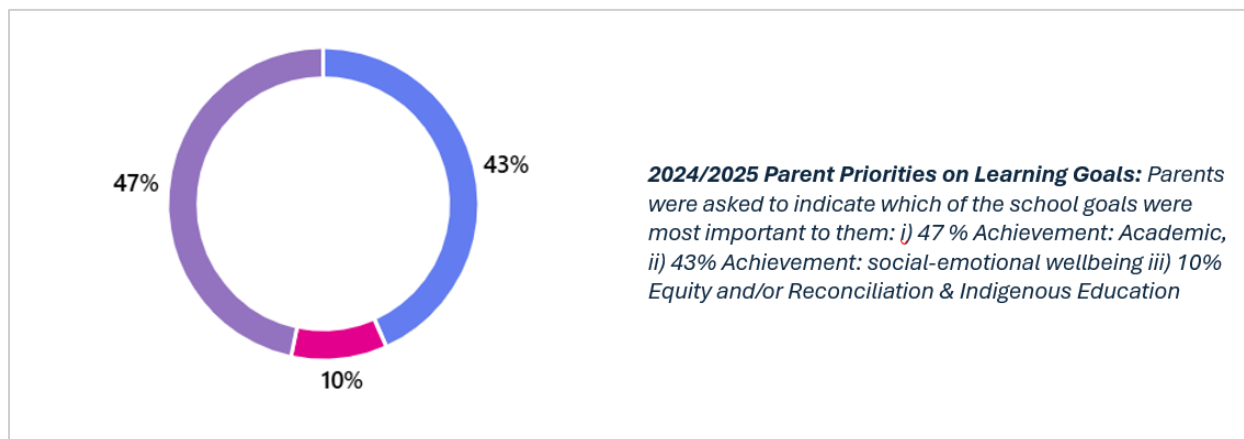
Our students value learning and many find ways to explore academic, artistic, and athletic opportunities in and outside of the school.

- Our students will embrace leadership and other opportunities to contribute to their classroom and school community.
- Our students are creative, clever, motivated and energetic learners who can demonstrate and engage in learning in a variety of ways.
- Our Montessori Program brings students from across the district to Maple Grove who share their perspectives and experiences.

- We have a diversity of learners with various needs:
 - Nearly 9% of our learners have Ministry designations and receive various degrees of support from our support workers and resource team.
 - Fewer than 10 students identify with having Indigenous ancestry.
 - Nearly 40% of our learners are English language learners and more than 50% of our families speak a language other than English in the home.



Our students and families highly value academic achievement; but when asked, our families also understood the need for strong support for social emotional learning and well-being. Our staff endeavor to create environments that support and foster both academic achievement, and mental and physical well-being.



Our community understands the correlation between academic achievement and social-emotional, mental and physical well-being. The MDI (Middle Years Development Instrument) learning survey of 2022/2023 indicated that students had a lower well-being index compared to the district. Our classroom teachers have been implementing various social-emotional programs into their teachings to support our students. The 2024/2025 Student Learning Survey seems to

indicate that students' sense of belonging, and awareness of mental health and social-emotional learning is improving.

In the recent Student Learning Survey, to the question of "I am learning how to care for my mental health," 66% of our Grade 4 students responded with "sometimes," "most of the time," or "all of the time" while 56% of Grade 7 students responded "agree" or "strongly agree" (30% responded "neither agree nor disagree" or "don't know"). To the question of "is school a place you feel like you belong," 65% of our Grade 4 students and 77% of our Grade 7s responded with "most of the time" or "all of the time." Sixty-nine percent of Grade 4 students and 58% of Grade 7 students responded that they felt that 2 or more adults at school cared about them at school. Sixty-nine percent of Grade 4 students and 66% of our Grade 7s reported that they liked school "most of the time" or "all of the time" with 25% and 30% responding "sometimes."

Our Grade 4 & 7 students consistently perform strongly on the annual Provincial Foundational Skills Assessment (FSA) with over 80% of our Grade 7s demonstrating proficiency or higher in 2023/2024 and 85.5% this year. Our Grade 4s demonstrated 83.3% proficiency or higher this year.

English Language Arts, particularly Literacy, continues to be a major area of focus for our educators. Our primary team continues to engage in various literacy and assessment inquiries including UFLI (University of Florida Literacy Institute) phonics inquiry, and CAM (Curriculum & Assessment Matters) inquiry. Nearly all of our primary teachers have received UFLI training and include the program regularly in their practice.

At the intermediate level, our classroom teachers and resource teachers collaborate to provide targeted interventions to our English language learners (ELL) and other students who require extra supports in literacy. We see significant growth from Grade 4 to Grade 7 in English Language Arts outcomes. In the 2020/2021 Provincial Foundational Skills Assessment, we saw only 27% of Grade 4 students demonstrating proficiency or higher in English results. This improved to 62% in 2023/2024 when the students were in Grade 7. This year, our Grade 7s improved to 85.5% of students demonstrating proficiency or higher, an improvement from their 2021/2022 Grade 4 results of 32.3%. This year, our Grade 4s scored significantly higher than previous years with 70.4% of students demonstrating proficiency or higher. These positive trends also seem to be reflected in our CSL reporting with an increasing percentage of students demonstrating proficient or extending in English Language Arts from year to year.

Maple Grove has a diversity of learners representing different cultures and perspectives, and a variety of needs. Staff endeavor to create environments and experiences where all students feel they belong, are included, feel represented and can express who they are. Staff have made efforts to prioritize addressing the needs of our English Language Learners and Ministry Designated students. The community has been working on increasing a sense of belonging for all students, incorporating anti-racism education, and providing learning opportunities where students can see themselves in the curriculum. Staff also work to provide various learning opportunities, activities, and field studies so all students can access a variety of different learning experiences while the school community continues to provide support so all students can access these school activities.

Our staff is committed to reconciliation and incorporating Indigenous education and ways of knowing into student learning. During this year's student learning survey, 68% of our Grade 4s and 86% of Grade 7 felt that they were learning about Indigenous Peoples at school

sometimes/most of the time/all of the time. This appears to demonstrate an increased awareness of Indigenous topics in their learning as only 27% of Grade 7s in 2023/2024 reported learning about Indigenous Peoples sometimes/most of the time/all of the time.

Staff continue to look for ways to expand student learning, particularly about the local First Nations and finding Indigenous activities for students to participate. 49% of Grade 4s and 53% of Grade 7s felt that they were learning about Local First Nations sometimes or most of the time at school. Only 26% of Grade 4s and 49% of Grade 7s felt that they participated in Indigenous activities sometimes/most of the time/all of the time.

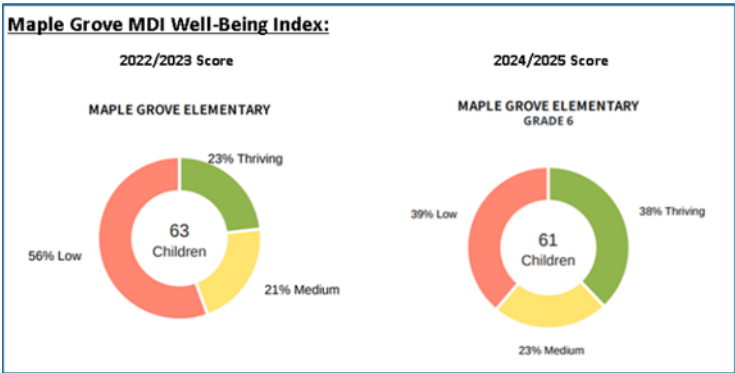
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

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Our community understands that achievement in well-being and belonging is crucial for academic success. Our staff has made social-emotional learning a major focus of our teaching and learning. The 2022/2023 MDI results revealed some concerning results regarding student well-being. Despite scoring above the district in regard to social-emotional assets such as having trusted adults, extra-curricular activities, good nutrition and sleep, and peer relationships, our students scored below the district on the well-being index, with 56% percent of the participating students scoring low on the index.

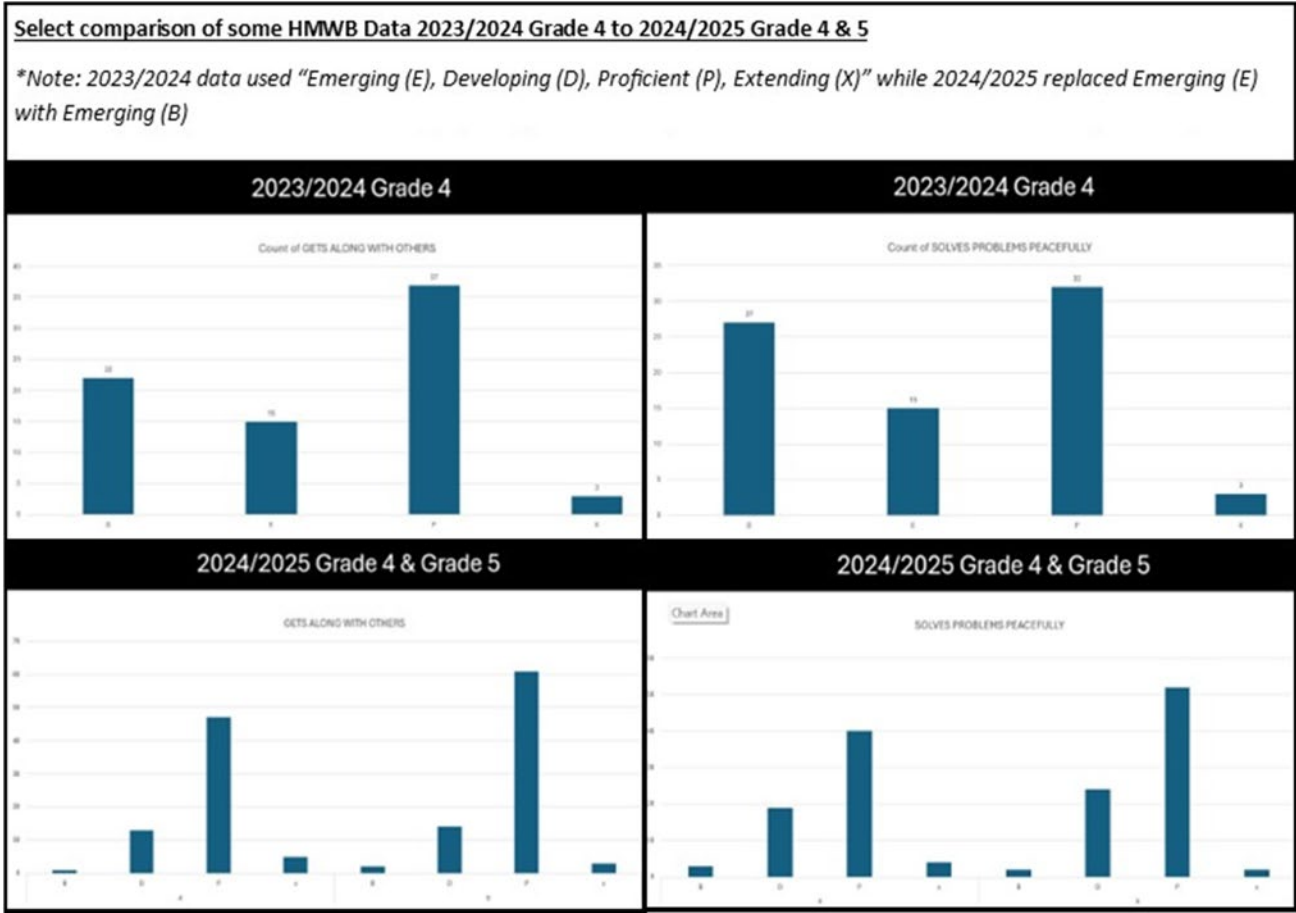
The results from the 2024/2025 MDI revealed significant improvements in student scores in the well-being index with 39% of our Grade 6s scoring low and 61% scoring high or medium; this is now above the district scores. However, this also indicates that our community still has need to continue the work of social-emotional learning and building a culture of belonging.



Maple Grove staff have been implementing a variety of social-emotional learning programs in their classrooms that suit their student needs and classroom culture. Some of these include the “SPOT social emotional learning program”, the “Zones of Regulation”, amongst others. Our resource teachers and support staff collaborate with classroom teachers to provide targeted intervention for students who may require additional social-emotional support. These can take the form of friendship groups, games groups, social skills groups or our life-skills group. Many of our staff provide opportunities outside of instructional time for students to be involved and

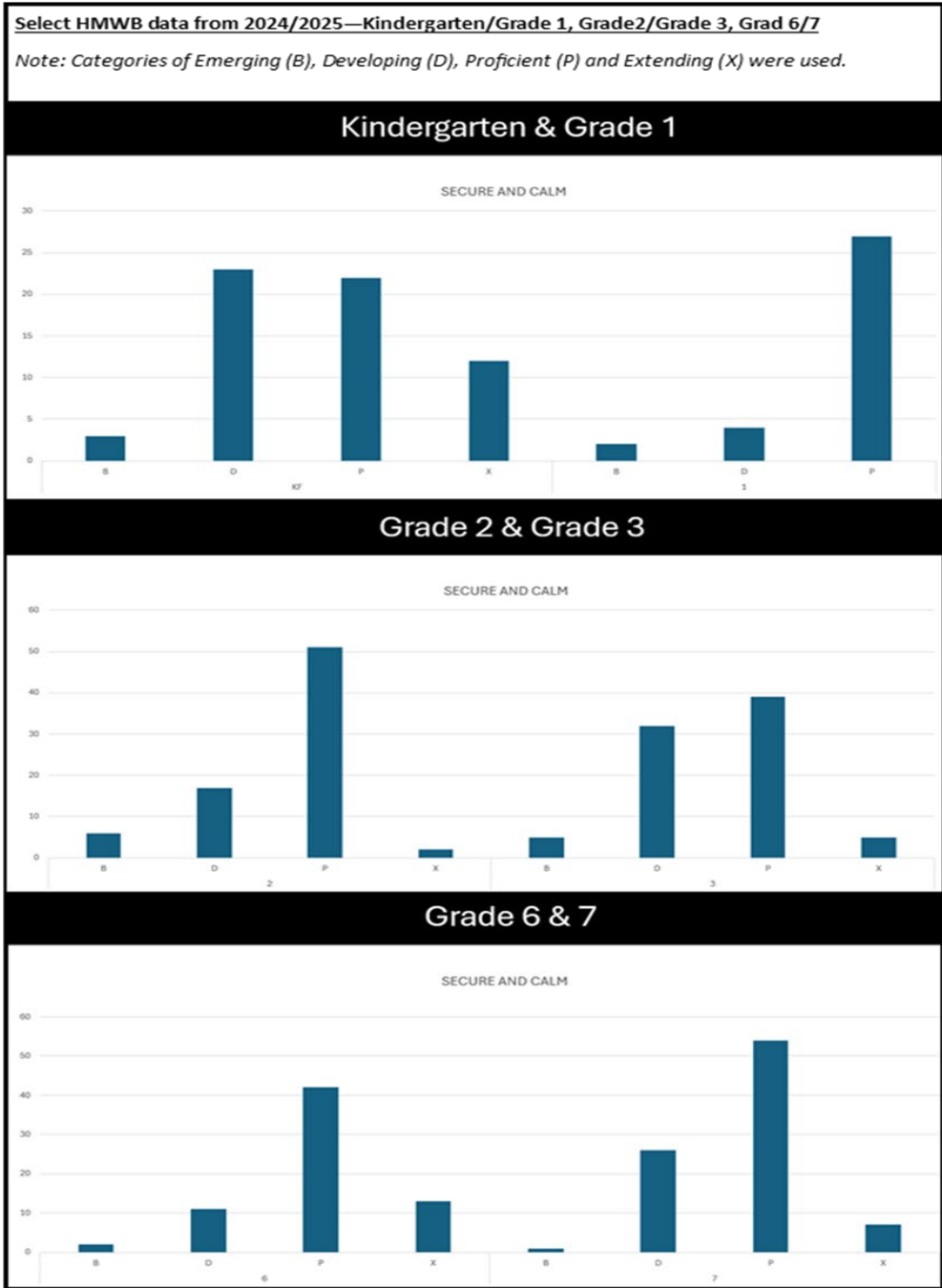
contribute to school culture such as office monitors, equipment room monitors, kindergarten helpers, student council and various clubs and sports teams. A district counsellor is at Maple Grove two days per week to provide service for our students.

From 2022/2023 through 2023/2024, school staff engaged in a series of sessions in the Heart-Mind Well-Being program facilitated by the Dalai Lama Centre. The program was structured around five social-emotional domains which staff could teach and assess: 1) gets along with others, 2) compassionate and kind, 3) solves problems peacefully, 4) secure and calm, and 5) alert and engaged. The five domains allowed our school to collect school-based data to track student growth.



Results from our Heat-Mind Well-Being data, accompanied by anecdotal and observational evidence by staff, allowed us to see changes in our grade cohorts, where improvements were made, and what cohorts required more interventions. We saw significant improvements in grade cohorts that were identified the previous year and were able to identify three grade groups that required more interventions this year. This data was also useful in assisting groups of students for next year.

In the 2023/2024 school year the Grade 4 cohort was identified as requiring extra social-emotional learning intervention. When compared to the Grade 5 data this year, we see significant improvements in the domains of ‘gets along with others’ and ‘solves problems in peacefully’ with a higher frequency of students being assessed as proficient or higher. This year we identified the Kindergarten, Grade 3, and Grade 7 cohorts as requiring extra interventions. In the domain of ‘secure and calm’ the three cohorts demonstrated higher numbers of students in the emerging (B) and developing (D) categories compared to other grade cohorts.



Improve equity

Our community has been working to identify and support the various needs of our students. These needs include the support and inclusion of our English language learners (ELL) and students of special needs, anti-racism and SOGI (Sexual Orientation & Gender Identity) allyship education, supporting the cultural differences of our community members, and supporting our families who may face financial hardships.

We celebrate the diversity of our students. Our staff works collaboratively to meet the learning needs of our ELL students through various interventions and instructional practices. At the same time, we work to welcome our students into our community by creating an environment of belonging and shared culture. Our PAC has worked to create events for students and families to foster a sense of belonging such as a community talent show, a student dance party, and walk-a-thon fundraiser. Our PAC and Administration hosted a 'Newcomers Coffee & Tea' event to welcome new families, to introduce them to our multicultural worker, and provide them a chance to meet and get involved with our PAC. Our staff provide many opportunities for students to get involved with school life such as clubs, extra-curricular sports teams, and various volunteer opportunities like student council and office monitors.

The staff work hard to provide students with a variety of unique experiences that they may not have outside of school including field studies, cross-curricular presenters, cultural and fine art performances, and celebrations of cultures. At the same time, our community has collaborated to support students who may have financial hardships. This year our PAC established an equity fund to support our community with field trips and extra snacks in the office.

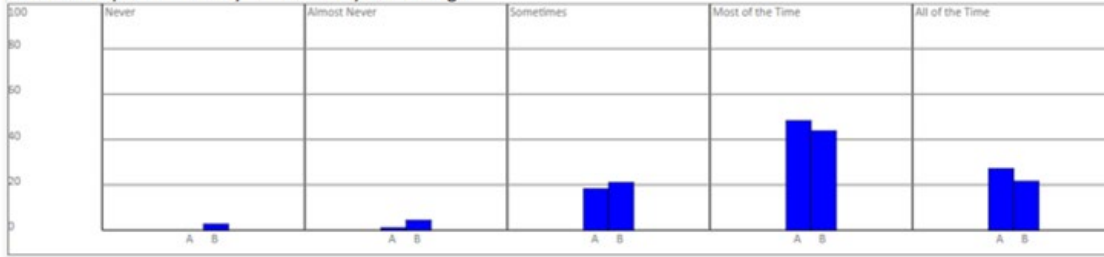
Our school team works collaboratively to provide our students with special needs opportunities to engage meaningfully in classroom activities. Our community values inclusion and is dedicated to fostering connections and belonging with all students. In addition to supporting individual student learning needs, our resource teachers and student support workers (SSWs) provide social-emotional opportunities such as social groups, friendship groups, and games groups where students can build connections and social skills. This year, our SSW team created a belonging and skills group in the afternoons where a variety of our students engage in meaningful activities such as cooking and baking, gardening and crafts.

On the 2024/2025 Student Learning Survey, our Grade 7s reported that school was a place where they feel they belong higher than the district rate. They report that they generally do not feel they face racial or homophobic discrimination:

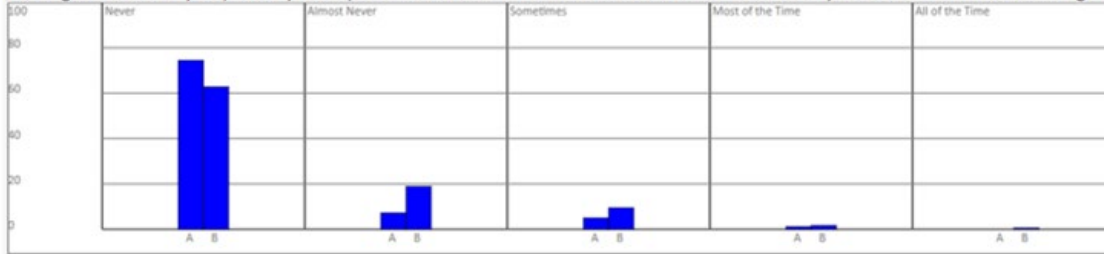
From the 2024/2025 Grade 7 Student Learning Survey:

(*Note - bars on the left are Maple Grove percentages, bars on the right are district percentages)

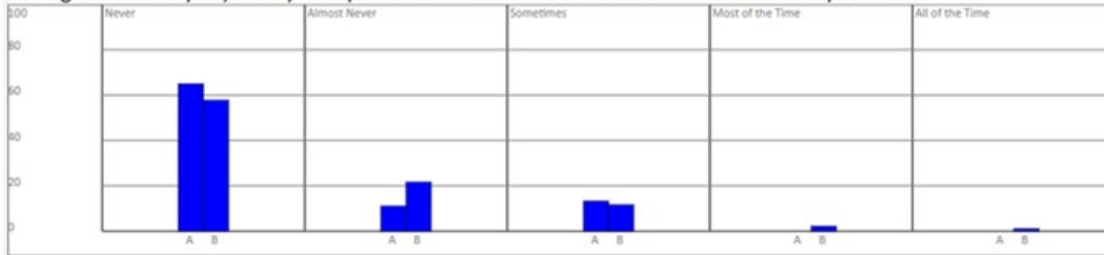
Is school a place where you feel like you belong?



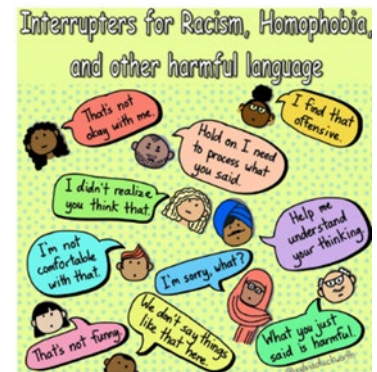
During this school year, have you experienced discrimination at school on the basis of your sexual orientation or gender ider



During this school year, have you experienced discrimination at school on the basis of your race?



Despite positive reporting by students, our staff recognizes the importance of anti-racism education and SOGI allyship. Staff and administration have been implementing interventions when racialized or homophobic language is heard in the community. At the same time teachers, continue to implement multi-cultural recognition, lessons, and celebrations in their practices. This year, “Racism Interrupter” Posters were posted in every pod, the portables and in various locations in the halls. These posters contain language students and staff can utilize when witnessing unkind language. Teachers were able to use these in their teachings. Our student council led a Pink Shirt Day assembly that was capped by a flash-mob dance in February to promote anti-bullying and diversity.



Racism Interrupter Poster: the title was edited to include homophobic and other harmful language so that the poster was more accessible for students and staff

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

Our staff is committed to the journey of reconciliation and providing meaningful indigenous content and education in their curriculum. Our staff have made efforts to touch on the indigenous curricular content in a variety of ways, including historical and cultural lessons, field trips, drumming, art and storytelling.

At the end of the 2023/2024 school year, staff identified reconciliation and indigenous education as an area of focus for staff professional development. In September 2024, the Maple Grove staff attended a learning session with an elder from Skwxwú7mesh Úxwumixw (the Squamish Nation). Much of the staff participated in the VSB Indigenous Day of Learning where two staff members served as session facilitators.

This year, our Vice-Principal and several teachers collaborated with members of the VSB Indigenous Education Department to learn indigenous drum making. The teachers shared this knowledge with two intermediate classes who were able to construct a set of 30 drums for the school. Another group of Grade 5 and 6 students aided in the construction of the drum beaters. This project was supported with funds from both the Maple Grove PAC and Montessori Parent Committee and a grant from the VSB Indigenous Education Department.

Many Maple Grove classes participated in drumming activities and learning songs. The Coast Salish Anthem has been sung at the beginning of formal assemblies. The school held a drumming and singing event to observe Red Dress Day to remember and honour the memory of those lost and missing. It is hoped that the drums will continue to play a role in the coming years in the culture of Maple Grove.

During outdoor education classes, many of our intermediate students participated in the City of Vancouver's Arbutus Greenway renewal project. They helped remove invasive plants and replanted local indigenous species. Their lessons were greatly influenced by indigenous ways of knowing and environmental stewardship.

Other activities in which the Maple Grove staff have engaged students include:

- Accessing and using local authentic resources and indigenous knowledge keepers
- Field Trips to the Museum of Anthropology and Museum of Vancouver
- Drawing on the personal experiences, skills, and stories that individual staff have been given permission to share.
- Using Indigenous topics, ideas, and ways of knowing to teach skills such as sewing, beading, and cross-curricular topics in social studies, science, the arts and language arts.
- Engaging in place-based learning and acknowledging one's relation to land
- Celebrations of culture and heritage
- Incorporating picture books by Indigenous authors into teachings and lessons
- 3 Crows Productions – Indigenous Story Telling was invited to present to the entire school which included student participation in the performance.
- Installing indigenous maps in each pods as displays and teaching tools.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor student growth and progress through a variety of school-based and non-school-based measures. Our classroom and resource teachers will continue to implement effective means to track their student academic progress, to assess student needs and to provide targeted instruction to students who may require specific interventions. The Provincial Foundational Skills Assessment (FSA) will provide non-school-based snapshot data on Grade 4 and 7 proficiencies in literacy and numeracy that can be compared to our CSL data. Our primary teachers will continue to implement the UFLI and other literacy programs in delivering and assessing literacy instruction. Our intermediate teachers will continue to use classroom-based assessments and will be looking at possibly adopting a new common assessment tool that can be used as a team to support their teaching.

The annual Student Learning Survey and biennial MDI survey will provide non-school based data on student well-being and social-emotional learning. The school may continue using the Healthy Mind and Well-being five domains to track well-being and social-emotional learning at the school level. Our team members will continue to collaborate amongst themselves and work with our parent community about the needs of our students and their well-being and belonging.

The Student Learning Survey also provides data on student perceptions relating to equity and indigenous education that can help guide our school programs and interventions. Staff, administration, and the parent community will continue to work together to identify where equity, belonging, anti-racism, and SOGI allyship interventions are needed. Our staff will continue working on ways to support reconciliation and delivering indigenous education.

2024-2025

School Learning Plan

SCHOOL STORY

Chief Maquinna Elementary acknowledges, 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^wəy̓ əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwatał (Tsleil-Waututh Nation)."

Chief Maquinna Elementary is in the Hastings-Sunset area in East Vancouver. The community consists of a culturally diverse population with new immigrants and multi-generational households with caring and respectful families. Families are busy, often with two working parents, but staff feel a strong supportive relationship between family members. Currently, we have an enrollment of 225 students from kindergarten to Grade 7 with 10 divisions. Many parent and grandparent caregivers do not speak English or have English as their second language. There are more than twenty different languages spoken in homes and many of our students are English Language Learners. These learners represent approximately 80% of our school population. The school community is extremely close knit, and everyone works together to support students and families. The staff work alongside the SWIS (Settlement Workers in Schools), Multicultural workers and Community Schools Team to provide services to families which include City Reach, Backpack Buddies, the Vancouver Firefighters Snack Fund, translation services, and the VSB lunch program. Maquinna has a caring, collaborative, and experienced staff, also made up of a diverse population. The range of experience of the teaching staff starts at new to role to near retirement. Our support staff including SSWs, SLP, Counsellor, School Nurse, OAA and building engineers are a dedicated group of individuals who support students, staff and are integral to daily life in our school.

The small size of our school enables all staff to form connections with most of the students. Older students often care for and play with younger students, and many buddy classes are formed to provide opportunities for connections between them. The phrase "It takes a village" embodies Maquinna School in the efforts of the entire school community.

Every Friday, the school community comes together for morning assembly, hosted by student leaders to share what's happening in the school, review expectations, celebrate or learn about special days, sing Happy Birthday, and lastly, to sing our school song. Student leaders from Grades 5-7 support the school in many ways. They learn leadership skills, volunteer time and learn about responsibility through many roles such as lunch leaders, announcers, assembly hosts, library volunteers, equipment monitors, and hallway monitors. Afterschool Homework club is open to students 3 days a week to receive some 1:1 support with homework through Van Tech tutors and our partnership with Frog Hollow. Other extra-curricular activities include staff sponsored co-ed

sports teams such as Volleyball, Basketball, Soccer, Cross-country, Track and Field, Pickleball, and Badminton.

We have a caring and active core group of parents who represent the Maquinna PAC. They work together to generously give their time to support students, staff and families. They meet regularly to support all members of the community by providing information and they fundraise to provide many student experiences such as special programming, equipment, programs and field trips such as our annual whole school Beach Day, Camp, and Pumpkin Patch. Many of our students would not receive these opportunities without the support of Maquinna PAC.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Through observations and connections, we know that our students try their best and are hardworking. They are curious and thrive on hands-on experiences and programs. The learners in our community are culturally diverse, with different levels of ability and the majority are second language learners, often speaking a different language other than English at home. This has an impact on learning as language is the basis of academic work.

Families are busy with parents working and some of our students do not have some of the experiences that other students may experience outside of school (e.g. fine arts/music programs, sports and outdoor opportunities). The school provides these experiences to all students through classroom activities, field trips, and programming.

Through CSL data, we know that most of our students are working at the Emerging and Developing levels in both Literacy (90%) and Numeracy (83%). These will continue to be areas of focus in the Schools' Learning Plan 2024-25. Many of our learners (75%+) are English Language Learners (ELL) where English is their second language. ELL students receive 5 years of English Resource Support but many of our students will not have attained a proficient level of English by the end of their 5 years of ELL support. Also, many of our students can decode at grade level, but comprehension of what they read is often lagging by 2+ grade levels. FSA data from the Fall of 2024 indicates most students in grades 4 and 7 were either On Track or Extending in both numeracy as well as Literacy. However, only about 20% of the students wrote the FSAs.

Many students demonstrate inclusion and respect for diversity, as reflected in the 2023-24 Student Learning Survey. However, incidents of racism and intolerance—such as name-calling, exclusion, and stereotyping—still occur. We recognize the presence of systemic racism and remain committed to raising awareness and driving change to ensure true belonging and equity for all students. Our work on belongingness, diversity, anti-racism, well-being, and acceptance at the school level mirrors that of the Education plan goals of the district.

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 continuing to improve student achievement in literacy in both primary and intermediate classes. Primary (K-3) staff have continued to develop the “Science of Reading” with the UFLI program, an explicit and systematic Phonemic Awareness Reading program. The UFLI program is used in conjunction with Guided Reading, P3P (VSB Literacy program), Big, 5, Spelling programs and other reading programs. Intermediate classes focus on comprehension and fluency and various writing programs through novel study, and using Reading A-Z. In collaboration with the Resource Team, staff are exploring different literacy assessment programs to provide staff with more detailed information of student’s reading levels and how to support each learner. These assessments provide information for general screening, diagnostic purposes, and classroom assessments.

Our literacy data this year from CSL reports, FSAs, surveys, and observations shows strong progress across Grades K–7. Term 3 reports revealed a 25% shift from Emerging to Developing profiles, with Proficient/Extending profiles rising from 63 to 76. Student Learning Survey results showed that 70% of Grade 7 students felt they were improving in reading (up from 48%), and 83% in writing (up from 64%). FSA results further support this, with 90% of Grade 4 and 86% of Grade 7 students achieving Proficient or Extending levels in Language Arts. These indicators confirm that we are making meaningful strides in literacy development.

The MDI report from 2022/23 and the Student learning Survey from 2023/24 indicate that many of our students were not within the medium to high range of well-being (15% in low range, with 85% in low range) and only 38% of grade 7 students felt they belonged at the school, 28% felt that adults care about them at the school, and 54% felt welcome at the school. As a staff, we felt student well-being, belongingness and a sense of safety were priority areas to focus on this year.

To improve our students’ mental well-being and sense of belonging staff are providing:

- A variety of programs to develop self-regulation such as Little Spot, Saleema Noon, Second Step, Zones of Regulation, and Mind-Up.
- Connection between students: buddy classes amongst primary and intermediates
- Weekly Friday assemblies with entire school community – celebrations, student learning and sharing, school song, expectations, problem-solving.
- Leadership programs for intermediate students (Grade 4/5 and Grades 6/7)
- Maquinna Traditions – seasonal activities (e.g. Kindness week, Spirit Week, Fundraising, Dance Events, Dress-up Days, weekly assembly etc.)
- Extra-curricular opportunities (sports, clubs, friendship lunch etc.) provided by staff
- Homework club to provide support for students who may not have academic support at home, or a language barrier

Maquinna staff continue to make meaningful progress in fostering student belonging and well-being. Data from the MDI and Student Learning Survey (2024-25), along with anecdotal observations, show improvements in peer relationships, optimism, self-esteem, and emotional

regulation. Students also reported feeling safer, more connected, and more confident in their ability to make a difference. These trends affirm the positive impact of our efforts to support student connections, safety, and emotional development.

Improve equity

To improve equity for all students, our school is committed to fostering an inclusive and supportive learning environment that meets the diverse needs of our community. Staff are deepening their understanding of inclusive education practices and implementing strategies that support students with a wide range of learning needs. We are exploring a variety of assessment tools, particularly in literacy, to ensure all students—especially those with diverse learning profiles—are accurately supported and challenged. Targeted literacy programs for both primary (K–3) and intermediate (4–7) grades are being introduced to enhance reading comprehension, fluency, and writing skills. Students are also encouraged to express their learning through various presentation styles, with an emphasis on choice and strength-based activities. Our Homework Club offers one-on-one after-school support from staff and high school tutors, helping students close learning gaps. We continue to collaborate closely with Multicultural Liaison Workers and the SWIS program to support immigrant families, and we address food insecurity through partnerships with CityReach, the VSB Hot Lunch Program, the Breakfast Program, Backpack Buddies, and the Firefighters' Snack Program. Additionally, we are exploring the use of Universal Design for Learning (UDL) to create more accessible and engaging learning experiences for all students.

Through discussion and observation, school staff noted that homework wasn't consistently completed by some students. We knew that many working parents might not be able to provide homework support because of a lack of time or a language barrier.

To support equity in learning, our Homework Club offers targeted academic support for students facing different barriers (time, language, support), with attendance varying by session. Most regular attendees maintained or improved their Math and Literacy profiles, while inconsistent attendance correlated with declines. SLS results showed students felt they had better access to help, and more students reported completing homework regularly. Looking at students with Q designations and regular homework club attendees, academic profiles improved by Term 3, suggesting that Resource support and Homework Club contributed meaningfully to academic equity and success for these learners.

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

At Maquinna, we are deeply committed to the ongoing journey of reconciliation, working in close collaboration with the Indigenous Education department to foster meaningful connections and understanding. The school's previous reconciliation efforts were individualized, with learning activities created by each classroom teacher. We wanted to create a more comprehensive approach to reconciliation through collaboration. Through cultural experiences such as weaving, drumming, and storytelling, students are immersed in the rich traditions and histories of Indigenous peoples. We are also integrating Indigenous perspectives into our learning, particularly in the areas of numeracy and everyday classroom practices. As a school community,

we continue to learn and sing the Coast Salish Anthem during our Friday assemblies, honoring the land and its original stewards while building a shared sense of unity. Our participation in the VSB Indigenous Focus Day further deepens our understanding, as we engage with the First Peoples Principles of Learning and explore the histories of the First Nations groups that are part of where we live and work. As we move forward together, we are guided by the understanding that *“we are all paddling together through changes in the waters and weather, are coordinating with others within and beyond our vessel, are continually defining our direction of travel, and will face moments when moving forward, backward, or sideways are all natural choices.”* This quote reminds us that reconciliation is a shared and evolving journey—one that requires patience, collaboration, and a deep respect for all voices along the way.

Within the 2023-24 Student Learning Survey, we noticed that many Maquinna students had reported low rates of First Nations learning. Despite the many learning opportunities provided by staff, we felt that Indigenous instruction at Maquinna needed to be more explicit and consistent within the school, with more collaboration and whole-school participation.

The Student Learning Survey results for the 2024-25 school year show a significant increase in students' awareness and learning about First Nations. When asked if they are learning about Indigenous Peoples, 77% of Grade 4 students responded affirmatively, up from 33% in the previous year, and 55% of Grade 7 students responded affirmatively, up from 36% last year. Additionally, when asked if they are learning about local First Nations, 45% of Grade 4 students responded affirmatively (with no data available for the previous year), and 60% of Grade 7 students responded affirmatively, up from 23% last year. These results indicate a growing awareness and understanding of First Nations learning among students.

HOW WILL WE KNOW WE'RE ON TRACK?

Our literacy data from multiple sources shows strong progress across Grades K–7. Term 3 reports indicate a shift toward higher achievement levels, with more students reaching Proficient or Extending. Student surveys reflect growing confidence in reading and writing, especially in Grade 7. FSA results also support these trends, with most students performing at or above district averages. Overall, the data confirms meaningful strides in literacy development.

As part of our commitment to Reconciliation, we observed growing student awareness of Indigenous Peoples, especially local First Nations culture and history. Grade 4 and 7 student surveys showed notable increases in reported learning. Parent feedback was also encouraging, with strong agreement that students are being taught about local Indigenous communities. These results, supported by staff and student observations, reflect meaningful progress in our efforts toward Reconciliation.

In terms of creating greater equity, our Homework Club supports students with various barriers, leading to improved academic outcomes. Regular attendees showed stronger progress, and surveys reflected better access to help and increased homework completion.

Guided by staff input and student data, our school will continue to prioritize Literacy, Numeracy, Belongingness, and Reconciliation in 2025–26. While progress has been made, CSL scores show a need to move more students into proficient and extending levels. To support this, we’re enhancing inclusive practices, refining assessment tools, and expanding targeted programs. We remain committed to fostering well-being and belonging, ensuring all students feel safe and valued. Our ongoing Reconciliation efforts aim to embed Indigenous perspectives and truths into our school culture, reflecting our shared commitment to equity and meaningful growth for every learner.

2024-2025 School Learning Plan

With deep gratitude and respect, Sir Richard McBride Annex is honoured to be situated on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) & səliwətał (Tsleil-Waututh Nation).

The annex opened in November 1963 as an overflow school for Sir Richard McBride Elementary and was named after the 15th Premier of British Columbia. Our diverse community is located beside Grays Park in Vancouver's Mountain View Neighbourhood near East 33rd Avenue and Fraser Street. We are host to a Vancouver Smart Start Preschool Program. Our "small school with a big heart" houses four divisions from Kindergarten to Grade 3 with 81 students in total. Grade 3 students move on to the main school for their intermediate years. Most students are from English-speaking homes and approximately 18% receive support for English language development. The foundation of McBride Annex is built upon the establishment of close-knit relationships between families and staff and an appreciation of the whole child. Parents and care-givers value being involved in the daily life of the school by volunteering for field studies, and leading and supporting sport, art, and cultural activities. The school maintains a focus on social emotional learning that is woven throughout the curriculum.

At McBride Annex, we take pride in our community atmosphere through the establishment of strong home-school relationships. We also pride ourselves in our awareness of the needs of diverse learners, and the ability to provide opportunities and programs that enrich student learning and leadership. Student leadership opportunities include Big Buddies, Library Monitors, Playground Leaders, and Assembly Leaders. We are focusing on developing inquiry skills to support students in becoming critical thinkers. It is the hope of staff members that students identify themselves as global learners who view education in a positive way and can advocate for their learning needs. McBride Annex staff proudly provide a strong foundation in the core areas of the curriculum and embrace opportunities to experience place-based learning while incorporating Indigenous Ways of Knowing. Staff are dedicated to creating an inclusive, welcoming community where diverse learning styles are supported and celebrated. We celebrate and encourage creativity, communication, collaboration, and fair play to support students' overall achievement.

We have an active and committed Parent Advisory Council dedicated to funding educational activities and experiences that support and augment the learning happening within the school. The PAC also strives to create an inclusive community for students and their families through many social events, such as a Pancake Breakfast, Winter Family Skate, Valentine's Day Dance, and the Spring Fair which attracts community members from the surrounding area.

This year we are continuing to explore how resilience and positive decision-making support learners in developing a growth mindset and becoming more active agents in their own learning. We are particularly interested in how these social-emotional skills influence learning outcomes and foster student growth.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at McBride Annex are confident, enthusiastic, active learners with supportive, caring families. They demonstrate belonging and connectedness by seeking support from various adults in the school, volunteering for leadership positions, and being inclusive of others on the playground and the classroom. Through inquiry and experiential-based learning activities, staff have noted that students demonstrate strength in creative and critical thinking.

For most students, English is the predominate language spoken at home but there are several students who speak, understand, or are exposed to other languages at home, such as but not limited to Tagalog, Vietnamese, Spanish and Punjabi. In addition to English Language learners, our community also supports students with special needs in an inclusive education program.

According to Learning Updates, McBride Annex students demonstrate strength in Mathematics with approximately 85% who are either proficient or extending on the BC Ministry of Education's Proficiency Scale. In English Language Arts, over 66% of students demonstrated proficiency in their ability to write and to read texts at grade level. Literacy continues to be an area for growth, particularly through improving reading fluency, decoding, and comprehension skills. Additionally, enhancing writing skills with a focus on expanding ideas and vocabulary remains a key focus. Staff have incorporated UFLI (University of Florida Literacy Institute) lessons into their literacy program to support the development of phonemic and phonological awareness in students.

Staff continue to teach and reinforce social-emotional skills with students. Students participate in a variety of social-emotional programs including: Zones of Regulation, Ready Bodies Learning Minds (RBLM), and MindUP. Students are supported to recognize emotions, utilize calming strategies, and develop a positive growth mindset. This work will continue next year as well as a focus on improving literacy outcomes for all learners.

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

- Meeting as teaching teams to discuss and implement best practices in literacy instruction based on current research.
- Purchasing levelled readers that target specific reading skills and are representative of a variety of students (culture, gender, ethnicity, etc.) for small group reading instruction.
- Encouraging and supporting reading at home by ensuring all students practice reading at home with appropriately leveled reading material.
- Implementing UFLI lessons schoolwide to build phonological and phonemic awareness.

Improve equity

- Gathering student feedback through surveys and utilizing CSL reporting data.
- Providing tailored individual and small group instruction based on assessment data (CSL and reading assessments).
- Providing support to priority learners through additional resource support and One to One tutoring.
- Purchase and provide tools that promote student focus such as wobble stools, wiggle cushions, noise reducing headphones, fine and gross motor tools, etc.
- Maintaining and expanding sensory and calming spaces to support students with sensory and self-regulation needs.

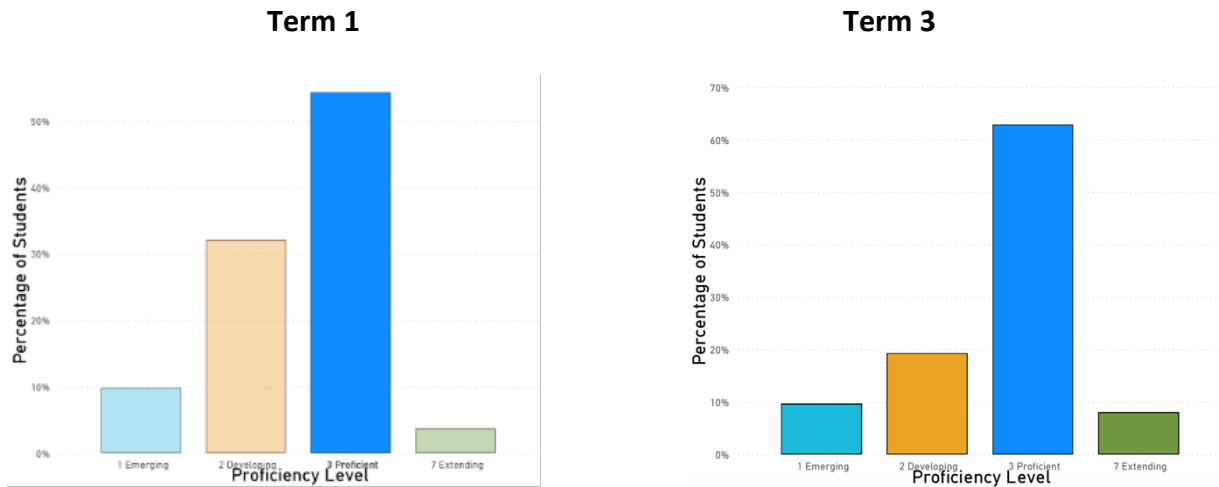
Continue on our journey of reconciliation with First Nations, Metis, and Inuit

- Beginning school gatherings with student-led Indigenous territory acknowledgement.
- Using culturally responsive teaching practices to ensure all students see their identities reflected in the curriculum.
- Honouring Indigenous knowledges and ways of being through place-based learning activities and the sharing of stories and videos written and developed by Indigenous peoples both locally and nationally.
- Continuing the practice of Sharing Circles within classrooms.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor progress as a whole school through the comparison of beginning, middle and end of year Learning Update data as well as other assessments (e.g., reading assessments DRA, phonics screeners, and anecdotal teacher data). The following graph compares first and third term literacy results. At the end of first term, 58% of students were proficient or extending and in the third term 71% of students were proficient or extending, thereby demonstrating a 13% increase in overall achievement for the course of the 2024-2025 school year in English Language Arts.

Literacy Results K-3



We firmly believe every student can demonstrate success through individual goal setting, understanding the core competencies and reflecting on their learning. Through targeted support, priority learners have demonstrated fair to significant growth in their individual learning goals, with students meeting or exceeding many personal goals. Annex staff will continue to support students by ensuring the resource model aligns with their needs and provides the individualized support each student requires.

Next year, we plan to continue to pursue our goal of increasing literacy achievement. To support this, we will maintain our current strategies and procedures while also updating our guided reading materials to better reflect the diversity of our community. Additionally, we are expanding student access to decodable books to support learners who need further practice with phonemic awareness. These decodable readers complement the implementation of UFLI lessons—a phonics-based approach to reading instruction now integrated into all classrooms.

Our commitment to reconciliation remains ongoing as we intentionally weave Indigenous worldviews into the curriculum in more explicit and meaningful ways. As part of this effort, students were asked to respond to the following three questions through an anonymous survey conducted mid-year and again at the end of the year:

- Are you being taught about Indigenous Peoples in Canada?
- Are you being taught about local First Nations Peoples?
- Do you know the name of the Indigenous Peoples whose territory is in Vancouver?

We will monitor student responses to these survey questions to determine if our teaching is having the desired impact on student learning.

2024-2025

School Learning Plan

SCHOOL STORY

Sir Richard McBride Elementary is a Kindergarten to Grade 7 school located in the Mountain View Neighbourhood of Vancouver. *The school is honoured to be situated on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) & səliwətał (Tsleil-Waututh Nation).* The historical significance of our school is reflected in its exterior, which has remained unchanged since its construction in 1911. Within the student population, we embrace a wide range of personalities, ethnicities, socioeconomic backgrounds and diverse learning needs. Many students are first- or second-generation Canadians, and approximately 16% are English language learners. We are a fully accessible school, including the children's playground. We take pride in celebrating and valuing the rich cultural backgrounds and experiences of students and creating an inclusive and welcoming atmosphere that fosters a sense of belonging and community.

At the heart of the school is a highly dedicated staff who are committed to providing quality education and support to students. They create a nurturing and inclusive learning environment where students thrive academically and emotionally. Staff have the support of caring and involved parents who actively contribute to the life of the school and work to build a strong, connected community. The strong relationships between home and school ensure a collaborative and supportive educational experience. Our community extends to our K-3 Annex, located just three blocks away, as we work together on common school goals and the smooth transition of Annex students to grade 4. The before and after-school care program, Little Mountain, is an integral part of the McBride community, serving both the main school and the annex.

At McBride, a strong emphasis is placed on core competencies, ensuring that students receive a solid foundation in core subjects and develop essential skills for success. Teachers provide daily explicit instruction in core academic subjects and monitor and celebrate student progress. We recognize the importance of physical well-being and the arts in promoting a holistic education. Therefore, we provide a variety of school sport opportunities, exposure to dance and the arts. McBride provides music education for students in Grades 2 - 7 with a trained music teacher.

As a school dedicated to equity and reconciliation, we proudly support and celebrate district initiatives and programs that promote diversity, inclusivity, and mutual understanding among students. Our goal is to foster a strong sense of social justice and reconciliation within our school community. We are committed to creating an environment where every individual feels valued, respected, and included.

Overall, Sir Richard McBride Elementary is a vibrant and inclusive school that embraces diversity, fosters a love for learning, and promotes a sense of belonging among students. We are dedicated

to providing a well-rounded education that prepares students for success academically, emotionally, and socially.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

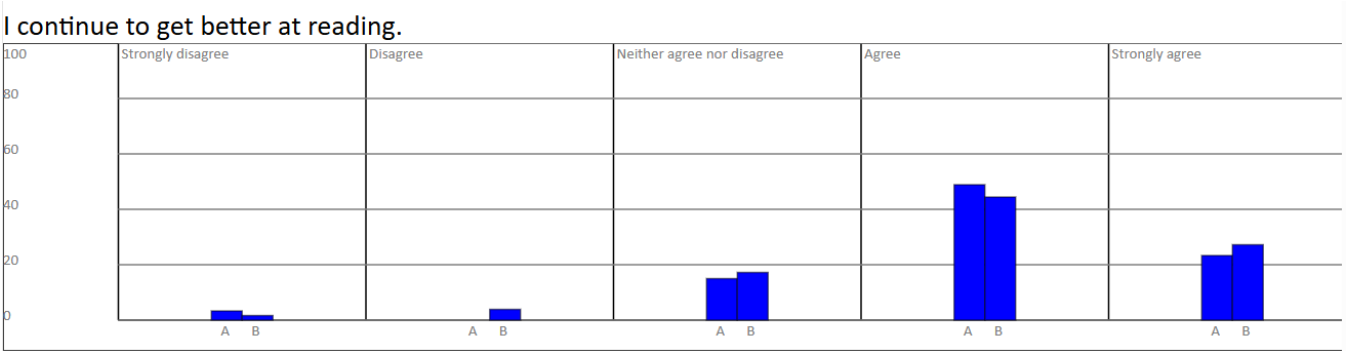
McBride Elementary has 344 students in 14 divisions. Our student population represents the richness and diversity of our community and includes English Language Learners, students with Special Education designations and Indigenous Learners. English is the predominate language spoken by students with many students speaking an additional language in their home. This rich tapestry of learners contributes to an inclusive and accepting learning environment.

The students at McBride Elementary are motivated and enthusiastic learners who welcome opportunities to actively participate in their learning and contribute to the school community. Our students benefit from a caring and supportive parent community. We have an active Parent Advisory Council (PAC) who work closely with administration and staff to support educational initiatives and build community through school and family events. Many McBride students are involved in activities outside of school hours with 71% participating in community extracurricular activities such as clubs, dance and sports. In school, students participate in a variety of sports and leadership opportunities. McBride students feel a sense of belonging to the school community and lead and perform at regular school assemblies. Older students are motivated individuals who embrace opportunities to contribute to the school. They demonstrate responsibility by serving as Library Monitors, Big Buddies, Morning Announcers, Grade 7 Council and School Safety Patrol. McBride students actively participate in school endeavors and initiatives such as the *Flexible Plastic Recycling Challenge*. This year, students and families enthusiastically redirected 130 kilograms of flexible plastic from the landfill by responsibly recycling this waste.

Literacy

During the 2024 - 2025 school year, McBride staff focused on student achievement in literacy, with a focus on improving literacy outcomes for priority learners. Priority learners include students with special needs, students in care, students learning English and students who are Indigenous. Student surveys indicate a positive attitude and mindset towards literacy with 78% of students reporting that their reading and writing skills are getting better. (A = Sir Richard McBride, B = District)

Grade 7 Student Satisfaction Survey Results (Jan 2025)



Foundation Skill Assessment (FSA) data from the assessment period Fall 2024 indicate that:

In Grade 4, 73% of students who participated in the assessment are on track or higher in their literacy achievement.

In Grade 7, 54% of students who participated in the assessment are on track or higher in literacy achievement.

Equity

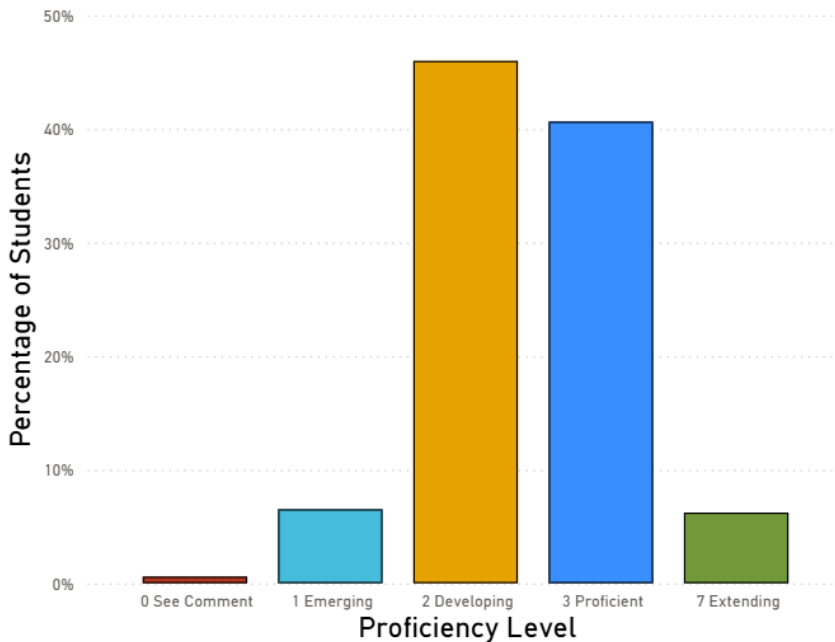
Data from the FSA does not provide a complete picture of the literacy performance of McBride students as not all students participate in FSAs. Further, students exempted from writing the FSA are overrepresented by priority learners. To get a more complete understanding of how McBride students are achieving in literacy, greater representation of all learners is required. Please see completion rates below with particular attention to Grade 7.

FSA Completion Rates McBride Elementary

	2022 -2023	2023 -2024	2024 - 2025
Grade 4	57 %	78 %	80%
Grade 7	41 %	76 %	58 %

In addition, Communicating Student Learning Data from the 2024 - 2025 school year indicates 52% of McBride students are not considered proficient in literacy and do not meet grade level expectations. Our goal is to improve literacy outcomes for all students with a particular focus on priority learners to ensure our learners develop to their full potential and share equally in school success.

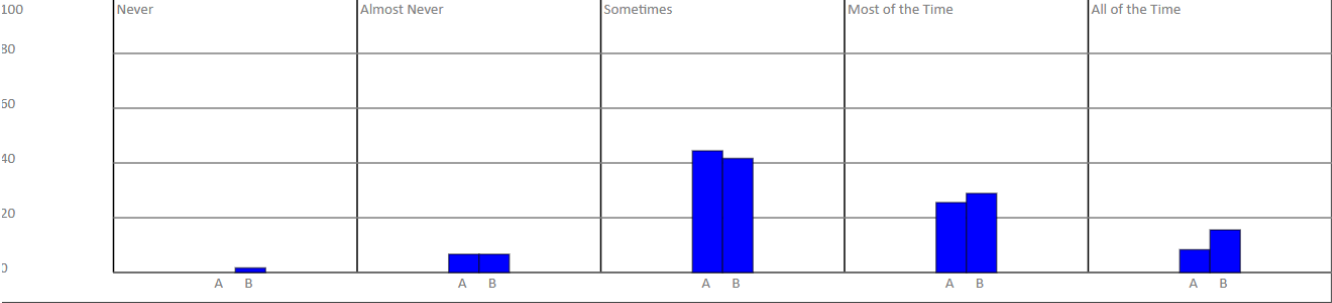
**Communicating Student Learning Data – Kindergarten to Grade 7
English Language Arts (Term 3 2024 – 2025 school year)**



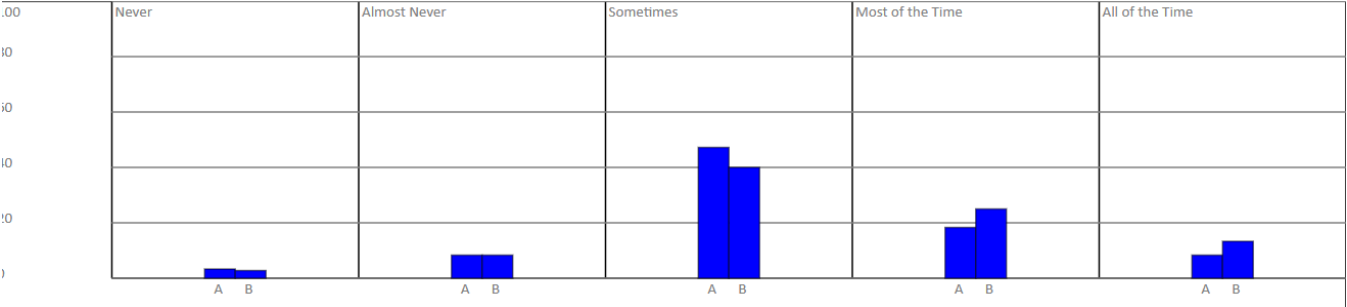
Reconciliation

There is much to celebrate in the growing knowledge, appreciation, and respect students are showing for Indigenous histories and traditions. Survey results indicate that students are learning about Indigenous Peoples both across Canada and within their local communities.

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



At school, are you being taught about local First Nations?



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

As part of our ongoing commitment to enhancing literacy outcomes, the school will implement a comprehensive approach to assess and support student growth in reading and writing. Staff will identify and administer common literacy assessment tools to consistently monitor student progress. A School Wide Write initiative will be conducted, with student writing evaluated in grade-level teams using the B.C. Performance Scales and the Responsive Literacy Framework (K-3). Literacy data will be reviewed collaboratively during teacher team meetings and staff meetings to inform instructional planning. This data-driven approach will guide the strategic allocation of resource support to improve the quality and effectiveness of classroom instruction. Continued

professional learning and instructional refinement will ensure that literacy practices remain responsive, ultimately supporting improved learning outcomes for all students.

Improve Equity

Our goal is to collect robust reading and writing data to identify students who are not achieving grade level expectations in literacy. Identified students will receive additional support to improve literacy outcomes. This includes excellent classroom instruction, targeted, small group support and more opportunities to engage in literacy activities. Student progress will be monitored through formal and informal assessments as well as FSA results.

For students with special education designations, teachers will work with district and community partners to develop clear, achievable literacy goals that are clearly reflected in Individual Education Plans. While each learner may progress at their own pace and have different learning goals, all learners are expected to make continuous progress along the learning continuum.

To enhance educational experience and ensure every student reaches their full potential, our school is committed to several key initiatives. Firstly, we aim to improve participation rates in the FSA to identify individual students or groups of students who are underachieving. This will allow us to provide targeted support and resources to those who need it most. Additionally, we are dedicated to eliminating discrimination and racism in all forms by actively responding to any incidents of racism and promoting an inclusive environment. Building strong relationships with families and students at risk is also a priority, and we strive to maintain open communication with them to foster a supportive community. Furthermore, we will continue to create a school environment that is safe, inclusive, and welcoming through various activities such as monthly assemblies, community dances, school performances, field trips, and shared activities. These efforts are designed to bring our community together and ensure that every student feels valued and supported.

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

As part of our ongoing commitment to truth and reconciliation, the school will continue its collective and individual journey by engaging staff in book clubs and professional development opportunities offered by Indigenous Education colleagues. Each school day will begin with an Indigenous Acknowledgement during morning announcements to promote daily reflection and respect for Indigenous peoples and their lands. The 'Reconciliation Blanket' gifted by Debra Sparrow will be prominently displayed as a meaningful symbol and catalyst for learning about local Indigenous nations and their histories. The school will work to increase knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions throughout the school community. Building on the learning from the district Indigenous Focus Day, a school-wide activity will be developed to reflect and reinforce the key teachings from that experience, deepening our collective understanding and commitment to reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure we collectively advance toward school goals, we will regularly revisit and reflect on these objectives during staff meetings. Progress will be evident when we consistently gather and analyze data to inform and enhance the effectiveness of our educational programs and student support. In addition, we will continue to use student surveys, reflections, and Communicating School Learning (CSL) data to assess whether interventions are achieving their intended outcomes. Finally, we will monitor Foundation Skills Assessment (FSA) participation rates to encourage increased student involvement and collect feedback from staff on the impact of regular professional learning meetings to support continuous improvement in teaching practices

At McBride, staff are committed to centering on learners in all that we do. Our decisions are guided by thoughtful, evidence-informed practices aligned with school and district goals, ensuring a strong and supportive educational foundation for every student.

2024-2025 School Learning Plan

SCHOOL STORY

It is with deep gratitude and respect, we 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).

In the heart of our vibrant southwest community lies Dr. R.E. McKechnie Elementary School, a beacon of inclusive education and diverse learning opportunities. With 296 students from kindergarten to Grade 7, our halls buzz with the excitement of exploration and discovery.

At McKechnie, every student is valued and embraced for their unique qualities, whether they are English Language Learners, have diverse needs, or hail from diverse cultural backgrounds. Our commitment to fostering a nurturing learning environment ensures that every child feels supported and empowered to reach their full potential.

One of the cornerstones of our school is the vast array of extracurricular activities offered to our students. From before school to after school, there is something for everyone to explore. Whether it is delving into the wonders of gardening, unleashing creativity through coding and drawing, or honing athletic skills in sports like track, soccer, or volleyball, there is no shortage of avenues for personal growth and exploration.

The diverse range of clubs and after-school programs not only enrich students' lives but also contribute to the warm and inclusive fabric of our school community. Through these activities, students forge friendships, discover passions, and develop essential life skills that extend beyond the classroom.

Our dedicated team of educators is committed to providing students with a holistic education that nurtures their physical and mental well-being. Through collaborative efforts, teachers design engaging lessons, facilitate cross-grade learning experiences, and support each student's academic journey.

In this dynamic and supportive environment, students are encouraged to take risks, ask questions, and pursue their interests with enthusiasm. Whether it is through academic achievement, creative expression, or athletic prowess, every accomplishment is celebrated, and every setback is met with compassion and encouragement.

Dr. R.E. McKechnie Elementary School is not just a place of learning; it is a close-knit community where every student feels seen, heard, and valued. Together, we are shaping future leaders equipped with the skills, confidence, and empathy to impact the world positively.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

McKechnie is a diverse and vibrant community of learners, with almost 80% of our students speaking a language other than English at home. Mandarin Chinese is the most predominant first language of our English Language Learners (ELL). In our school, 10% of our students are diverse learners with a Ministry designation.

Anecdotal conversations with students, staff, and the parent community have revealed that our students are well-supported both at school and at home.

What we see is that McKechnie students are:

- Academic Excellence: According to 2024 CSL data Term 1, over 70% of our students are proficient or better in English Language Arts, with additional support provided to others who are still developing their skills. We have targeted support to help all students reach proficiency.
- In Mathematics, McKechnie students excel, with over 80% proficiency or better, with additional support provided to others.
- Motivated and determined to achieve
- Flexible and articulate
- Enthusiastic and eager learners
- Responsible, cooperative, and engaged
- Good at self-advocating
- Effective in collaborative work and group settings
- Confident with a keen sense of self
- Respectful, well-mannered, polite, good behaviour

McKechnie students find challenges with:

- Perseverance and struggle to maintain motivation in the face of difficulties.
- A growth mindset: Setbacks may be viewed as indicators of limitations rather than opportunities for growth.
- Independence and relying heavily on guidance and support from others is important.
 - Resilience, and will struggle to bounce back from setbacks and failures.
 - Awareness and understanding of others' differences and their role as a global citizen.

McKechnie students represent many cultures, backgrounds, and academic needs. To cater to this diversity, teachers employ Universal Design for Learning (UDL) and culturally responsive teaching strategies to support all students. With a sizable portion (40%) learning English, students benefit from both pull-out and push-in English Language Learning (ELL) support and resources.

Additionally, students have access to counselling, mentoring, academic support, and specialized assistance for gifted students, all provided by the school team.

Our learners actively engage in the journey of reconciliation. The recently expanded library collection offers a growing selection of Indigenous literature and authors, enriching students' exposure to diverse perspectives. Faculty dedication to enhancing classroom resources, integrating varied viewpoints, and hosting guest speakers ensures a thorough exploration of Indigenous history and culture. This commitment underscores our overarching goal of fostering

an inclusive and equitable learning environment essential to every student's growth and understanding.

In our most recent Student Learning Survey completed in March 2024, we received some positive data confirming that students at McKechnie are happy and feel welcome at school. 52% of our Grade 4 students and 64% of our Grade 7 students noted that four or more adults cared about them at school. For the question "Do you feel happy at school?" 72% of our Grade 4 students and 87% of our Grade 7 students chose "most of the time" or "all of the time" as their answers. Finally, when it comes to liking school, 76% of our students wrote "most of the time" or "all of the time," while 74% of our Grade 7 students did so

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

Enhancing Student Achievement at McKechnie

Our goal is to enhance student achievement across literacy, numeracy, physical and mental well-being, and a sense of belonging. Specifically, we aim to improve reading comprehension by bolstering vocabulary and phonemic awareness. Strengthening these skills not only supports academic growth but also enhances communication abilities beyond the classroom. We prioritize equitable opportunities for all students, bridging gaps between English and non-English speakers through targeted language instruction and inclusive group sessions. Our commitment extends to adapting programs throughout the year to meet the needs of English Language Learners effectively.

The staff remains committed to addressing the significant challenge of Executive Functioning skills among students. Recognizing the critical role these skills play in academic success and personal development, our comprehensive plan is dedicated to nurturing cognitive abilities, self-regulation, and organizational skills. Through targeted instruction, consistent practice opportunities, and ongoing support, we aim to empower students to excel not only in their academic pursuits but also in their personal lives. This initiative is designed to establish a robust foundation of executive functioning skills that will serve students throughout their educational journey and into adulthood, ensuring they are well-equipped for lifelong learning and achievement. We are currently exploring Stuart Shankar's Five Domains of Self-Regulation at Staff Meetings and discussing how we are applying these domains in our classrooms.

Improve equity

Promoting Equity

At McKechnie, we are dedicated to ensuring every student thrives academically and personally, regardless of their background, abilities, or circumstances. Equity guides our approach to teaching, encompassing tailored methods, materials, and assessments to meet diverse learner needs. We actively identify and dismantle barriers related to race, culture, gender, religion,

socioeconomic status, and individual experiences. By addressing these challenges directly, we foster an inclusive environment where all students can fully engage. Equitable access to enriching experiences like field trips is fundamental to our commitment.

This year, we are focusing on creating a more cohesive community with parents. We are inviting them into the school to participate in school activities, such as our Winter Arts and Crafts week, and we actively seek parents for volunteer jobs within the school. Also, we have started an exciting Friday morning coffee drop in for parents in the library, a parent volunteer and the principal will be present, to have conversations and meet others. In addition, some Fridays will include presentations by parents who have something to share, i.e., photography.

We allocate resources strategically and fairly, encompassing technology, learning materials, extracurricular activities, and support services. Our educators engage in culturally responsive teaching practices and undergo continuous Professional Development to deepen their understanding of diversity, equity, and inclusion. Celebrating diversity and integrating students' cultural backgrounds into the curriculum is pivotal in honouring their identities and creating a supportive learning environment. Our aim is to ensure every learner has an equal opportunity to succeed academically and thrive personally.

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

Advancing Reconciliation with First Nations, Métis, and Inuit

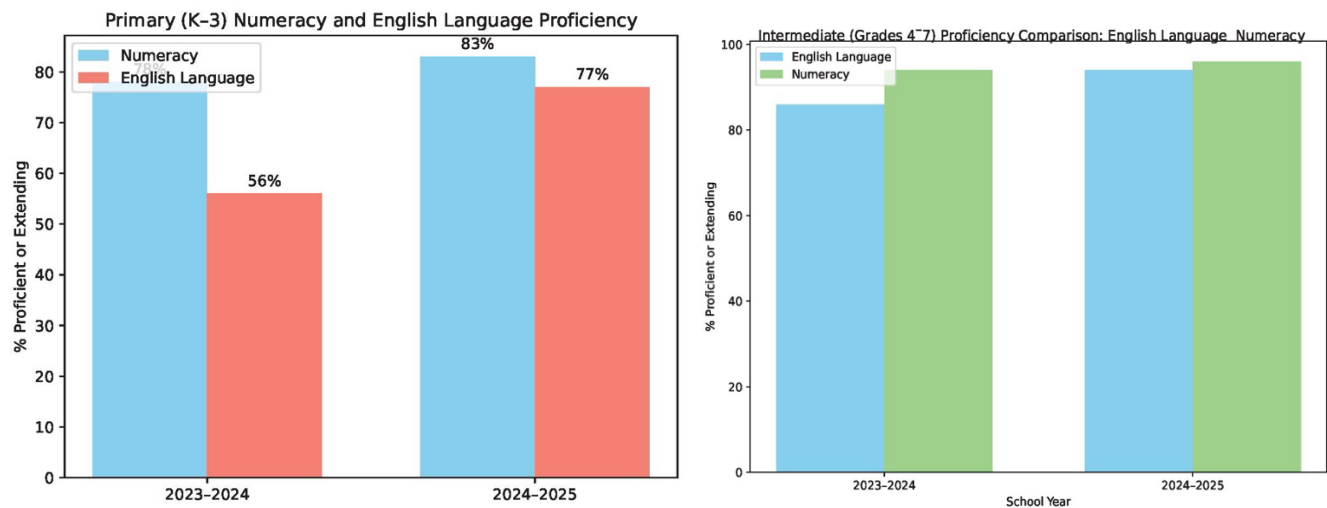
Our school remains steadfast in supporting and advancing understanding of Indigenous worldviews and knowledge. Engaging students and staff in activities that promote empathy and awareness of Indigenous histories and cultures will be the cornerstone of our approach. Emphasizing place-based learning will be central to our curriculum, enriching students' understanding of local heritage, cultures, and the environment. We recognize the need to expand community connections with local Nations, encouraging students to develop citizenship and stewardship. In our most recent 2024 Student Learning Survey, over 75 % of our grade 4's and 70% of our grade 7's stated that only "sometimes" are they learning about local Indigenous peoples.

As a staff, we are committed to ongoing professional development, including Indigenous focus days, offsite workshops, book clubs, and collaborative discussions on place-based learning opportunities. Moving forward, we recognize the need for comprehensive reconciliation activities both inside and outside the classroom. Recent student surveys have highlighted areas for growth, indicating a gap in Indigenous-focused learning experiences across grade levels. To address this, we plan to implement school-wide reconciliation events and prioritize the Calls to Action outlined by the National Truth and Reconciliation Commission. These initiatives aim to deepen understanding and integration of Indigenous perspectives within our school community.

This year, our intermediate classes are participating in writing their own Land Acknowledgments and presenting them at school assemblies.

HOW WILL WE KNOW WE'RE ON TRACK?

Staff use a variety of ways to ensure students are progressing in their abilities. McKechnie keeps data using, formal assessment processes and informal assessments to ensure students continue to grow. Data collected is used in reporting such as Learning Updates, formally known as Report Cards. Below are indicators of student progress in the areas of English Language Arts and Numeracy:

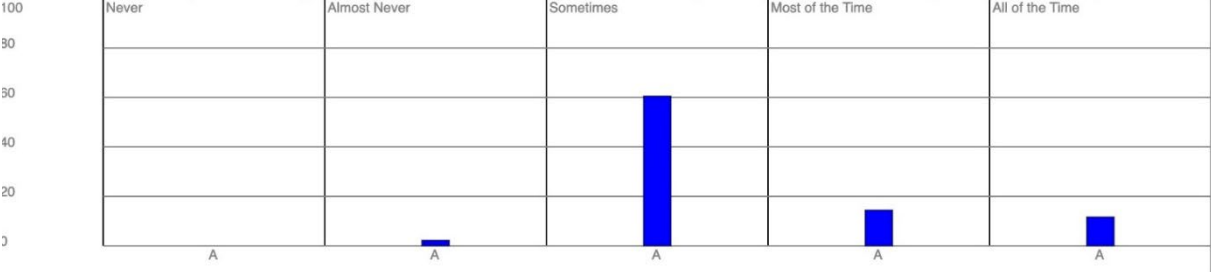


The charts above clearly illustrate the improvement in both Numeracy and English Language proficiency for both Primary and Intermediate grade groups from the 2023-2024 school year to the current year. Overall, McKechnie continues to demonstrate strong academic performance.

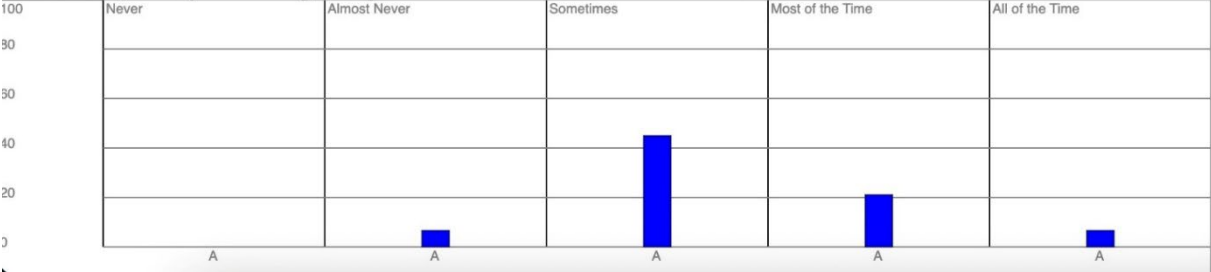
At McKechnie, our staff are deeply committed to fostering equity and continually seek opportunities to strengthen inclusive practices across our school. This shared commitment is reflected in the dedicated support for a wide range of in-school clubs, including the Garden, Humanitarian, Spirit, Math, Drawing, Drama, Choir, Baking, Ukulele, and Film clubs. Our students have the opportunity to participate in ski trips and a week-long trip to Strathcona Park Lodge. Our after-school programs have also seen robust enrollment, offering students diverse opportunities to explore their interests and develop new skills. The variety of choices ensures that all students can find meaningful ways to engage, connect, and thrive. These programs—both during and beyond school hours—play a vital role in supporting equity by creating inclusive spaces where every child feels valued and empowered. At McKechnie, our students continue to demonstrate kindness, acceptance, and support for one another, embracing diversity and celebrating with each other without prejudice.

Students in Grade 4 and 7 also participated in the Ministry of Education Student Learning Survey. This data offered promising insight into students' mindsets:

At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?



At school, are you being taught about local First Nations?



As part of our ongoing commitment to inclusive and culturally responsive education, our school is working collaboratively to embed the First Peoples Principles of Learning into our teaching practices. This approach supports meaningful learning experiences for all students and reflects our dedication to best practices in education. To deepen our collective understanding, we are planning a whole-school field trip this fall to explore and learn from the Musqueam lands. This experience will provide students with a valuable opportunity to connect with Indigenous perspectives in an authentic and respectful way. Additionally, our upcoming professional development days will be centred around First Peoples’ teachings, ensuring that our staff continues to grow in their knowledge and application of these important principles.

We will determine our success in achieving our literacy goal by examining FSA and CSL data over time. This will be a multi-year goal as it takes time to change outcomes and create success for all students. As the data improves, it will also help us achieve our equity goal of ensuring all learners have quality literacy instruction, including our ELL learners. Primary staff will use individual reading assessments to identify if we are successful in our literacy goals. Intermediate staff will move toward using a common assessment for reading. Student feedback about reconciliation will help us move forward. We will survey students individually. Data from the Student Learning Survey will help us identify areas where our focus needs to be moved. All our goals need to be reviewed regularly, and we must be open to revising them and refining our strategies for achieving our objectives.

2024-2025 School Learning Plan

SCHOOL STORY

With gratitude and respect, we acknowledge that Walter Moberly Elementary is located on the unceded, ancestral territories of the xuməθkuməyəm (Musqueam), Skwxwú7mesh (Squamish), and saləwətał (Tsleil-Waututh) Nations. We are honoured to teach, learn, and grow on this land.

Moberly Elementary is located in the culturally vibrant Vancouver Sunset community and has an amazing view of the area south of Vancouver, with a vista stretching from the Alex Fraser Bridge to the Vancouver International Airport. It serves approximately 500 students from diverse backgrounds, with over 30 home languages spoken, Punjabi and Tagalog most prevalent. We are also proud to welcome Indigenous learners from the Coast Salish and other Nations. Our school is comprised of over 60 different staff (from teachers to student support staff) that are here to provide a variety of services to ensure all our students and families are welcome and supported.

Our school culture is built on caring, kindness, courteousness, and respect. These values guide our commitment to inclusion, equity, and excellence. The school shares its building with the District Newcomer Welcome Centre and hosts a provincial StrongStart Centre. We also benefit from close partnerships with organizations such as South Vancouver Neighbourhood House (Schools Out Program), Big Brothers of Greater Vancouver (Game On Program), and the Arts Umbrella (Afterschool AIRS Program) and the Learning Buddies (Learning Buddy Network Program).

We provide targeted support to learners with diverse needs through collaborative efforts between classroom teachers, resource teams, and our amazing student support workers. Our library learning commons, led by a teacher-librarian, is also home to the "Story Workshop" which is a space where students use loose parts to build oral language, narrative skills, and imagination.

Students at Moberly are physically active and connected. We participate in VEPAA (Vancouver Elementary Physical Activity Association) to provide organized team sports throughout the year (including from this past year teams in Volleyball, Basketball and Badminton). Our school day extends beyond the classroom to include lunchtime activities such as the Library Lunch Club which provides an alternative indoor space for students to gather and connect while completing homework, drawing, or arts and crafts. Moberly also has VEMS (Vancouver Extracurricular Music Society) offer class during lunch time, and other student activities offered including intramurals and chess, to name a few.

At Moberly, we are committed to creating an inclusive, welcoming, and equitable learning environment where every student feels a sense of belonging and is empowered to thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Moberly learning community is vibrant, diverse, and deeply engaged. Our students are active participants in their own learning and bring a wide range of experiences, abilities, and identities to school each day. About one-third of Moberly students are English Language Learners developing English language proficiency, and many benefit from targeted academic or social-emotional support.

Students at Moberly demonstrate strengths in collaboration, curiosity, and creativity. Many are deeply connected to cultural and community values, which they proudly share during school-wide events and celebrations.

Our learners include students with diverse cognitive, emotional, and behavioural needs, some of whom are supported through Ministry designations or Individual Education Plans (IEPs). We also proudly support our Indigenous learners (fewer than 10), ensuring their voices and experiences are recognized and embedded in our learning environments.

Encouragingly, according to information from the recent Student Learning Survey (which targeted students in grades 4 and 7), nearly 90% of respondents reported feeling a sense of belonging at school. As research confirms that belonging is foundational to academic and emotional well-being, we are committed to identifying and supporting the remaining 10% to ensure all students, in all grades, feel safe, seen, and valued.

Furthermore, from the same survey, all responding parents indicated that they feel welcome at the school which reflects the efforts that have been made to boost the voice of community within the school, working closely with PAC and creating an open door policy for parents to be involved with their child's learning.

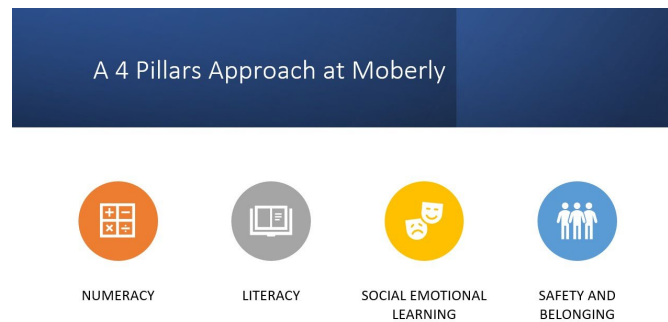
These insights shape how we design learning experiences, allocate supports, and engage with families. Our next steps are grounded in this understanding: to strengthen foundational literacy, elevate student voice, and ensure every learner, and every family, feels connected and included in our school community.

This commitment is reflected in our four-pillar approach, as outlined in the section that follows.

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

Moberly's focus is rooted to it's 4 pillars approach and commitment towards student experience at school and is communicated to staff, parents and students throughout the year:



At Moberly, we support mental well-being and belonging through safe, inclusive classroom environments, lunch clubs and sports clubs. We also foster student voice through leadership activities, school Stars of the Week and daily informal check-ins.

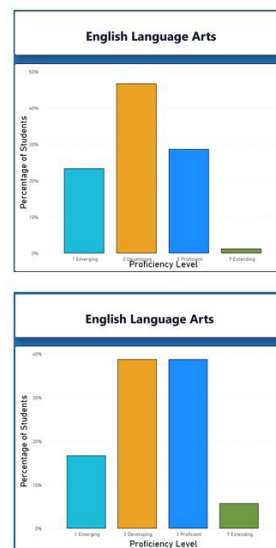
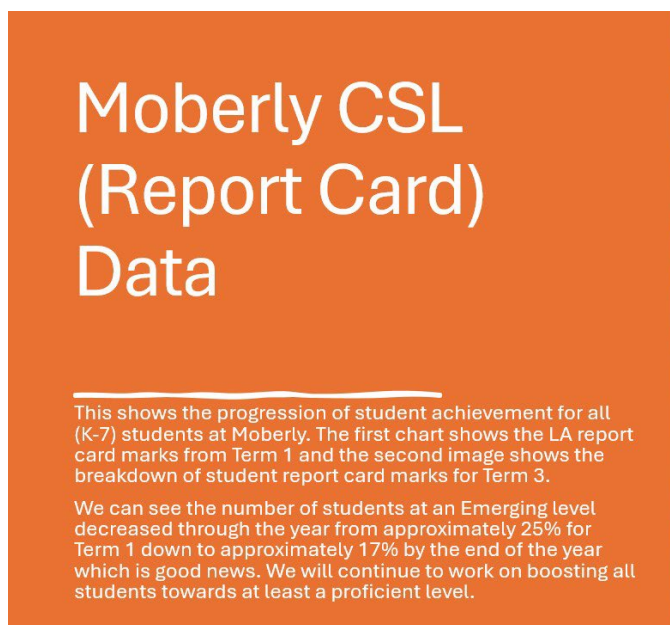
While continuing to focus on supporting our students with their Social Emotional Learning, and ensuring all students feel safe and belong to the community, we are looking to boost the academic (literacy and numeracy) skills for our students.

Hence, our **school-wide literacy focus** aims to ensure all learners experience growth in reading, writing, and oral language. We are implementing a range of strategies aligned with the VSB Responsive Literacy Framework, including:

- Daily literacy instruction with many early primary teachers using aspects of the UFLI practices in primary classrooms
- Continued use of physical texts to encourage screen-free reading
- Class based literacy assessments, for example Fountas & Pinnell benchmarking for early primary students to assess student progress
- School-wide writes and collaboration time for teachers to track skill development across the year
- Literacy-rich initiatives such as the 30-Day Reading Challenge and Poetry Challenge to promote a love of literacy for students

While many of these initiatives started this school year, we look forward to seeing the positive effects moving forward. Currently, recent data from the Term 3 report cards of this school year show that approximately 17% of students are currently performing at the Emerging level in English Language Arts. While we are encouraged that the remaining 83% of students are on track (defined as at a Developing level or higher), we are committed to this group of students, many of

whom are ELL (English Language Learners) or are in the primary grades, to bolster their support in reading and writing through classroom-based instruction, targeted resource interventions and school-wide initiatives.



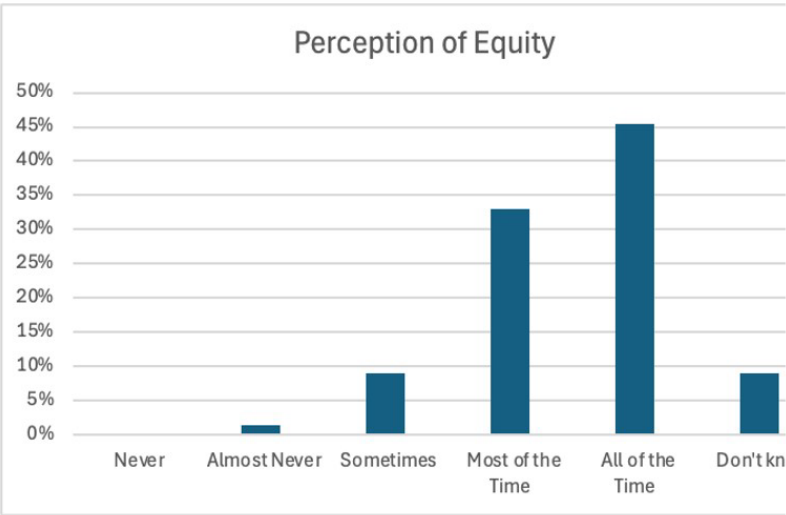
Improve equity

Our approach to equity includes a school-wide commitment to culturally responsive, trauma-informed, and inclusive practices:

- Ongoing SEL-focused lunch & learns and staff collaboration activities
- Equity-focused professional development, including anti-racism education activities
- Training and education plans for our SSA team through opportunities
- Support for students entering on gradual transition plans or with IEPs, with continuous informal check-ins and targeted accommodations
- Expanding lunchtime options and clubs to serve a broader group of learners (e.g. Library Lunch Club, art programs and organized sports opportunities) so all students are able to find and connect with the community and their interests

Moberly is working towards equity for all our students, to meet them where they are and provide the best learning opportunities possible. One such initiative we have introduced is to provide an alternate space for our students to gather and feel safe. This is the goal of Library Lunch Club, the library (and we are looking into other school spaces) is open at lunch with the help of student leaders and volunteers to create a safe space for all students, to read or play board games, and work towards social goals and focus on their social emotional needs. We are looking to expand this concept and are hoping to invite parents and staff to come help coach or share a personal interest, for example, running an art club for students.

Furthermore, Moberly has a robust lunch and food program for students that struggle with food security. Moberly supports up to 85 students daily, and in so doing, affirms its commitment to ensuring all students are at a minimum nutritional baseline. Long standing research has shown that students who are hungry struggle more with social interactions, academic learning, and general school success.



- Pulled from data from the Student Learning Survey, an annual questionnaire of grade 4 and 7 students, the question asked was, "Do adults in the school treat all students fairly?"
- The vast majority of students agree that the staff at Moberly treat all students fairly.

Perception of Equity Amongst Students

We are working to ensure that all students, including those with diverse learning differences, proud cultural identities, and complex needs, are seen, supported, and successful.

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

Moberly continues to integrate Indigenous worldviews and knowledge throughout the school day. Our commitment includes:

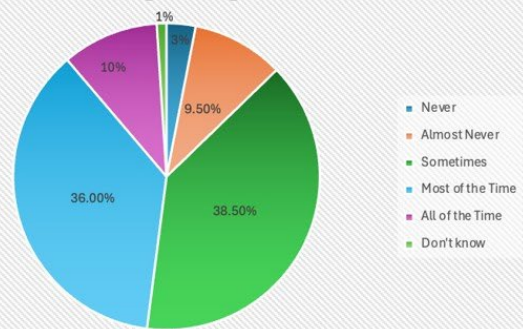
- Embedding the First Peoples Principles of Learning into classroom practices
- School-wide awareness and participation in Indigenous-focused events (e.g., Orange Shirt Day, Indigenous Garden planting)
- Use of Indigenous-authored texts and curricular resources in the library and classroom
- District-supported learning days and collaborations with Indigenous Education staff

Moberly Path of Reconciliation

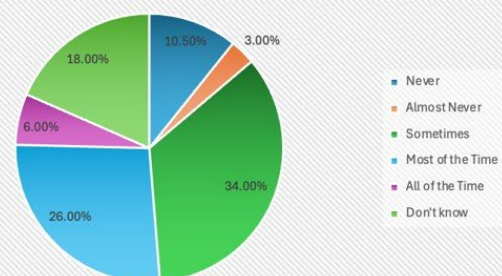
Based on data from the annual Student Learning Survey of grade 4 and 7 students, we can see that while almost 90% of students affirmed they were learning about Indigenous Cultures, almost a third of those same students did not feel they were learning about our LOCAL Indigenous cultures.

This shows us how we can move forward intentionally in learning about our local cultures as we continue our path of reconciliation.

Learning of Indigenous Cultures



Learning of LOCAL Indigenous Culture



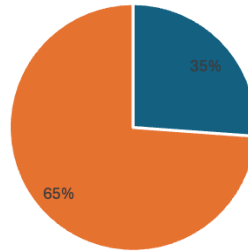
Based on the included data, almost 90% of students from grades 4 and 7 recognize that they are learning about Indigenous Cultures in Canada. Meanwhile, of those same students, over 30% responded that they were not learning about local Indigenous Cultures. This is an area towards reconciliation that we will look to improve upon in the upcoming year through exploring additional partnerships.

Our focus remains on improving existing practices and deepening student understanding of land, story, and identity.

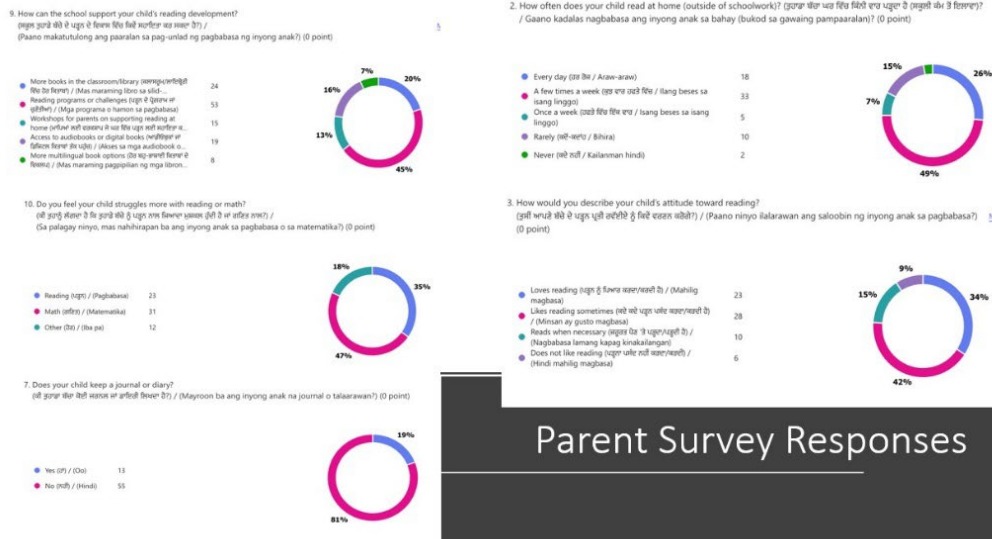
HOW WILL WE KNOW WE'RE ON TRACK?

To monitor our progress, we will use a combination of student data (as gathered through school wide writes, report card marks, FSAs and Student Learning Surveys) and school literacy challenge participation rates (like the 30-Day Reading Challenge which requires students to read for 20 minutes daily for 30 days in a row and was run for the first time this year with roughly 35% of Moberly students completing it).

Student Completion of 30-Day Reading Challenge



We will also gather feedback from our school community through student, staff, and parent surveys to better understand how our actions are being received and where additional supports are needed. These reflective tools will help us track perceptions of inclusion, academic engagement, and school climate.



This is a slide detailing some of the response from our Parent Survey translated to Punjabi and Tagalog to involve stronger parent participation and interaction. The feedback directly led towards the creation and implementation of the 30-Day Reading Challenge for families in May of this school year, which we hope to make an annual activity!

This cyclical process of reflection and action helps us align our efforts with the evolving needs of our learners. Our goal remains clear: to ensure that each student experiences success, belonging, and agency within a responsive and inclusive learning environment.

2024-2025 School Learning Plan

SCHOOL STORY

Mount Pleasant Elementary, centrally located in Vancouver, serves a diverse community of learners and families. With over 25 home languages represented, the school currently enrolls 240 students across 12 divisions and is supported by nearly 40 staff members. The school features an open-area design, where many classrooms are not fully enclosed. This structure encourages teacher collaboration and co-teaching, which enhances student learning and fosters peer interaction. Mount Pleasant students are closely connected, reflecting the dense, walkable neighborhood. Most families walk or bike to school, and students often know peers across different grades. They regularly engage in creative projects both within the school and in the broader community.

Before and after-school care is available through the nearby Kimount Club and an on-site YMCA program. Mount Pleasant also hosts a StrongStart Centre, offering early learning opportunities for families with children aged 0–5 every morning. Additional supports include hot lunch services, weekly grocery programs, and the One-to-One Readers initiative, all made possible through district and community partnerships. The school recently joined the Artist in Residence Studio (AIRS) program, which brings in artists to teach various art forms through an Indigenous-focused lens, connecting student projects to the land and local resources.

Student-led initiatives are a vibrant part of school life. Clubs include Dungeons & Dragons, math, gymnastics, and choir, along with numerous fundraisers. Students also participate in sports such as soccer, basketball, volleyball, track and field, and ultimate frisbee. Other leadership opportunities include buddy classes and daily announcements. High participation in these programs shows that students are eager to lead and contribute to their school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNER'S:

Mount Pleasant Elementary School is a vibrant educational institution nestled in the heart of Vancouver. The school is an integral part of the thriving Mount Pleasant neighborhood, serving as a hub for learning, diversity, and community engagement.

The school community is diverse and inclusive, reflecting the multicultural fabric of Vancouver. Students at Mount Pleasant Elementary are encouraged to embrace their unique backgrounds and

contribute to a collaborative learning environment. The school offers a range of programs and activities designed to support the holistic development of its learners.

We are committed to fostering a positive and supportive learning atmosphere. Dedicated staff work tirelessly to ensure that each student feels valued, empowered and have a sense of belonging, to reach their full potential. We also emphasizes the importance of community involvement, encouraging students and their families to actively participate in school events and initiatives.

We are committed to improving literacy outcomes for all students by implementing targeted programs and strategies. One of the initiatives is the Responsive Literacy Framework, which takes a holistic and inclusive approach to literacy education. This framework aims to address the diverse needs of students and foster a growth mindset in reading and literacy. The school also emphasizes the importance of collaboration among staff and with district support services to enhance literacy development.

The staff at Mount Pleasant are committed to enhancing literacy skills across all grade levels, from Kindergarten to Grade 7. The school has identified literacy as a key focus area based on English Language Arts (CSL) and raw reading data. By concentrating on reading, writing, and comprehension, the school aims to elevate achievement levels for all students.

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

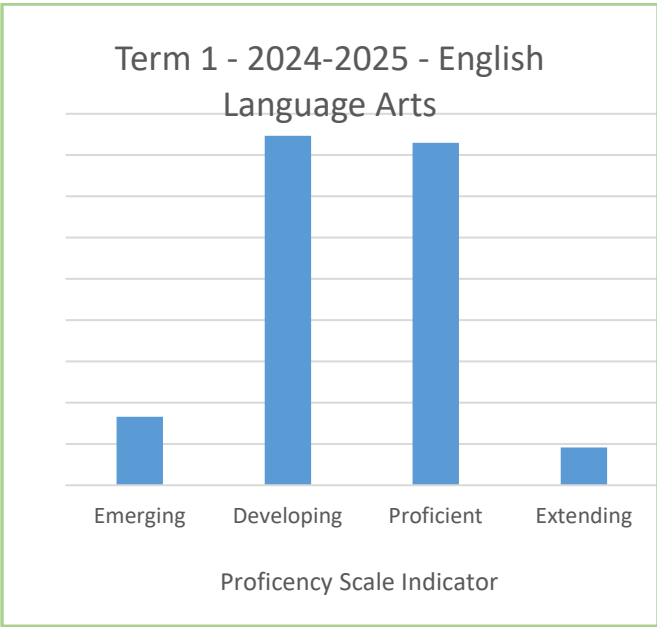
Mount Pleasant Elementary is truly a beacon of compassion, care, and creativity. The school's literacy approach is ever-evolving, adapting to meet the needs of its diverse learners. The goal is to bring every student up to grade-level reading and writing proficiency.

To achieve this goal, the school staff explored various strategies and teaching tools to support literacy development. The objective was to streamline and build capacity with one or two effective literacy instructional tools. This approach will ensure that the assessment of literacy skills has a universal scope across the entire school, rather than each grade having different methods of assessment.

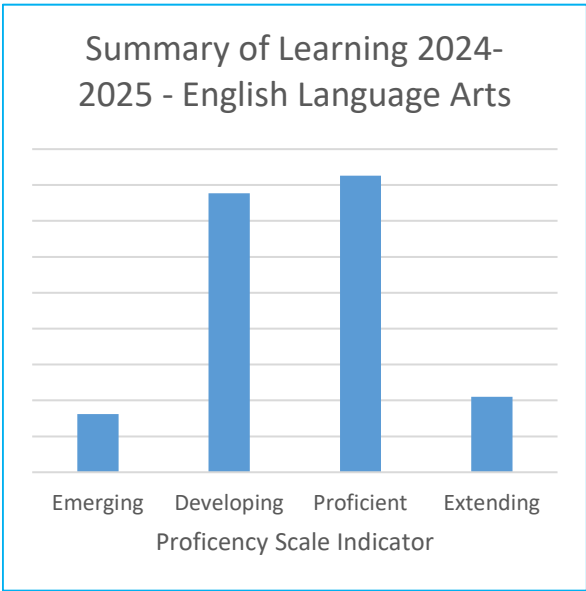
By focusing on these targeted efforts, the staff aim to empower students with the essential literacy skills they need to succeed academically and beyond. The school staff is dedicated to working on a unified approach to literacy instruction. By providing universal language and tools that all stakeholders can understand and comprehend, we will ensure to create a cohesive and supportive learning environment for all students. This commitment to literacy not only empowers students academically but also fosters a sense of community and collaboration among staff, students, and families.

Here’s a breakdown of our reporting results, which is highlighting English Language Arts (Term 1 and 3), for this school year, 2024-2025.

2024/2025 - TERM 1



2024/2025 – Summary of Learning (Term 3)



As laid out in the above graph, most of our learners are falling within the Developing and Proficient levels. Looking at the graphs more closely, nearly 40% were still at the Developing level, which indicates that our school, K-7, was not yet meeting grade-level expectations, both at the end of Term 1 and at the end of the year. There are also strengths to acknowledge, as nearly 50% of students were at grade-level expectations (proficient) or extending proficiency. This indicates to the school staff of Mount Pleasant that we need to continue working towards improved literacy results. In turn, the school staff are dedicating professional days to provide students with more opportunities and supports, to improve their literacy scores overall. School staff will be working towards a unified approach to provide and assess consistently from Kindergarten to Grade 7.

Improve equity

The Mount Pleasant staff are committed to equity and supporting all students, especially the most vulnerable. To support equitable access to learning, the school provides targeted support beyond classroom instruction. Resource teachers offer small group reading instruction focused on phonics, sight words, letter sounds, and blending. These sessions are tailored to early learners and English Language Learners (ELLs), using adapted classroom materials.

The teacher librarian, classroom teachers, resource teachers and the curriculum enhancement teacher all play a vital role in literacy development. They help students choose books at appropriate reading levels and invite authors to inspire a love of reading. Online resources are made available for home use, and families are engaged to help close literacy gaps. These efforts led to a nearly 10% decrease in Emergent readers over the school year. Recommended students also participate in the One-to-One Readers program, where volunteers work with students to build reading fluency through additional practice.

To address food insecurity, the school provides nutritious snacks and meals. Students benefit from the VSB lunch program, Vancouver Fire Fighter's charity snacks, weekly apple boxes from Adam's Apples, City Reach food donations, Backpack Buddies, and the BC Agriculture Association's Fruit and Veggie Program. The school also receives support from the Adopt-a-School program. The staff at Mount Pleasant focus on equity, literacy, and food security reflects its dedication to creating a nurturing and inclusive environment for all students.

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

Mount Pleasant staff is deeply committed to the journey of reconciliation with First Nations, Métis, and Inuit communities. To provide context, students were surveyed about content being taught in Grades 4 and 7 students.

Our Grade 4's and 7's participated in the Student Learning Survey, which is a survey prepared and by the BC Ministry of Education and the purpose is to feedback on the implementation of the curriculum changes, learning environment, student wellness and satisfaction, student belonging and engagement, and career preparation. There are a number of questions to relate to students' experiences with the infusion of Indigenous Education in the classroom, as well as school-wide experiences. A specific question states 'At school, are you learning about Indigenous Peoples' (First Nations, Inuit, Metis)?' This part of the survey is a crucial question, as it's highlights student voice and their thoughts. The Grade 4 students stated that, 89% of the students acknowledged that they are learning about our local First Nations cultures, celebrations and practices. Similarly, 85% of the Grade 7's at Mount Pleasant stated that they are being taught about our local First Nations cultures, celebrations and practices.

Lastly, the school staff is committing themselves to more pedagogical practices within their curriculum content. We have already secured Indigenous-focused professional development opportunities for next year.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor progress through on-going reflections and dialogue with students, families, community stakeholders and staff. We will continue to utilize the data available such as; Student Learning Surveys, EDI's, MDI's, student learning updates, parent conferences, and input from district resources available to Mount Pleasant. Engagement with all staff, students and community stakeholders will provide an enriching experience and to have input on how we will continue our own learning journeys, and how we can better prepare and guide our wonderful and talented students at Mount Pleasant.

2024-2025

School Learning Plan

SCHOOL STORY

Lord Nelson Elementary is located on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

With deep respect and gratitude as a school community, we are unlearning and relearning on their shared territories. Lord Nelson Elementary School is a K-7 school with a population of approximately 480 students located in a diverse community in the northeastern section of Vancouver near Nanaimo Street and East 1st Avenue, known as Hastings Sunrise. The students at Lord Nelson speak many languages including English, Mandarin, Cantonese, Arabic, Igbo, Dari, Farsi, Hebrew, Japanese, Nepali, Spanish, Tagalog, Vietnamese and other languages at home. Of our population, 8% are English Language Learners. We have a small population of Indigenous students. Our school community of 20 divisions is broken up into 5 learning pods (Bear, Orca, Salmon, Wolf, Alder).

Our school is a newer seismically built school completed in September 2019. The structure comprises three levels. The lower two levels serve as the school, housing five communities of students, with each community consisting of four classes. The third level of the building houses Frog Hollow childcare program, called “The Village”. “The Village” is an innovative partnership with the City of Vancouver and the Vancouver School Board. This partnership was designed to co-locate childcare within schools to help to build communities that are more walkable and family friendly. The Village offers programming for children from 3 months to five years of age and includes a school age program providing before and after school care to families. It is a great asset for the families and students here.

Generally, the strength of our school continues to be home-school relationships and our ability to meet the needs of diverse learners and provide opportunities and programs that enrich student learning. Valuing diversity, equity, and inclusion is central to everything happening in the Lord Nelson Elementary community. The teaching and support staff at Lord Nelson are actively engaged in learning with the students. They are progressive in their thinking and teaching practice, and they participate in ongoing professional development to further strengthen their knowledge base around literacy, social emotional learning, neurodiversity, indigenous education, anti-racism education, social justice issues, and topics connected diversity, equity and inclusion. The students have well developed background knowledge and are well versed in issues around

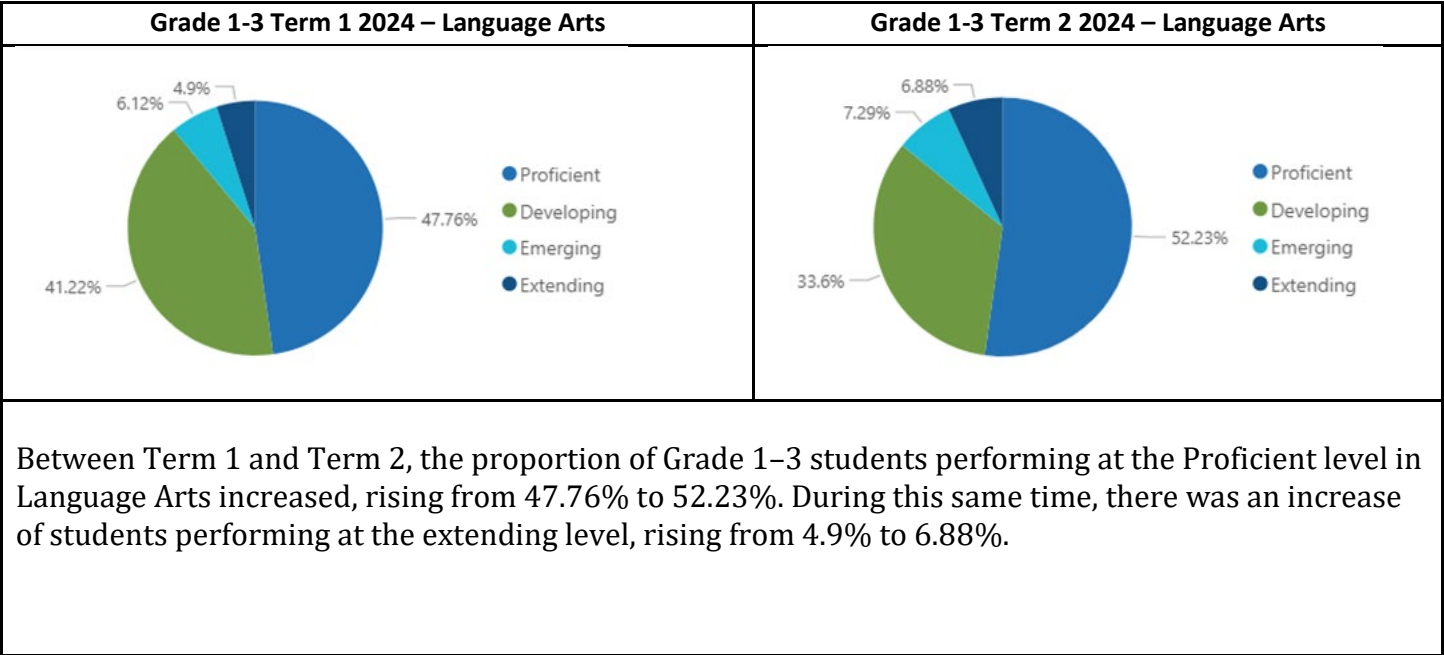
social justice. The parent community is actively involved in the education of their children and has high expectations for academic achievement.

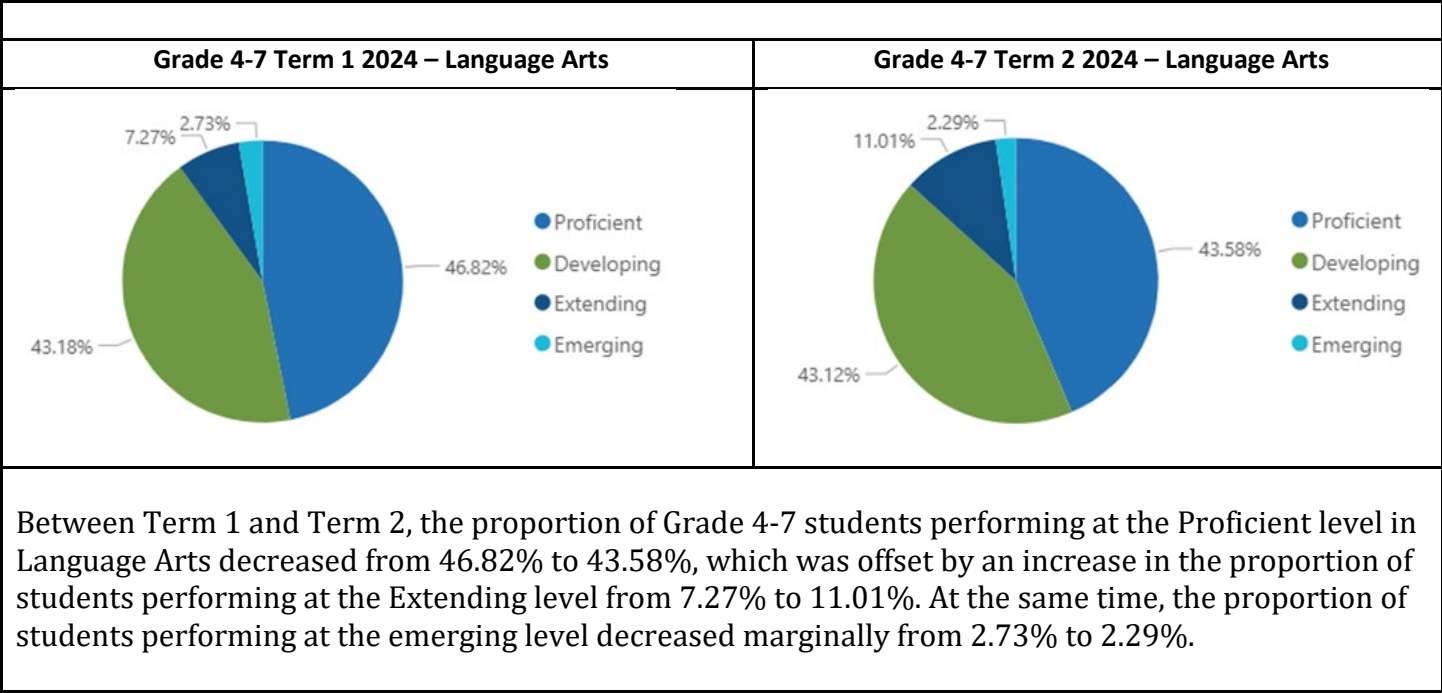
The school thrives on a collaborative model where classroom communities, arranged in pods, work together to develop programs and support students, and this is done through inquiry learning and exploration. We offer many extracurricular opportunities at Nelson including opportunities in afterschool sports programs and Applied Design Skills Technology (ADST). We also offer many school service and leadership opportunities such as School Patrol, Primary Lunch Monitors, Student Council, Student Announcers, Office Monitors, and Assembly Leaders. Nelson students are thriving in the areas of athletics, music/fine arts, and are provided with many project-based learning opportunities. These opportunities allow students to further develop their creativity and critical thinking skills, while fostering a sense of entrepreneurship and innovation as they work through projects.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy

Term 1 and Term 2 Written Learning Update (report card) data highlights a dynamic and steadily progressing Lord Nelson student community with regards to literacy. In Term 2, ‘Developing’ and ‘Proficient’ learners comprised 85.52% of students in both the Grade 1–3 and Grade 4–7 cohorts, indicating consistency across grade levels and signaling a solid foundation for targeted growth. Nelson students are strong readers with a rich background knowledge base that they apply to their oral language and writing skills.





Equity

Based upon grade 4 and 7 student responses from the 2024-25 Student Learning Survey, respondents indicate that over 75% of Nelson students feel a sense of belonging at school and over 94% of students feel that the school environment is welcoming. This is indicative of the extensive amount of work that happens at Lord Nelson to ensure all students feel a sense of belonging and reaffirms the importance of continuing this work. Equity of access and the removal of barriers to participation for all students will remain a priority with the goal of continuing to foster a school community that is welcoming and that students take pride in.

Reconciliation

Grade 4 and 7 student responses from the 2024-25 Student Learning Survey indicate that that over 80% of Nelson students are taught about Indigenous Peoples and Learn about local First Nations. This includes exposure to Indigenous activities and participation in Indigenous events. While the results are very positive, it indicates there is still work to do in making explicit connections between learning and reconciliation. As a school community, we need to continue to immerse our student population in meaningful opportunities to connect with the First Peoples Principles of Learning during daily instruction.

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

In alignment with the VSB Education Plan 2026, Nelson staff place specific emphasis on improving student learning, engagement and achievement in literacy. This includes critical reflection on our own practice, engaging and implementing aspects of district pro-d, using effective assessment

tools that will help guide student instruction and improve understanding in reading, writing, and oral language skills. Collaboration opportunities and dialogue across the grades is vital in understanding the foundation of literacy skills that students have as they move through each grade, and the progression.

We are working collaboratively with the district literacy team to refine our assessment tools, have conversations about best practices in teaching reading and writing, building consistency around assessment K-7 and building a common understanding of what aspects reading and writing receive focus in each grade. Ongoing collaboration and conversation across the grades takes place to meet the individual literacy needs of students by refining our own practice, resource schedules and time tabling. Nelson staff engaged in a six-month Literacy Residency with Professor Robin Bright from UBC. She supported our primary, intermediate, and resource team in developing their literacy practices to meet student need. Nelson staff have targeted a number of key focus areas in literacy: writing support, building phonemic awareness into a balanced literacy program, enhancing student engagement into writing, and supporting struggling readers and writers across all grades. Concurrently, we are working collaboratively with members of the district literacy team applying the knowledge shared by Robin, and putting it into action to support student learning. This is taking place through collaborative discussions on various topics, modelled lessons and instructional practice followed by a debrief of activities modelled, sharing of professional resources, and review of literacy assessment tools.

Improve equity

Equity of access and equity of opportunity serve as a foundation of support at Nelson Elementary. Through ongoing conversation with staff, clear communication, and relationship building with the three pillars of the community (students, staff, families), trust has been built to ensure equity is front and center in school decision making and that proper and equitable processes are followed. While maintaining the utmost respect for students and families, the school identifies gaps, language barriers, cultural complexities, and other barriers to participation as factors we must address in order to provide equity of access to all educational opportunities for Nelson families.

Equitable access to learning opportunities and resources used to support neurodiverse learners is a priority at Nelson. Staff have invested significant professional development to look at how to better support students through an inclusion lens, learn more about our school environment, reflect how it can be adjusted to more equitably support the learning, behaviour, and social emotional needs of all students, and are critically examining our own teaching practice, through a lens of equity. A significant focus on creating a school environment that meets the needs of all students has taken place among our school staff with the revisioning of how unstructured time is organized. Students are now given outdoor and indoor lunch options to eat, measures are being implemented to calm lunch environments, and a quiet zone is being developed in the school which will be accessible to students who could benefit from a space during recess and lunch. The school is also working with VSB Learning Services to fully develop a sensory room for student use, and professional development training will accompany the implementation of effective use of this space as we work to support student sensory needs with a combination of high and low intensity activities.

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

Indigenous education is imbedded in day-to-day instruction and our staff are engaged to learn with the students. We have established partnerships with Frog Hollow and their National Indigenous Day celebration, and we have brought in a number of Indigenous educators and leaders to share their knowledge and teachings with our school community. This commitment and further expansion will continue in 2025-26. Experiential learning opportunities through drumming, weaving projects, singing, and outdoor field studies serve to further develop our understanding of Indigenous perspectives. The school PAC and parent community as a whole share the same feelings and are active in their participation and support of furthering Indigenous Education at Lord Nelson and are continuing on with this journey toward a more meaningful, student-centered focus of Reconciliation. We have also been fortunate to bring in a number of outside organizations to engage in performance, storytelling, and hands on activities with students and staff. More specifically, we engaged in a week of cedar weaving that took place in April with 100% school-wide student participation. This year, we also welcomed our Indigenous ally, Warren Hooley (Syilx Territory, Okanagan/Penticton) to lead a school-wide assembly and share his knowledge. Both of these activities included a demonstration/showcase component, but also an educational piece explaining the deeper meaning behind the activity. Our school continues to dialogue with our district staff about upcoming opportunities for student learning.

HOW WILL WE KNOW WE'RE ON TRACK?

Our commitment this year as an entire staff working through the Robin Bright Literacy Residency has further strengthened an appetite to provide ongoing and targeted collaboration opportunities for teachers and support staff. There are three defined working groups (K / gr 1-3 / gr 4-7) with their own specific literacy focus areas. Our entire support staff has also been working with District Learning Services, gaining a better understanding of how we better meet the sensory needs of neurodiverse students. This involves in-house training and professional development on the proper use of a sensory room, and the activities that take place in this space.

In order to assess our impact on student success, literacy data from the written learning updates will continue to be tracked and analyzed by school staff. We will also be adopting a literacy screener, to supplement ongoing teacher-facilitated student reading and writing assessments. Student learning survey data will also continue to be used and analyzed as a valuable source of information connected to student engagement, belonging, equity, and connections to Indigenous Education.

2024-2025 School Learning Plan

SCHOOL STORY

Florence Nightingale Elementary School is situated on Guelph Street on the corner of 12th Avenue; one block East of Kingsway is the colourful community of Mount Pleasant. *With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish Nation) and səliwətał (Tsleil-Waututh Nation).*

Nightingale has seen an increase in students and is a dynamic school community with 291 students organized into thirteen enrolling classes. We promote a safe, caring, and respectful climate within a neighborhood rich in multicultural diversity. Families report twenty-one different languages spoken at home with fifteen percent identifying as English Language Learners (ELL). Seventy-nine percent of families report that English is their first language.

Nightingale is actively involved in the Collaborative Early Literacy Intervention, which targets support for early Learners in Kindergarten and Grade One by providing one-to-one support through Reading Recovery, small group instruction and strong classroom practice. We are also involved in the Leveled Literacy Intervention.

We work closely with our many and various community partners such as: Artists who support our Artist-in-Residence Studio Program, City of Vancouver Active Transportation, and Mount Pleasant Neighbourhood House. Students have access to after school care programs based on the availability, such as Mount Pleasant Before & After School Care, KIVAN Boys and Girls Club, This World's Ours, and Kid Safe, which runs during the winter, spring, and summer breaks. Holiday Hampers and Snacks for Kids Firefighter charity are two areas where we have grown in need and welcome these impactful contributions in providing food, nutrition and holiday cheer to our growing families.

In partnership with our Community Schools Team, we have invited more afterschool programs into Nightingale. We were lucky to host *Geering Up* from UBC, a Science and STEM based program and, similarly, a free program from Science World, *The Super Science Club*.

Nightingale participates in various team sports such as cross country, basketball, track and field, and volleyball. In addition to this, we have introduced lunch sports clubs with organizations including Equal Plays girls' soccer and Split-Second basketball. As a result, students have gained

important physical literacy skills and have an increased sense of community and team spirit. Nightingale also has an incredibly supportive and involved Parent Advisory Council (PAC). They organize school wide events such as the annual Hawks Night, Coffee Mornings, The Winter Craft Market and fundraise to contribute to programs like the school garden, the wonderful Artist in Residence Studio (AIRS) Program and the music program. Our school garden is a place where everyone is welcome and encouraged to spend time. With the support of teachers and support staff, it is one of the favourite areas on the school grounds for many students to take walk, have moments of mindfulness and learn about ceremonial Indigenous plants such as tobacco and sage.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners are a diverse group of students who have many strengths. As a group, they are curious, caring, hard-working, persevering and see themselves as readers and mathematicians.

When polled on the *Student Learning Survey*, the majority of Grade 4s and 7s felt they were increasing their Literacy and Numeracy skills.

Student Voice

I continue to get better at reading.	Grade 4s, 76.5%	Grade 7s, 77.8%
I continue to get better at math.	Grade 4s, 80%	Grade 7s, 88.9%
I try my best in learning the lessons taught in school.	Grade 4s, 82.9%	Grade 7s, N/A

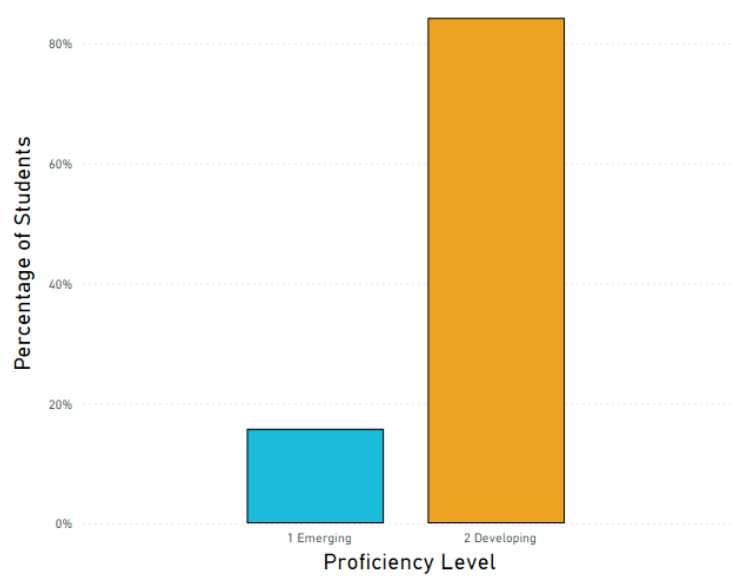
Nightingale staff recognize that learning can only occur if students feel a deep sense of belonging in a safe school setting. Therefore, staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Student voice continues to inform our trajectory, and it is impressive to discover that the majority of grade 4 and 7 students felt safe and supported at school and note a strong sense of belonging. When polled during the Student Learning Survey, students indicated:

Do you feel welcome at school	Grade 4s, 79.4 %	Grade 7s, 83.3%

Nightingale is committed to our active journey toward Truth and Reconciliation. Students and staff continue to work on Call to Action #14, with specific attention to clause *i. Aboriginal languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.* Students and staff have been actively working on the pronunciation of the 3 Host Nations and have been learning to use the Hul'q'umi'num' language during our morning announcements Huy ch q'u for thank you and 'Uy' skweyul for good day. Many staff have taken part in workshops with their class *beyond the land acknowledgement* and have participated in staff meetings centered on this important topic. A recent poll revealed that 72% of our students feel they are being taught about Indigenous Peoples. However, we are striving to increase the number of students who are actively engaged in learning Indigenous languages. Currently, only 11% of our grade 7 students report being taught about Indigenous languages, and we are committed to improving this figure.

Nightingale has experienced a significant increase in the support required for families due to rising food costs and inflation. More families are now relying on our services, including the VSB Food for Schools program, Snacks for Kids Charities, and three different Winter Hamper programs. Additionally, there has been a noticeable rise in the need for seasonal attire for students, as well as subsidies for supplies and field experiences.

As individuals, students range in need, with 11% identified as having a ministry designation and 44 % of students are at the Ministry Emerging and Developing Proficiency combined in English Language Arts which is an increase from 33% of students in term three of 2024 in the same category. We are a Collaborative Early Intervention (CELI) School, and target support for early learners in Kindergarten and Grade 1 by providing one-to-one support through Reading Recovery, small group instruction and strong classroom practice.



FSA Data

Grade 7 Literacy 2024-2025

Participation Rate – Writers Only	%
Emerging	16
On Track	83

Grade 4 Literacy 2024-2025

Participation Rate – Writers Only	%
Emerging	27
On Track	66

At first glance, our Foundational Skills Assessment Data shows that 66% of our grade 4 students and 83% of our grade 7 students are On Track. However, it's important to note that our participation rates were lower than expected, and students performed better in reading compared to writing. Moving forward, we can focus on increasing participation and broadening the diversity of our assessment measures.

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

As our data suggests, students feel well connected to their school community and are supported through explicit Social Emotional Learning programs such as Mind-Up, A little SPOT of feelings, Mindful Mondays and Second Step to name a few.

Moreover, Nightingale continues to work on building capacity in the area of literacy, more specifically in writing. Staff continue to explore and delve deeper into the Science of Reading, Adrienne Gear Writing and Reading Power. During staff collaboration, it was noted that teachers were interested in the meta-cognition behind writing and using writing as a tool for thinking. Staff will look at ways to help students organize their thinking, gather their ideas and ask impactful questions that, ultimately, translate into powerful writing.

- Staff will utilize *learning walks* within our school to observe active writing lessons.
- We will explore the Responsive Literacy Framework to visit strategies in oral language, storytelling, and representing knowledge in different ways.
- We will notice trends in student data and find ways to bridge learning.
- Staff will continue to teach with the end in mind and utilize the Universal Design for Learning framework.

Make space for student voice in tailor made surveys across all grades that extend past the SLS.

- Continue to use story workshop and writer's workshop to develop ideas for students that are unique to them.
- Make use of graphic organizers and digital learning apps.
- Activate prior knowledge by providing mini-lessons and review before new concepts.
- Teach and encourage Peer review and editing.
- Co-construct *success criteria* in assignments that are clear and concise.
- Be intentional with our teaching and learning.

Improve equity

Nightingale staff will keep in mind that the most important work we can do is to increase equity and narrow the gaps that challenge marginalized members of our community. We will continue to provide our students with the capacity to be impactful and interconnected individuals contributing to group success as a community. We are committed to serving each other and ourselves. We will:

- Monitor the gaps for priority learners.
- Continue to understand the distinction between Equality vs. Equity.
- Examine equity in assessments and continue to improve cultural responsiveness.
- Use collaboration to focus on calibrating our proficiency when examining the proficiency index.
- Provide low barriers, no cost opportunities for students in music, science, sports and after school programming.
- Always ensure activities are accessible and inclusive of all students.
- Ensure students feel represented in the fabric of our school.

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

As a school we are committed to *Call to action 8* in addressing the educational gaps for Indigenous learners.

In the Aboriginal Education Enhancement Agreement one of the tenets states: a focus on Belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. We will continue to provide all opportunities for students to be seen and heard as individuals through an equitable lens. Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into the daily activities and across curricular areas such as weaving, salmon study, field studies in land-based learning, and inviting wisdom keepers into our school.

Nightingale staff, after viewing our CSL data for vulnerable learners and SLS data on Indigenous learning, is committed to an increased level of awareness to continue to provide explicit teaching in First Peoples' Principles to share *learning that is embedded memory, history and story*. Inviting traditional healers or Elders that may hold valuable oral histories and knowledge into the school community is vital to creating awareness and then, accountability.

- Nightingale continues to work on deep and impactful work during the Indigenous Focus Day as a team of dedicated educators.
- Nightingale dedicates a month-long in-depth student of residential schooling, Truth and Reconciliation Day, and Indigenous Excellence in September.
- Staff is working on developing their own Land Acknowledgements that represents their commitment to Truth and Reconciliation and the Calls to Action.
- Staff continues to collaborate with our community Elders to integrate customs, traditions, texts, art and teachings into the classroom.
- Staff are committed to Call to Action #14 and preserving Indigenous languages.

HOW WILL WE KNOW WE'RE ON TRACK?

It is evident that at Nightingale, students feel a deep sense of belonging to their school community. The Social Emotional Learning (SEL) programs run effectively throughout the school and support our learners. In Literacy, there is a strong focus on improving writing through an interest in

metacognition and viewing writing as a tool for thinking. Teachers are interested in the organization of thoughts and the art of asking meaningful questions. Nightingale has a strong focus on equity practices for our priority learners with a commitment to inclusion, representation of student voice, monitoring learning gaps and cultural responsiveness in assessment. Nightingale is committed to Truth and Reconciliation with specific focus on Calls to Action #8 and #14. We are embedding Indigenous content and First Peoples Principles of Learning across the curriculum. Moreover, we have made a concerted effort to align our professional and classroom practices with the integration of Indigenous knowledge and traditions.

Our next steps will include:

- Continue learning walks to reflect on writing instruction in action
- Implement strategies from the Responsive Literacy Framework
- Co-construct clear success criteria with students
- Use strategies to activate the retrieval process of information while learning
- Monitor data and create action plans for our priority learning groups
- Ensure assessments are equitable
- Provide inclusive, low-barrier extracurricular activities
- Ensure all students feel represented and included
- Expand Indigenous-focused events and learning opportunities in authentic ways

2024-25 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Nootka Elementary School is positioned within the residential Renfrew-Collingwood district on the east side of Vancouver. The school, bordered by Renfrew Community Centre, Still Creek, and the Renfrew Ravine, integrates a commitment to place-based learning, and surrounds the school with accessible recreational opportunities and green spaces for learning.

The student body at Nootka reflects the rich cultural diversity of our community, comprising families identifying with Indigenous and settler cultures, both from within Canada and globally. Enthusiastic students, from diverse cultural backgrounds, arrive at school eager to learn. Students reside in neighborhoods throughout the city, bringing a diverse array of experiences and needs to school every day. In the academic year 2024-2025, we are serving nearly 400 students across 18 divisions.

Nootka offers three distinct educational programs: the Classic Program, a K-7 catchment program; the District Fine Arts Program, a K-7 program emphasizing Fine Arts; and the District Elementary Learning Support Program (ELSP), designed for students in grades 4-7. At Nootka, all students receive music education under the guidance of two specialized music teachers. The dedicated staff of approximately 60 individuals collaboratively work under the leadership of a principal and a vice principal to provide a supportive, inclusive, and equitable learning environment for every student. Staff regularly participate in various Professional Development opportunities, recently centered around Indigenous Education and anti-racism.

The Nootka Fine Arts Program (K-7) is a district choice program offered by the Vancouver School District. This program places an emphasis on the four Fine Arts domains: Visual Arts, Dance, Drama, and Music. The program focuses on fostering skill development through the arts, encouraging collaboration, problem-solving, and communication among students. Further enriching the curriculum, Nootka offers electives for students in grades 4-7, providing them with a comprehensive and immersive fine arts education experience. Last year, intermediate students and staff put out a musical theatre production of Matilda that ran sold out shows and a student written and directed comedic play.

Nootka students and staff have the assistance of a shared Youth and Family worker and an Area Counsellor. These individuals enhance the social and emotional well-being of students by

orchestrating extracurricular activities, fostering social-emotional learning in classrooms and small group environments, and liaising with our Windermere Community Schools Team Coordinator. Nootka also houses a before and after school care program through Frog Hollow Neighbourhood House and the new Out of School Care from Renfrew Community Centre. They offer programming for students between 7:30 and 9:00 am, and 3:00 and 5:30 pm. This provides childcare support for working families and caregivers in the school community.

Nootka's unique architectural design, shaped like a horseshoe, encloses a central courtyard and playground. The school's single-level design ensures comprehensive accessibility, accommodating all mobility requirements. Our premises boast a Library Learning Commons, a dance/activity studio, a drama room, a FuturePLAY room, and a gym with a stage. The outdoor spaces include playing fields, raised garden beds, playground equipment, a rock garden exploration area, and musical instruments, fostering a diverse range of indoor and outdoor inquiry experiences that enhance learning and cultivate opportunities for success.

In alignment with the district's Indigenous Enhancement Agreement, we aim to infuse Indigenous content into all curriculum areas across all grades. High expectations are set for students, and teaching teams employ many different strategies to help foster a growth mindset to ensure student success. Teachers participate in an Equity & Access through Story Workshop inquiry project, and many teachers explore Universal Designs for Learning using centres and stations available in the dedicated Inquiry Space. Our comprehensive Student Code of Conduct outlines behaviour expectations and emphasizes the school philosophy of restorative action to repair harm resulting from behaviour contrary to the code.

Nootka highly values student advocacy, promoting participation in various leadership initiatives, including Library Monitors, Crossing Guards, Rainbow Club, Peer Helpers, Nootka BRAVE Committee, and Lunch Monitors. We also offer Textiles Club, Games Club, Scrapbooking Club and multiple team sports throughout the year. The school mission is to foster a community of engaged, enthusiastic learners, ready to work with others to contribute positively to the world.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Nootka Elementary is a vibrant learning hub, hosting a diverse group of learners. The school community is enriched by a significant representation of English Language Learners (ELL) and families new to the area, reflecting the cultural and linguistic diversity of Vancouver. This diversity is further amplified by the district's Fine Arts choice program, attracting learners from all corners of the city.

The students at Nootka are as diverse in their interests as they are in their backgrounds. Some are drawn towards the arts, expressing themselves through visual art, dance, music, or drama. Others showcase their skills in various athletic activities, while academically-oriented students excel in intellectual pursuits. Nootka is also a safe and welcoming space for students who identify as part of the LGBTQ+ community, and those who proudly represent their unique cultural identities.

Given this wide array of interests, the academic, social, and emotional needs of the students are equally diverse. This aligns with the first goal of the VSB Education Plan, which emphasizes personalized learning for every student. This past year we had 74% of students in grade 4 proficient or developing in Language arts and 26% of our grade 4 students were emerging

according to Communicating Student Learning (CSL) data. Our grade 4 Foundational Skills Assessment (FSA) data was similar in that 76% of students who took the assessment were "On Track" or "Extending" and 24% were emerging. 100% of grade 7 students who wrote the FSA were "On Track". The CSL results for grade 7s indicated that 71% were proficient or extending and 97% were proficient, extending or developing. The school's educators are committed to providing a learning environment that meets these varied requirements, ranging from personalized academic support, to emotional counseling, to fostering social relationships.

To ensure that the needs of students are being met, and their voices are being heard, the school uses student learning surveys, MDI, anecdotal and observational data. These sources provide invaluable insights into the learning experience from the students' perspective, helping educators and administrators tailor their strategies to improve educational outcomes. This approach also aligns with the first goal of the Ed Plan to improve school environments to ensure they are safe, caring, welcoming and inclusive places for students and families.

Our families come from a diverse array of backgrounds. This diversity provides an opportunity for learning and understanding different perspectives, fostering a rich educational environment. However, it also poses a challenge to ensure equitable access to learning resources and opportunities, aligning with the second goal of the VSB Education Plan, which is to create a balanced, sustainable, and equitable learning environment. The staff at Nootka are committed to promoting equity for priority learners through professional development, inclusive instruction, and instructional resources. They also provide extension opportunities to highlight diverse voices and experiences within the community. Staff have engaged PAC in discussions about promoting equity for all learners at Nootka.

At Nootka Elementary, symmetrical learning in social and emotional learning is evident through co-created classroom norms where teachers and students collaboratively establish classroom norms, fostering a positive and inclusive learning environment. Teachers also use emotion check-ins where daily check-ins promote self-awareness, empathy, and open communication among all participants. A final example of symmetrical learning is collaborative problem-solving where teachers facilitate class discussions and students actively contribute perspectives and propose solutions, nurturing problem-solving skills and interpersonal relationships.

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

At Nootka, we're committed to helping every student grow in reading, writing, and math. Here are some of the ways we're supporting learning across the school:

- Early Reading Support: We use a tool called DIBELS to help identify young students who may need extra help with reading. This allows teachers to adjust instruction and monitor progress early on.
- Science of Reading Instruction: Teachers are implementing a phonics-based reading program called UFLI (University of Florida Literacy Institute). Staff are receiving professional development to strengthen this approach.
- Buddy Reading Program: Students who are developing their reading skills are paired with a volunteer reading mentor 1 to 2 times per week.
- Mentorship Across Grades: We encourage students from different grade levels to work together, helping build leadership, empathy, and collaboration.
- Inquiry & Collaboration Projects: Grade 6 and 7 students work in interest-based groups to explore big questions. These projects promote critical thinking, teamwork, and allow students to show their learning in different ways.
- Project-Based Learning: Across the school, students engage in hands-on projects that connect learning to real-world ideas and encourage creativity.
- Math Week at Nootka: A fun and engaging week where students explore math through games and activities, and families are invited to participate at home.
- Targeted Student Support: Support staff work in classrooms to assist students who have been identified through assessments and teacher observations as needing extra help.
- Streamlined Resource Support: We're working to align goals and organize support more effectively so students get the help they need, when they need it

Improve equity

We believe every student deserves access to meaningful learning experiences, regardless of background or ability. Here are some of the ways we're working to promote equity across our school:

- Inclusive Teaching Practices: Teachers are using Universal Design for Learning (UDL) strategies to make lessons accessible to all learners, offering multiple ways to engage with content and show understanding.
- Targeted Literacy Support: We're using the Science of Reading approach, including the UFLI phonics program, to help close literacy gaps while continuing to offer a balanced literacy experience.
- Open Library Access: Our school library is open three days a week for dedicated student time, helping all students access books that interest and inspire them.

- Ongoing Teacher Learning: Staff continue to participate in professional development focused on literacy and math, ensuring we're using the most effective and inclusive teaching strategies.
- Food Security Committee: We support families and students with food and nutrition needs through our school-based committee, helping ensure no child is hungry at school.

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

At our school, we are deeply committed to honouring and integrating Indigenous perspectives and practices into our teaching and learning. Several classes begin each week by singing the Cherokee morning song every Monday, and we come together as a whole school to learn and sing the Coast Salish song during gatherings. Meaningful Land Acknowledgements are a regular part of assemblies, student announcements, and all meetings, reflecting our ongoing efforts to decolonize our practices by fostering a strong connection to the land. Staff and students consistently engage in this work, supported by a review of the 94 Calls to Action and a focus on applying these goals in meaningful, everyday ways. We prioritize supporting Indigenous businesses and artists whenever possible. This past year a mural by an Indigenous artist was commissioned and is prominently on display in our courtyard. We have planted a garden with Indigenous plants. Our administrative team has adopted circle structures for meetings, and we welcome visits from Elders—such as Randy Tait—who are honoured with proper protocol. All staff participate in Indigenous Education in-service days, and Indigenous Ways of Knowing and Being, along with the First Peoples Principles of Learning, are visibly embedded in both school-wide and classroom practices. Our curriculum includes specific books, stories, and novel sets by Indigenous authors, and we emphasise celebrating positive events and contributions rather than focusing solely on historical injustices. Additionally, our book club features works like *Who We Are* by Murray Sinclair, further enriching our collective understanding and commitment to reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

To guide our next steps in literacy development, we will analyze data from these key sources:

- Communicating Student Learning (CSL) reports
- Foundational Skills Assessment (FSA) results
- Student Learning Survey responses
- Referrals to the School-Based Team
- School-wide writing assessments conducted twice annually
- Results from the DIBELS

To guide our next steps in our equity goal we will look at...

- **Literacy and Math Assessment Results**
Track improvements in foundational skills assessments, UFLI progress monitoring, school-wide writes, and the DIBELS assessment.
- **Library Usage Data**
Monitor how often students access the open library and check out books.
- **Referral and Support Data**
Track the number of students accessing food support, classroom interventions, and/or school-based team referrals.
- **Attendance and Engagement**
Look for improvements in attendance rates and participation in classroom activities, especially among priority learners.
- **Survey Results**
Use student, family and staff surveys to gather feedback on inclusion, belonging, and access to learning.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam). Norma Rose Point (NRP) School, named after a Musqueam elder and located on x^wməθk^wəyəm land, neighbouring Pacific Spirit Park and the University of British Columbia, consists of 740+ Kindergarten to Grade 7 students and 68 staff. The school is comprised of nine learning communities (ranging from 80 to 140 learners), named after Indigenous flora in Pacific Spirit Park and Indigenous cultural history. Norma Rose Point School is known for its innovative learning environment, flexible learning spaces, a focus on inquiry learning and the desire to integrate Indigenous ways of knowing.

The learners come from a vast array of countries and continents and have many cultural experiences. There are now 42 languages other than English spoken by students and families, with Mandarin speaking learners as the largest group. Approximately 35% (279) of the students receive English Language Learning (ELL) support. The cultural and language histories are wide and varied and parents come from many walks of life. NRP's transiency rate is incredibly high and remains a challenge as NRP constantly works to establish norms, routines, and get to know up to 300 new learners and parents every year.

Within the university community, it is clear that families hold high academic expectations for students. In addition, many of these families choose to enroll students in out-of-school academic programs. In the past, NRP teachers have been involved in inquiry research on the topic of math instruction (i.e. Inquiry question: "How are innovative teaching and learning practices used to develop curricular competencies in Math, while changing the cultural understanding around math learning?") NRP will continue to discuss, examine and adapt math programs and practices through the lens of best practice. Math will continue to be a focus but will not be the primary goal moving forward.

Norma Rose Point has an involved and very supportive parent community that volunteers to support school and classroom activities such as school garden projects, welcome-to-school activities, whole school dance and recreation experiences and many other events to encourage parent and family involvement. A dedicated group of parents actively participate in monthly PAC meetings developing and implementing fundraising initiatives. The PAC has been pivotal in supporting educational changes in the curriculum and in communicating student learning, in supporting new and emerging technologies and in supporting playground and beautification plans.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Looking at data from the Foundation Skills Assessment (FSA), Written Learning Updates (report cards), Middle Years Development Instrument (MDI) and from the Student Learning Survey (SLS), there are definitely some visible trends as students move from Kindergarten at NRP to Grade 7, and even beyond to Grade 12 at University Hill Secondary School. The learners at NRP have many strengths and some identified areas for growth which will continue to be a focus moving forward.

Strengths (K-3 and Grade 4 and 7 students):

- 70% of Grade 4 and 7 students feel they are learning to think creatively and critically
- 70% of Grade 7 students feel they are learning how to take care of the environment
- 70% of Grade 4 and 7 students feel that they can share their learning in different ways
- 70% of Grade 4 and 7 students feel they are improving in reading and writing and communicating
- 60% of Grade 4 students and 70% of Grade 7 students feel they are improving in Math
- 80% of Grade 7 students feel they respect those who are different from them
- 87% of Grade 4 students stated they are learning about Indigenous Peoples; 85% of Grade 7 students stated they are being taught about Indigenous Peoples
- 73% of Grade 4 students stated they are learning about local First Nations; 78% of Grade 7 students stated that they are being taught about local First Nations
- 74% of Grade 4 students are Proficient/Extending in Numeracy (FSA data)/ district average is 66%; 56% of Grade 4 students are Proficient/Extending in English (FSA data)/ district average is 50%
- From K-3 CSL schoolwide data in Literacy
- Kindergarten students show the Literacy Developing segment shifted from Term 2 which was at 45% to 38% in Term 3 and the Proficiency segment shifted from 24% to 36% in Term 3
- Our Grade 1/2 students Literacy Proficiency scales increased by 3% from Term 2 to Term 3
- Our grade 2/3 students Literacy Proficiency and Extending Scales were slightly increased by 1% by Term 3
- Our K-3 Emerging data decreased by 12% to 8% in Term 3
- From K-3 CSL schoolwide data in Numeracy show
- 48% of Kindergarten students are Proficient
- 46% of Grade 1 students are Proficient
- 61% of Grade 2 students are Proficient
- 43% of Grade 3 students are Proficient

Challenges:

- 30% of Grade 4 and 50% of Grade 7 students feel that they have too many commitments outside of school and school makes them feel stressed or anxious
- 75% of Grade 4 students do not participate in any Indigenous activities; 77% of Grade 7 students do not participate in ongoing Indigenous activities
- 76% of Grade 4 students stated they are not learning about a local First Nations' language; 60% of Grade 7 students stated they are not being taught the local First Nations' language
- 40% of Grade 4 students and 60% of Grade 7 students say they are not learning about Indigenous Peoples
- 40% of Grade 4 students and 60% of Grade 7 students say they are not learning about things they are interested in or given choices
- 25% of Grade 4 and 40% of Grade 7 students expressed that they are not getting enough exercise.
- 50% of Grade 4 and Grade 7 students expressed that they are not getting enough sleep or eating enough healthy food
- 68% of Grade 7 students are Proficient/Extending in Numeracy (FSA data)/ district average is 71%; 49% of Grade 7 students are Proficient/Extending in English (FSA data)/ district average is 64%
- In schoolwide data from CSL reports: in Primary (Kindergarten to Grade 3) there is a decrease in students Proficient and an increase in students Emerging in English Language Arts
- In Literacy CSL schoolwide data in our grade 1 student population, there is an increase in Literacy Developing percentage from 57% in Term 2 to 61% in Term 3
- In Literacy CSL schoolwide data in our grade 2 student population, there is little shift in the Literacy Developing segment between Term 2 and Term 3, maintaining at 30%.
- In Literacy CSL schoolwide data in our grade 3 student population, there is little shift in the Literacy Developing segment between Term 2 and Term 3 maintaining at 15%
- Using P3P assessments, portions of the K protocol and UFLI diagnostics, our LST team identified 32 students at-risk in Literacy (students who were at Emerging) - this accounted for 12% of our K-3 population in Term 2. Over 50% of those students are ELL.

Moving Forward -

- Literacy data for students in the Developing category in Grades 2 and 3 remained consistent between Term 2 and Term 3, showing no significant change. This stability suggests the need for a more targeted and timely literacy intervention strategy following Term 2 to support continued growth.
- In contrast, Grade 1 data shows an increase in the number of students in the Developing category. This trend requires a responsive plan to address emerging learning needs.
- Of the 32 students identified in the Emerging category, a large portion are English Language Learners. This highlights the importance of reassessing our current ELL strategies and reevaluate the reallocation of Learning Support resources to support this group.
- Student Learning Survey data from Grades 4 and 7 reveals a disconnect between intended outcomes of Indigenous learning and students' perceptions of their learning. This suggests a need to bridge the gap between instructional delivery and student experience.

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

- Implement a tiered intervention model led by the Learning Support Team to address the literacy needs of our Grade 1–3 student population. Scheduling should be intentionally designed to reflect a focused and responsive approach to literacy development.
- Term 1 Focus: Provide targeted intervention for Emerging students in Grades 1–3, with an emphasis on foundational literacy skills and early identification of learning needs.
- Term 2 Focus: Shift the focus to students in Grades 2 and 3 who remain in the Developing category, ensuring continued support and progress monitoring to close learning gaps.
- Math instruction, programs and resources designed to meet students where they are
- Small group instruction
- Mindfulness practices, instruction and supporting resources including breathing techniques, times of calm or silence, writing practices which allow for reflection, calming and building neural pathways
- Instructional day includes "soft starts", body breaks and integrated exploration/learning through play breaks

Improve equity

- Targeted program to welcome students new to NRP within the school year
- Determine group of new students each month
- Provide students and families a “welcoming package”
- Package to include information about school and the school day, what supports and services for students are available and how to access them, what supports and services are available for families and how to access them
- Schedule activities and experiences to welcome and acclimate new students (i.e. school tour with introductions)
- Instruction practices to model and reflect the Universal Designs for Learning model which meet students where they are and allows for multiple ways and means to demonstrate learning
- Available technology to support the diverse ways of learning of students
- highlight Professional Development opportunities in ELL strategies
- Establish a coordinated effort with Mandarin Settlement worker to help support newcomer families

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

- To deepen our collective understanding and integration of Indigenous perspectives, each classroom will receive a *First Peoples Principles of Learning* poster. Educators are encouraged to intentionally highlight and embed these principles into daily learning experiences. By identifying and emphasizing opportunities where Indigenous ways of knowing can be made more explicit, we can foster more meaningful, culturally responsive learning that honours the values and teachings of Indigenous communities.
- To deepen student engagement with the hən̓q̓əmiñəm language, we will amplify its presence beyond morning announcements. Each week, the featured words or phrases will be prominently displayed in visible areas throughout the school—such as hallways, classrooms, and common spaces—encouraging daily practice and familiarity. This initiative supports language revitalization and fosters a stronger connection to Indigenous culture and identity within our learning community.

- Musqueam elders or leaders to welcome in the season, new month or even new school week
- Flexible schedules to reflect different perspectives and attitudes on the notion of time
- Continued focus on whole-body learning, learning from and with the land, and having assessment and reporting practices to reflect Indigenous thought
- Increased focus on teaching the local First Nations' language and in bringing in local First Nations' to teach this language
- Schedule Indigenous activities to be ongoing and to have a year-long plan
- School day begins with Musqueam Land Acknowledgement
- Assemblies and other school-based events and gatherings include the Coast Salish Anthem (sung by students and staff)
- Instructional day includes reconciliation practices such as circle meetings and other class meeting structures

HOW WILL WE KNOW WE'RE ON TRACK?

- Increase in number of students targeted as needing literacy support at year end are performing at "proficient"
- K-3 Data in Literacy between Term 2 and Term 3 will show a greater shift in our proficiency scales
- Feedback from staff providing resource support stating model of intervention is working
- Communities/classes including mindfulness practices and instruction in daily schedules (examples such as including breathing techniques, times of calm or silence, writing practices which allow for reflection, calming and building neural pathways)
- Communities/classes implementing "soft starts" to start the school day (i.e. body breaks and integrated exploration/ learning through play breaks)
- Have a "Welcome to NRP" manual and package ready to go for Fall 2025 and have staff looped in on monthly procedures to welcome new students
- Classroom teachers implementing the Universal Designs for Learning practice
- Land Acknowledgement included in daily announcements, all assemblies, and all school-based events
- Classes implementing circle meetings/ class meeting structures daily, weekly or monthly
- Communities/classes teaching or having First Nations' language taught
- Communities/classes having an intentional ongoing and year-long plan for including Indigenous activities

2024–2025 School Learning Plan

SCHOOL STORY

Norquay Elementary, named after John Norquay—the fifth premier of Manitoba and of proud Métis ancestry—is located on the ancestral and unceded lands of the x^wməθk^wəyám (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) Nations.

With 652 students, Norquay is one of the largest elementary schools in Vancouver. The school is wheelchair accessible and hosts three District Programs: the Elementary Learning Support Program, the Social Emotional Learning Centre, and the Early Mandarin Bilingual Program. Norquay is also a Collaborative Early Literacy Intervention (CELI) school, with a strong focus on early literacy development.

In 2024–2025, Norquay continues to support the goals of the Education Plan—student achievement, well-being, belonging, equity, and reconciliation—by fostering community and ensuring equitable access. Most school events are by donation to reduce barriers and promote inclusion. Events such as the annual book exchange, Scholastic Book Fair, and extracurricular sports teams are well attended. Students also engage in leadership roles including playground leaders, office and library monitors, morning announcers, lunch-time buddies, and club leaders. They actively support community initiatives like the Poppy Fund, Terry Fox Run, and Jean Up. The student-led equity and diversity club, now including Grade 6 students, continues under the name *Power in YOUth*.

Norquay's dedicated staff create a rich academic and social environment by nurturing each student's strengths and talents. Strong community partnerships enhance this work, including support from the Rotary Club, Growing Chefs, One to One Literacy, Adam's Apples, the Firefighters Snack Fund, and LunchLAB. The Windermere Community Schools Team also provides after-school and break-time programming. The Norquay Parent Advisory Council (PAC) strengthens community ties through events like the annual waffle breakfast, pizza days, movie nights, and the Spring Fair. For the second year, the PAC partnered with LunchLAB to host a Welcome Back Barbecue by donation.

Norquay also maintains strong ties with its alumni. This year, an alumnus funded a school-wide dance program, culminating in a performance involving every student. The PAC alumni chair also reached out to the 2024 Grade 7 class, inviting them to join the Norquay alumni network—an act that connects past, present, and future in meaningful ways.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Norquay Elementary serves approximately 650 students, with about 35% identified as English Language Learners and 28 different languages spoken across home and school. The student population is diverse, with major cultural groups including Chinese, Filipino, and Vietnamese. Students come from a wide range of socio-economic and cultural backgrounds.

Over the past few years, our school goal has focused on building connections to self, each other, land, and learning. Research shows that caring relationships during the elementary and middle years are essential for student well-being and success. As Oberle (2018) notes, warm, accepting relationships with adults enhance emotional well-being, motivation, and engagement. Using the Student Learning Survey, we focused on the question: "How many adults at school care about you?" In 2023, 50% of students responded "none." In 2024, that number dropped significantly to just 5%, indicating meaningful progress in building a supportive school climate.

Building on this positive shift, we are now turning our focus to literacy, exploring how increased connection and belonging may correlate with academic growth. Research from the Learning Policy Institute (2024) confirms that strong relationships and safe, supportive environments are foundational to learning and are linked to improved academic outcomes, attendance, and behavior. This year, we are highlighting two key data sets. First, the "Love of Reading" survey, where students shared their feelings about reading and offered suggestions to help foster a greater love of reading. All 652 students participated, and we found that among intermediate students, 82.5% responded "Yes," and 11% said "No" and the rest said "Both or Maybe." In contrast, among primary students, 56.5% responded "Yes," 16% said "No," 27.5% selected "Both," and no students chose "Maybe." Second, we are monitoring attendance and third, we are monitoring CSL literacy data from Term 1 (December 2024) to track progress. We aimed to incorporate student suggestions into literacy instruction with the hope to see growth reflected in the CSL data.

To support reconciliation, students and staff have been learning the updated land acknowledgement from the three host nations, including correct pronunciation. This is now shared daily and at all school events, reinforcing our commitment to language reclamation and Call to Action 14.iv, which emphasizes the revitalization of Indigenous languages. This year, we are also highlighting Call to Action 83, which calls for support of collaborative projects between Indigenous and non-Indigenous artists. We monitored the design and development and display of these projects throughout the year.

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; and Improve equity

During the 2024–2025 school year, our focus remained on fostering a strong sense of community through intentional connection—connection to self, to one another, to the land, and to learning. This direction was guided by the voices of Norquay students, staff, and families. Our central inquiry question was: "If we continue to focus on building community, will we see increased engagement in learning?"

The results were encouraging. Our intentional focus on connection began with improving attendance and ensuring equitable access to learning. We took a deep dive into understanding the barriers faced by students who were not attending regularly and worked to create spaces where they felt a true sense of belonging. As a result, overall attendance improved significantly—and for some students, it more than doubled. This increase in attendance was reflected in improved literacy outcomes, as shown in our Communicating Student Learning (CSL) data. In Term 1 (December 2024), 10% of students were assessed as Emerging, 57% as Developing, and 33% as Proficient or Extending. By Term 3 (June 2025), the percentage of students assessed as Developing decreased to 48%, while those assessed as Proficient or Extending rose to 43%. These gains affirmed that incorporating student suggestions—such as initiatives to support their love of reading—had a meaningful impact. One student expressed their appreciation by writing, *“Thank you for doing Camp Read. Please keep doing this!”*

Looking ahead, we recognize that equity must remain at the heart of our work. Building strong relationships is just the beginning. To truly support every learner, our collaborative practices must be inclusive, culturally responsive, and designed to meet the diverse needs of all students. With this in mind, our focus for the 2025–2026 school year is shifting toward *intentional collaboration* as the next step in deepening our impact. Our new inquiry question is: *“Will moving from strong relational connections to intentional collaboration among staff, students, and families to co-design strategies enhance student learning and success?”* This question builds on the foundation we’ve established and challenges us to leverage our relationships in ways that are purposeful, student-centered, and equity-driven. Through intentional collaboration, we aim to co-create learning environments where every student feels seen, heard, and supported to flourish.

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

In 2024–2025, we responded to Call to Action 83 from the Truth and Reconciliation Commission, which calls for increased support for collaborative projects between Indigenous and non-Indigenous artists as part of the reconciliation process. The Power in YOUth leadership group co-designed teaching and learning experiences centered on x^wməθk^wəyəm (Musqueam) artist Debra Sparrow and her vision to “blanket the city.” Rather than having the principal and vice-principal decide where the blanket would go and having no student voice, we had all 655 students participate in this learning journey. The YOUth in Power group delivered a lesson in every classroom and then had every student vote. This culminated in the display of her blanket at the library entrance—a powerful symbol of Indigenous brilliance and our ongoing commitment to reconciliation.

This blanket continues to inspire us to ask in 2025/2026: How can we continue to decolonize our worldview and transform our practices to reflect more inclusive, relational, and reconciliatory ways of knowing and being? To guide this work, we will engage in ongoing reflection and action using questions from Indigenous scholar Carolyn Roberts:

- Whose voice is present?
- Whose voice is missing?
- How can we include multiple perspectives?

HOW WILL WE KNOW WE'RE ON TRACK?

When we model interconnectedness, students gain a deeper understanding of the importance of collaboration in addressing complex challenges and achieving shared goals. We will collect data through the lens of the Grandmother Perspective (September 2020), which shares the concept that 'we need to know because we care'. Therefore, we will use qualitative data sets such as stories, interviews from students, staff, parents and caregivers. In addition to quantify the success of the inquiry question: "will moving from strong relational connections to intentional collaboration among staff, students, and families to co-design strategies enhance student learning and success?" we will use:

- school wide report card data and CB-IEP reviews
- attendance at student-led conferences and CB-IEP meetings
- representation in resources

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

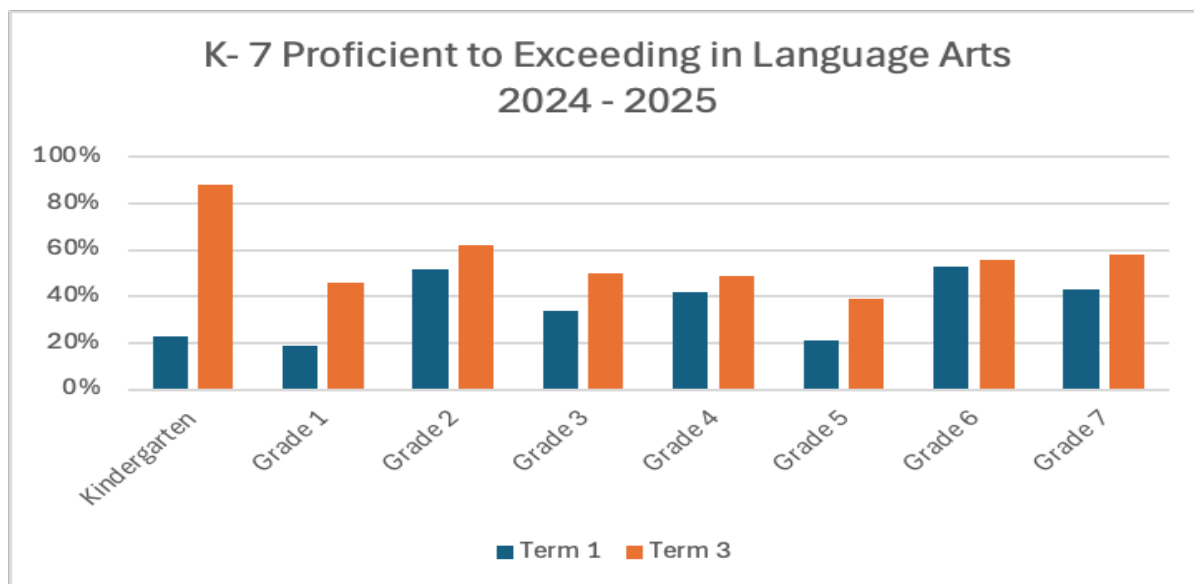
Literacy remains our central school goal, with Language Arts continuing to be a key focus from Kindergarten through Grade 7. Over the past two years, we have deepened our commitment to high-quality, evidence-based instruction, and this year we have made significant strides in both teaching practices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

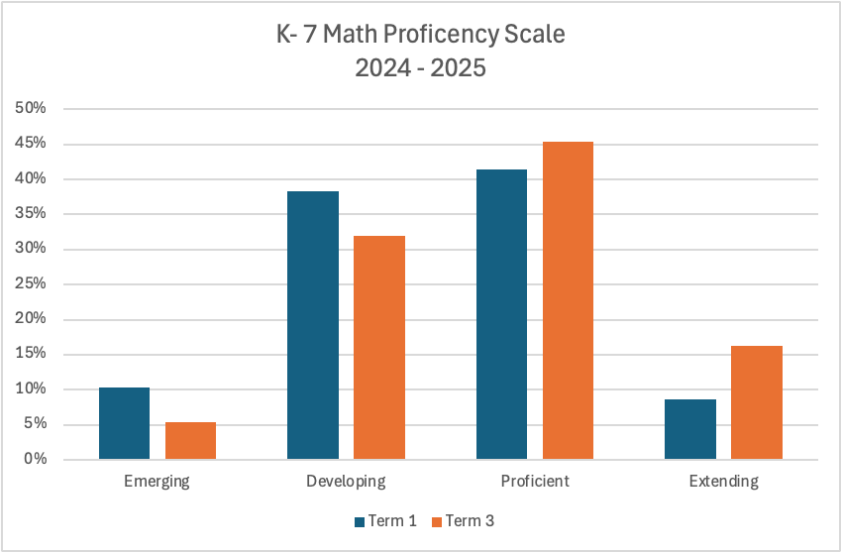
Some of the hands-on STEM challenges included:

- 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.

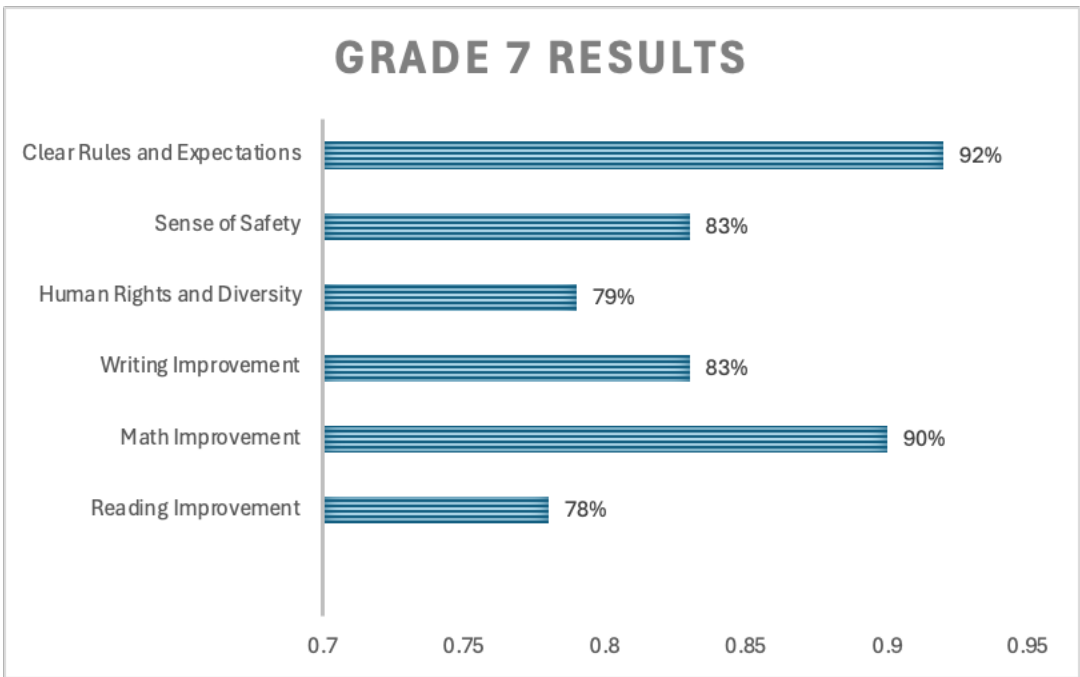
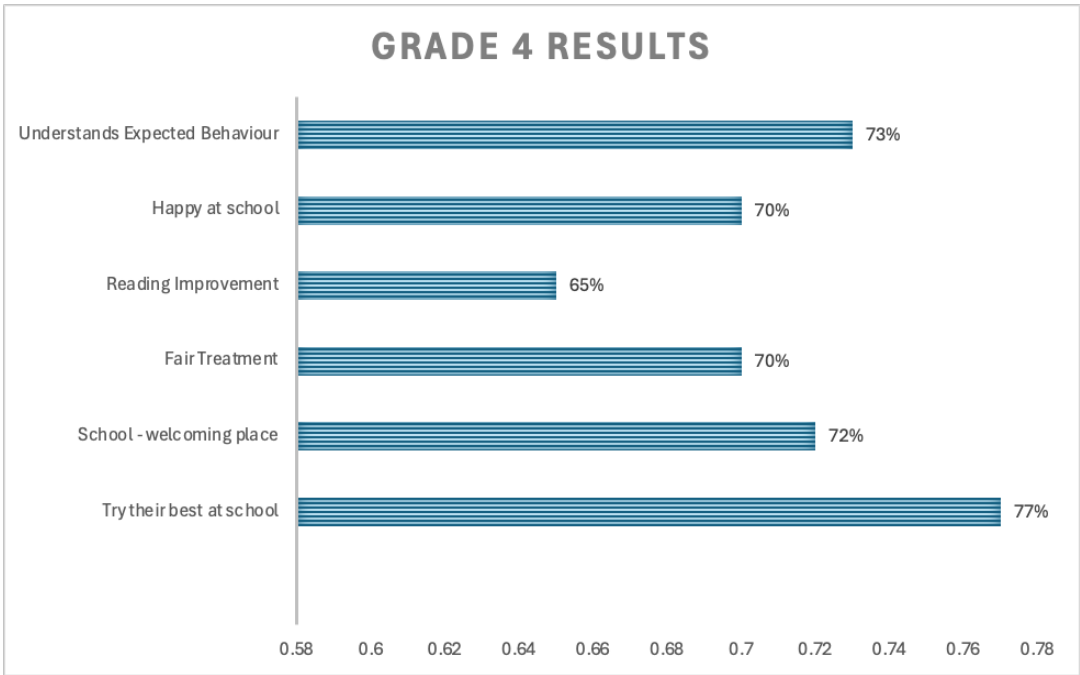
To further support family engagement and home learning, teachers also hosted a Primary Math Games Night for parents. This event showcased fun, accessible games and strategies that families can use at home to reinforce math skills and make practice enjoyable.

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.



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.

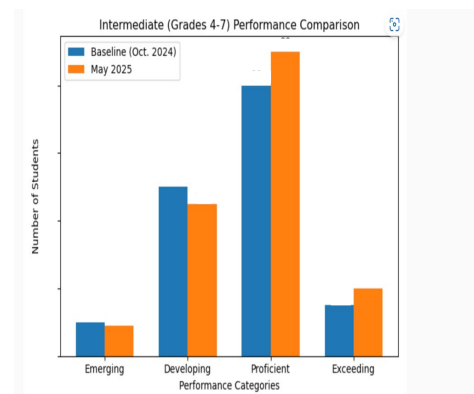
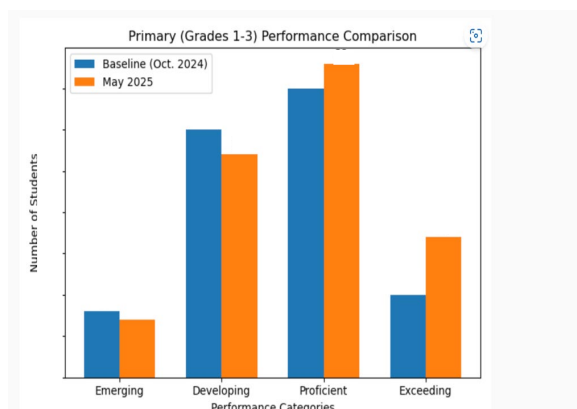
Continue on our journey of reconciliation with First Nations, Metis, and Inuit

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.



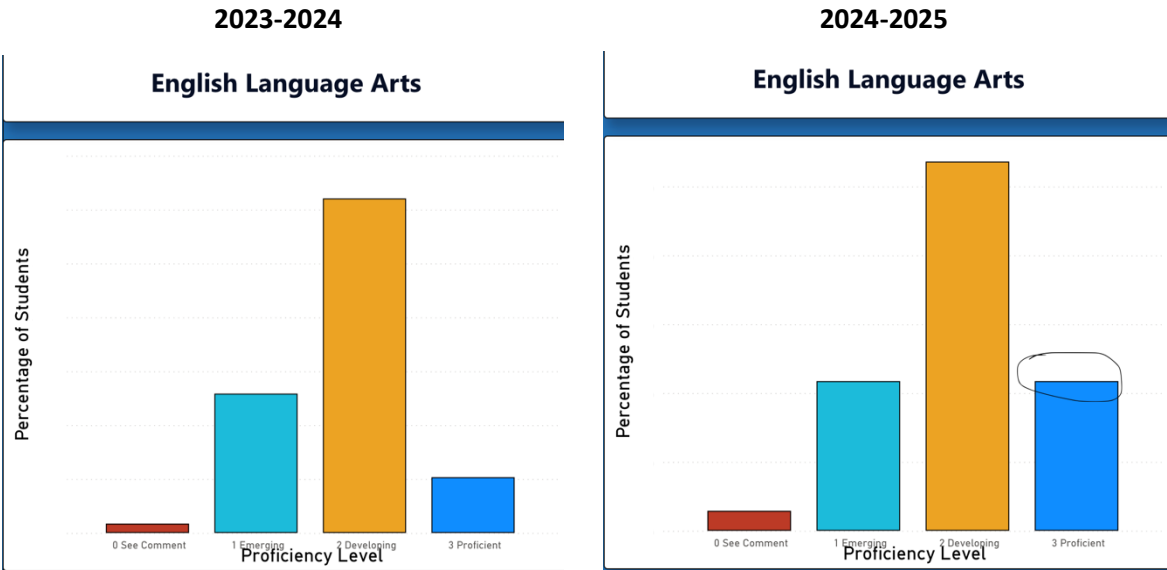
HOW WILL WE KNOW WE'RE ON TRACK?

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.



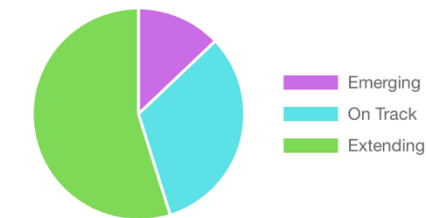
We are encouraged by these findings and strive to continue this trend with the continued use of writing resources and strategies. The strong focus on literacy also shows this progression in the FSA data where improvement from Grade 4 students participating to the grade 7 students is noted. Report card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

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



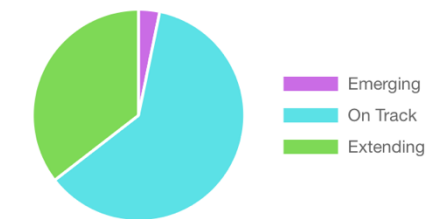
Foundational Skills Assessments

Grade 4 2024/25
Literacy



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

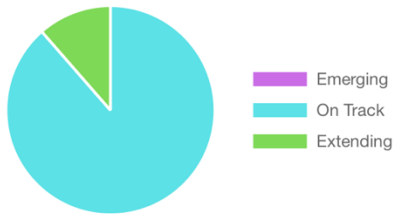
Grade 4 2024/25
Numeracy



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

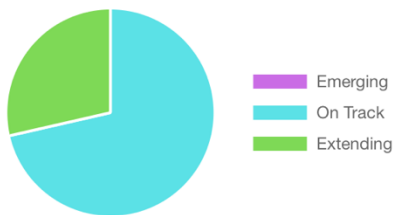
Foundational Skills Assessments

Grade 7 2024/25
Literacy



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

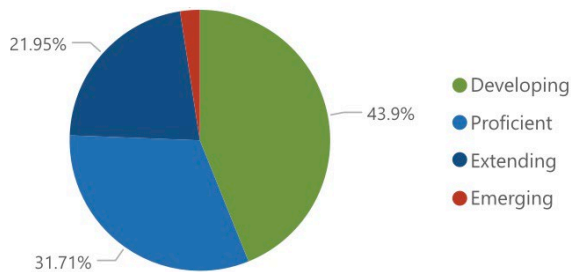
Grade 7 2024/25
Numeracy



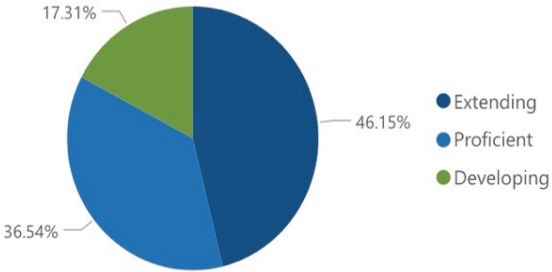
	Participation Rate - Writers Only	
	#	%
Emerging	0	0.00
On Track	25	50.00
Extending	10	20.00

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

Grade 4 CSL Math Results Term 1 Dec. 2024

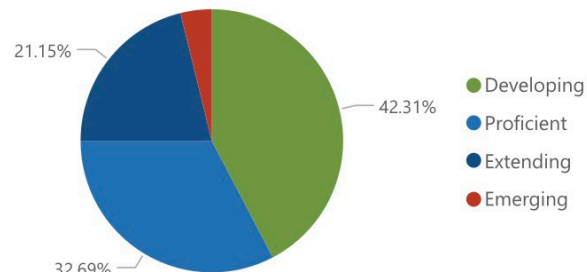
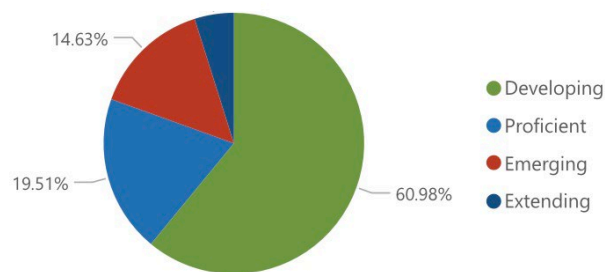


Grade 7 CSL Math Results Term 1 Dec. 2024



**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.



2024-2025 School Learning Plan

With deep gratitude and respect, I 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).

SCHOOL STORY

stəywəte:ń Point Grey Secondary is situated on the ancestral and unceded territory of the x^wməθk^wəyəm (Musqueam) Nation. Our name, stəywəte:ń, is a traditional x^wməθk^wəyəm (Musqueam) name bestowed upon our school in a naming ceremony on May 20th, 1998. stəywəte:ń means “the Strength of the West Wind,” which brings storms, cleansings, and new beginnings.

At stəywəte:ń Point Grey Secondary, we are committed to supporting and teaching a diverse group of students to learn, to critically reflect, and to care for themselves and others as they prepare to find their places in the world. We have a strong tradition of excellence in academics, fine and performing arts, applied skills, athletics, and service. Serving approximately 990 students in Grades 8 to 12, the school catchment area includes parts of the Kerrisdale, Shaughnessy, Southlands, Musqueam, and Dunbar neighbourhoods. Established in 1929, stəywəte:ń Point Grey boasts a unique “Collegiate Gothic” architectural design and is surrounded by a track and field facility, tennis courts, Kerrisdale Ice Arena, and Kerrisdale Park. We have a staff team of 80 people including 60 teachers.

Our school places a strong emphasis on student achievement and well-being. Many students choose to pursue further studies at post-secondary institutions across Canada, the United States, and around the world. Families and caregivers are actively involved and supportive through various groups, including the Parent Advisory Council, the Mini School Parents Society, Music Supporters Society, and the Parent Grad Committee.

We celebrate student success through our HOUNDS (Honour, Ownership, Unity, Niceness, Determination, Safety) code of conduct, recognizing achievements in academic subjects, work ethic, athletic excellence, student self-reflections on core competencies, service in the school and community, citizenship, writing contests, science contests, mathematical contests, and a variety of drama and music performances.

stəywəte:ń Point Grey Secondary offers four district educational programs: stəywəte:ń Point Grey Mini School Program, Learning Support Program (LSP), Learning Assistance Life Skills Program

(LALS), and Life Skills Program (LS) as well as an International Education program. We also have international students that attend our school with the support of the VSB International Education program.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school is characterized by forward-thinking, thoughtful, and caring students who are passionate about social justice and embrace diversity. They are actively involved in service and committed to giving back to the community. We have over 70 school clubs and an active student council that puts on many school-wide activities for fellow students. Many of our learners are athletes, artists, musicians, and performers. The majority of our learners care deeply about their achievement; most graduates will go on to post-secondary studies, and our learners perform well on the Numeracy 10, Literacy 10, and Literacy 12 Graduation Assessments. We have approximately 150 learners in our English Language Learning program, 130 learners with diverse learning needs, 44 learners that identify as Indigenous, as well as approximately 170 learners in the International Education program.

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

Goal #1: Help students build self-regulation skills to improve well-being and belonging.

Students at stəywə:ń Point Grey Secondary are showing an increasing level of anxiety and difficulty with emotional regulation. The specific actions we will undertake to address this goal include:

- Embrace the guiding framework of Dr. Martin Brokenleg's Circle of Courage to help enhance self-regulation skills across our school.
- Introduce the importance of self-regulation at our Grade 8 Camp in September.
- Continue the work of building self-reflection skills at grade-wide assemblies.
- Follow the personal digital device use protocol with the mindset of building self-regulation skills.
- Give students the opportunity to practice self-regulation skills during Flexible Instructional Time (FIT)
- Incorporate self-regulation lessons within our learning strategies classes.
- Weave the Circle of Courage into our school-wide core competency self-reflection and goal setting activities.
- The Counselling department will actively help students with the five skill-building steps as developed by Psychologist Stuart Shanker, an internationally recognized researcher and author on childhood development:

- **Reframe**
- **Recognize**
- **Reduce (manage your stress)**
- **Reflect** – Take time to identify and acknowledge you
- **Respond** (build self-regulation skills)
- Counsellors will also equip students with greater “in the moment” skills in order prevent them from reacting in an extreme way when they feel intense emotions:
- **Take a Deep Breath**
- **Push Pause**
- **Practice Self-Talk**
- **Write it Down**

The most important work we can do to improve the success for our students is to help them build self-regulation skills. Self-regulation skills are all about developing coping strategies that help students deal with their emotions in healthy ways and ultimately become more resilient. This will be an “all school” goal for every learner in our school.

Improve equity

Goal #2: Create a more **inclusive** and equitable school environment where all students feel valued and supported.

Ensuring that students feel a sense of belonging in our school and have equal access to resources and opportunities is crucial for fostering their success. The specific actions we will undertake to address this goal include:

- Review our ‘skills block’ model and work towards establishing a Learning Support Hub for our diverse learners.
- Continue to provide opportunities for students in our district learning programs to join classes, clubs, and participate in school-wide events.
- Provide resources and opportunities for staff professional development in Universal Design for Learning.
- Develop updated assessment practices for diverse learners in mainstream classes, specifically creating rubrics and using proficiency scale grading.
- Continue to create opportunities for connections between mainstream students and those in programs through activities like 3-on-3 basketball, the Best Buddies Club, and collaborative field studies.

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

Goal #3: Continue our commitment to reconciliation and strengthen our connection to the x^wməθk^wəyəm (Musqueam) community.

This goal is essential in our journey towards truth and reconciliation. The specific actions we will undertake to address this goal include:

- Practice the pronunciation of ‘stəywəte:ń’ and share the significance of our school’s name with students in opening assemblies, with families at PAC meetings, and with colleagues at staff meetings.
 - Our name, stəywəte:ń, is a traditional x^wməθk^wəyəm (Musqueam) name bestowed upon our school in a naming ceremony on May 20th, 1998. stəywəte:ń means “the Strength of the West Wind,” which brings storms, cleansings, and new beginnings.
- Ensure that our stəywəte:ń room always remains accessible for students.
- At every staff meeting, staff collaborative planning time, and department head meeting, we will take turns as colleagues to start our meeting with the Indigenous Land Acknowledgement.
- Students will share the Land Acknowledgement as part of our daily announcements in the school.
 - Embrace Dr. Martin Brokenleg’s circle of courage as an anchor to help us with discussion on student achievement, well-being, and self-regulation. Staff, students and caregivers have been introduced to this framework, and we are using it to guide our core competency reflection work.



HOW WILL WE KNOW WE’RE ON TRACK?

For this school year, we worked to establish a baseline in order to track progress in future years. We are particularly interested in the following questions in the Student Learning Survey and how the responses may change over time:

For Goal #1: Help students build self-regulation skills to improve well-being and belonging.

- I am satisfied that in school I learn how to express emotion and deal with emotional problems that I may face in the future.
- At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).
- I believe I can be successful at almost anything I set my mind to.
- Does school make you feel stressed or anxious?
- How often do you usually get a good night's sleep?
- How would you describe your mental health?

For Goal #2: Create a more inclusive and equitable school environment where all students feel valued and supported.

- I contribute in meaningful ways to my community.
- I am learning to understand and support human rights and diversity.
- Is school a place where you feel like you belong?
- At your school, how many adults do you feel care about you (for example, teachers, counselors, student helpers)?
- Do you feel welcome at your school?
- At school, are you able to get extra help when needed?
- At school, are you provided with feedback on how you could improve your learning?
- At school, are you taught to take ownership or control of your learning?

For Goal #3: Continue our commitment to reconciliation and strengthen our connection to the x^wməθk^wəyəm (Musqueam) community.

- At school, are you being taught about local First Nations?
- At school, do you participate in any Indigenous (First Nations, Inuit, Metis) celebrations or activities?
- At school, do you participate in any ongoing indigenous (First Nations, Inuit, Metis) programs or activities?

Looking at our student learning survey data, we have noted our baseline with the above questions and are curious as to how it will change over the next year. For next year, as part of our scanning process, we will also include student focus groups, asking students the following questions:

- What are you learning and why is it important?
- How is it going with your learning? What are your next steps?
- Can you name two adults in this school who believe in you? How do they show you?
- How connected do you feel to our school?

2024-2025 School Learning Plan

SCHOOL STORY

The Prince of Wales community takes pride in setting high expectations for student success, with most graduates advancing to college or university. Our staff provides a comprehensive program for approximately 930 students in grades 8-12. Celebrating both big and small victories, we honour achievements through athletic awards, service awards, core competency awards, and academic accolades. Alongside strong scholarship opportunities, students excel in fine arts, leadership, service, and athletics.

Over the last number of years, PW community has reflected a middle to high socio-economic community, however, we are currently seeing growth in the neighbourhood towards greater inclusivity, with developments in new apartment buildings, rental projects along the Arbutus Greenway, townhouse projects, and a new Skytrain line stop which will soon transform the landscape and make our community even more dynamic and diverse.

The Prince of Wales community embraces diversity, as 55% of students speaking a language other than English at home, and 25% enrolled as English Language Learners (ELL). Our commitment to diversity is evident in events such as Lunar New Year celebrations, multicultural fairs, 2SLGTBQ+ lip sync/fashion shows, PRIDE week activities, Red Dress initiative of the textile class, and band performances reflecting global musical diversity.

We offer several district programs, including the PW Mini School, TREK Outdoor Education Program, Learning Support Program (LSP), and GOLD program for twice exceptional students. Our school emphasizes extracurriculars, with an active Students' Council, numerous clubs, vibrant leadership class, math and science contests, and sports teams competing at the provincial level. We prioritize learning experiences that support diversity, student choice, Indigenous perspectives, place-based learning, and that create a sense of belonging for the entire PW community. The PW Library fosters the exchange of ideas across the PW Community and beyond through book talks, author visits and curricular support. Field study experiences, local and outdoor education field trips, and community-building activities are integral to our approach to developing lifelong learners in addition to complementing classroom learning.

Some examples of activities that enrich our school community include:

- Grade 8 Camp
- Back to School Blast/ Clubs Day – hosted by Student Council
- Science Olympics and Science Fair
- Holiday Variety Show- hosted by Leadership
- Fine arts concerts and plays, arts nights, and poetry recitation contests.
- District music festivals and live theatre performances
- UBC Ennovate entrepreneurship program
- Model UN
- Ethics Bowl
- Gingerbread Contest at the Hyatt Hotel

Our students connect with the wider community through initiatives like the Leadership program's partnerships with seniors' homes and pen pal letter writing with Trafalgar and Shaughnessy schools, as well as connection and mentorship with Chief Maquinna Elementary. Peer mentorship for student health and well-being is fostered through the "Here for Peers" program. Renewal of the PW School Garden this year reflects our ongoing commitment to place-based learning and environmental stewardship and participation in traditional gardening initiatives. The garden has led to community involvement projects, such as creating planter boxes for Trafalgar Elementary and encouraging students to explore trades, which are also important aspects of our curriculum.

Our Parent Advisory Group (PAC) stands as a vibrant and inclusive community within Prince of Wales. Comprising parents from diverse cultural backgrounds, the PAC serves as a true reflection of the diversity in our student population. This inclusive approach ensures that a wide range of perspectives and experiences are considered in decision-making processes, fostering a sense of belonging for all families involved.

This year, as a staff, we are focusing on five main areas of growth: belonging and community, inclusion, intentionality with Flexible Instructional Time (FIT), reinvigoration of the Core Competencies, and Indigenous Enhancement. Central to this endeavor is our commitment to amplifying student voices in the decision-making processes. By incorporating more student input, we aim to create an environment where every individual feels heard, valued, and actively involved in shaping the direction of our school. This initiative involves not only acknowledging the perspectives of our students but also actively integrating their ideas, opinions, and feedback into key decisions that impact the school community.

Through inclusive student forums, surveys, and collaborative discussions, we seek to empower students to play a pivotal role in shaping the policies, programs, and activities that directly influence their educational journey.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

PW accommodates a range of learners, each with strengths and challenges. They seek guidance, individual recognition, and support in navigating academic, athletic, artistic, and personal aspects of school life. Despite facing stressors, they aspire to post-secondary success and personal growth. This sentiment is echoed by students, caregivers, and staff in our community.

There is a high rate of volunteerism and school spirit amongst the students, staff, and parents. This is exemplified in our school code of conduct: REACH (respect, effort, attitude, contribution, and honesty). Many learners experience a sense of belonging, support, and connection to peers and teachers, with ample opportunities for curiosity, growth, and involvement in clubs, electives, and athletics; however, despite their achievements and engagement, many students report feelings of stress, anxiety and depression.

Our learners at PW demonstrate a strong drive for post-secondary education, with over 90% pursuing it after graduation, and 80% heading directly to university. Our strong STEAM presence is notable, with many students graduating with the intention of pursuing STEAM fields at the university level. The ELL program has grown to include approximately 150 international students and 100 local students. By fostering a supportive environment that recognizes individual strengths and provides targeted support, we aim to ensure the holistic well-being of our students as they navigate their educational journey.

Through staff discussions this year, we have recognized changes in our community:

- We acknowledge the increasing number of students facing mental health concerns and the need for enhanced support.
- Our diverse learners make up over 10% of our student population as identified with a ministry designation; however, there are many students without a ministry designation also requiring support.
- There is a need for more universal support for all students, including ELL students.
- Our student body is a mixture of those from within the catchment area and those coming from all over the city, influenced by new developments.

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

This year, as a staff we are looking at five main areas of growth: belonging and community, inclusion, intentionality with Flexible Instructional Time (FIT), reinvigoration of the Core Competencies and Indigenous Enhancement. Central to this endeavor is our commitment to amplifying student voices in the decision-making processes alongside staff.

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

To improve student achievement in literacy and numeracy, physical and mental well-being, and a sense of belonging, we are implementing several initiatives. We teach students how to manage stress and distinguish between normal stress and mental health issues, while also building resilience and grit through challenges. Our Grade 8 and 9 students attend seminars with our Safe and Caring Worker to discuss topics such as navigating your social world, positive friendship strategies and support. We host school wide sessions on online safety and responsibility to help support our students and their digital safety. Between workshops in Physical Health Education and school wide workshops/presentations, we support our students with education in sexual health, consent and healthy relationships, sexploitation and cyber bullying, mental health, anxiety and depression, substance use/abuse and prevention.

Our CLE 10 curriculum incorporates wellness lessons, and we provide meaningful avenues for students to deal with stress, including involving the school psychologist to assess stress levels and provide professional support. We emphasize the importance of well-being through excellence and educate students on using Artificial Intelligence (AI) properly to produce authentic and accurate work. Additionally, we are thoughtful around assessment, offering various options and opportunities for students to demonstrate their learning, which helps to relieve stress and encourage overall well-being.

During the school year, we allocated 10 FIT sessions as homerooms. In these homerooms students worked on self-reflection and goal setting, reporting on the Core Competencies in addition to a variety of student activities. These activities provided opportunities for student voice and for students to build connection as a community.

This year we hosted a multi-day student forum with students from grade 8 -12, focused on improving student belonging and connection to PW and each other. Facilitated by school administration, students discussed and collaborated on several topics that they felt needed improvement. They worked together making action plans moving forward to target several areas in the school where they felt belonging and connection could be improved: school spirit, support for athletics home games, clubs and FIT time, physical spaces in the school, announcements and advertising events, intramural sports and washrooms.

Improve equity

To enhance equity within our facility, we are working to provide additional all-gender washroom and change room spaces in addition to looking at ways to make our facility more accessible. We are currently engaging in conversations with staff and students to identify their needs and preferences.

In our school, we are making a conscious effort to amplify diverse voices and ensure

representation across all departments. This involves actively working to improve equity within our school resources.

Our students are committed to building equity within our community through various club initiatives and participation in the diversity, equity, and inclusion (DEI) student conference. Additionally, our Leadership classes create awareness through school-wide initiatives such as Autism Awareness, Black History Month, and Asian Heritage Month.

To further our commitment to equity, we are taking several important steps. We aim to provide more laptops for students' use as needed. We have also established a Peer Tutoring Club, which is well advertised and scheduled at accessible times, to accommodate students who may not be able to afford a private tutor. Moreover, we are considering the impact of class size and composition on equity within departments and classrooms, ensuring that every student has an equal opportunity to succeed.

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

Continuing on our journey of reconciliation with First Nations, Métis, and Inuit communities involves integrating Indigenous perspectives across various aspects of our school community. We are offering courses taught through an Indigenous lens, enriching our curriculum with traditional knowledge and cultural insights. Our Leadership class initiated a gallery walk around the school this September, showcasing Indigenous leaders and sharing their impactful stories with students and staff. During our morning announcements, we have highlighted Indigenous music, celebrating cultural richness and diversity. At all formal events, we acknowledge the traditional territories with a land acknowledgement, honoring the Indigenous peoples who have stewarded the land for generations.

Furthermore, we are infusing Indigenous stories, resources, First Peoples principles of learning and land-based learning opportunities throughout our educational practices in a meaningful way. We are actively trying to connect with Musqueam to learn more about the Hul'qumi'num (hən̓q̓əmin̓əm̓) language, incorporating its teachings and presence in various aspects of school life, fostering deeper cultural understanding and appreciation.

Many of the PW field studies support students in participating in activities at Indigenous sites, where they learn about cultural practices and engage firsthand with Indigenous elders, knowledge, and traditions. This year, students had the opportunity to experience UBC Musqueam House Posts through a self-guided tour, Camosun Bog, the Squamish Lil'wat Cultural Centre in Whistler, the Audain Art Museum in Whistler, Indigenous plant garden, the ɕsnaʔəm, "The City before the City", "True Tribal" exhibit at the Museum of Vancouver and the Andy Everson presentation, "Star Wars and the Strong Parallels to Colonialism". This experiential learning is essential in deepening our students' understanding and respect for Indigenous cultures and histories.

In recognition of students' commitment to truth and reconciliation, we are introducing an award for graduation based on demonstrated competency in truth and reconciliation

practices, encouraging active engagement and leadership in advancing these important principles. These initiatives reflect our ongoing dedication to fostering respectful relationships and understanding with Indigenous communities, promoting a more inclusive and equitable educational environment.

HOW WILL WE KNOW WE'RE ON TRACK?

How Do We Know We Are On Track?

At Prince of Wales Secondary, our commitment to educational excellence is guided by five core priorities outlined in our 2024–2025 School Learning Plan: Belonging and Community, Inclusion, Intentionality with Flexible Instructional Time (FIT), Reinvigoration of the Core Competencies, and Indigenous Enhancement. Throughout the year, we have worked collaboratively across all levels—students, staff, families, and community partners—to align our practices and decisions with these goals. By collecting and reflecting on qualitative and quantitative feedback, we continue to monitor our growth, assess our progress, and adapt our approach to meet the evolving needs of our learners.

1. Belonging and Community

Fostering a deep sense of belonging and connection continues to be a central focus at PW. We know we are on track when students actively participate in school-wide events, build relationships across grade levels, and take pride in their school identity.

This year, we continued to honour long-standing traditions such as the Holiday Variety Show, the School Carnival, Terry Fox Run and Grade 8 Camp, all of which provided inclusive opportunities for students to connect outside of the classroom. These moments celebrate our shared identity and bring students and staff together in joyful, community-building ways. Additionally, we introduced new traditions, such as the Graduation Cap Toss on the last day of school, which marked a meaningful rite of passage for our senior students.

Our Student Forum was a major undertaking that brought together students from Grades 8 to 12 to discuss areas of improvement and co-create solutions. Topics included increasing school spirit, promoting support for athletics, enhancing club engagement, improving school communications, and identifying underutilized physical spaces like washrooms and hallways. These student-driven conversations led to tangible next steps, many of which have already been implemented or are in progress.

Further indicators of belonging included high participation in Student Council Elections, strong leadership from the Grad Committee (revived after many years), growth in Garden Club participation, and strong student engagement in library programming—such as Blackout Poetry, Teacher's Favourite Book, Bookmas and Bike to School Week. In addition, the PW Library also celebrates and acknowledges cultural events like Asian Heritage Month, Italian Heritage Month and Filipino Month,

to name a few. These initiatives speak to a school culture where students feel empowered to take ownership of their learning environment.

2. Inclusion

We continue to work toward an inclusive culture where every learner sees themselves reflected in their classroom, their peers, and their community. Inclusion at PW means acknowledging the diverse identities, needs, and experiences of our student body and providing pathways for every student to thrive.

This year, we advanced inclusion through the development of a Learning Hub model, transforming our resource room into an open, welcoming space where students can seek support at any time of day. The hub has become a cornerstone for academic and social-emotional support, and it complements weekly Student Support Team meetings where staff review student needs, transitions, and programming.

We broadened student choice by offering a wide variety of elective courses that reflect our diverse student interests, including Basketball, Spoken Language, Hockey Skills, and Creative Writing. We continue to ensure that elective programming is responsive to student demand and inclusive of different learning styles and career pathways.

Our inclusive culture is also visible in events like Grade 8 Camp, where all incoming students participate in team-building and community activities. Feedback from students and parents highlighted the importance of this experience in building early connection and confidence. Moreover, our staff and students reinforce a culture of acceptance through daily actions—fostering an environment where, as one student put it, “You can just be yourself here.”

3. Intentionality with Flexible Instructional Time (FIT)

Flexible Instructional Time (FIT) has become a strategic structure for deepening learning, supporting well-being, and enhancing student agency. This year, we made significant strides improving both the structure and content of FIT.

We strengthened accountability with an online sign-up system, allowing students to plan on their weekly learning goals. We also introduced new programming during FIT, including Professional Pathways. These weekly sessions brought in professionals, community members, and alumni to share their career journeys and inspire students to think critically about their future paths. Sessions covered a wide range of fields, including environmental science, healthcare, art, entrepreneurship, and medical fields. This work supported the goals of our Career Education curriculum and helped students connect classroom learning with real-world possibilities.

In addition to career exploration, Flexible Instructional Time (FIT) was used for a variety of meaningful learning experiences, including Core Competency reflection and self-assessment, academic support, completion of missed work, club activities,

and workshops on topics such as anti-racism, online safety, and gardening. We continue to expand the range of opportunities offered during FIT to promote purposeful, personalized learning and student growth.

4. Reinvigoration of the Core Competencies

As part of our commitment to BC's new reporting order, we have reinvested in teaching, modeling, and assessing the Core Competencies—Communication, Critical and Reflective Thinking, and Personal and Social Awareness.

We restructured ten FIT blocks throughout the year as school-wide homerooms dedicated to Core Competency learning. During these sessions, students engaged in self-reflection, goal-setting, and evidence gathering aligned with the provincial reporting framework. Students then uploaded their reflections to Spaces.Edu making learning visible to teachers and families.

Staff collaboratively designed homeroom activities that encouraged students to make connections between their classroom experiences and broader life skills.

This work is ongoing, and we recognize the need for continued professional dialogue and coherence in how competencies are embedded across courses and disciplines. Nonetheless, our efforts this year laid strong foundations for consistent, student-centered reflection practices.

5. Indigenous Enhancement

This year, we deepened our commitment to Indigenous education through a number of initiatives rooted in the First Peoples Principles of Learning, including opportunities for cultural connection, student voice, and hands-on experiences. Our goal was to move beyond acknowledgment into meaningful integration of Indigenous perspectives, pedagogies, and practices.

One of the most powerful moments was the collaborative carving project led by Musqueam artist Chris Sparrow and knowledge keeper Morgan Guerin. 20–25 students and staff members volunteered to take part in a three-part visioning process with Morgan Guerin, where they explored REACH values and personal identity through teachings grounded in Musqueam traditions. Artist Chris Sparrow attended these sessions to listen and observe, using the discussions as inspiration for a design that would reflect the collective voice and values of the group. The final carving was completed live in the school foyer, where students and classes were invited to witness the carving process, ask questions, and reflect on the cultural significance of the work. We will continue to explore options for the permanent placement of the carving and will work toward connecting it to a student scholarship award in the upcoming year.

Our school garden emerged as a hub of land-based learning, with student workshops with Lori Snyder (Metis Herbalist Educator) focused on traditional Indigenous plant use, plant sketching, food sovereignty, and ecological stewardship. With support

from multiple grants, the garden will be expanded in the coming year to include new planter boxes, signage in Indigenous languages, and space for community teaching circles.

Student learning extended into the community through field trips to culturally significant sites, including the UBC Musqueam House Posts, *ćəsnaʔəm*: The City Before the City, the Squamish Lil'wat Cultural Centre, and Camosun Bog. These experiences were complemented by in-school initiatives from our Leadership class such as Indigenous music and leader spotlights during morning announcements during the week of National Truth and Reconciliation in September and working on a student award to recognize leadership in Truth and Reconciliation.

Another key focus was staff development. In collaboration with Indigenous Education district teachers, our staff learned how to weave traditional bags—a hands-on experience that sparked deeper discussions about cultural learning, symbolism, pedagogy, and relationship-building. Professional development also included sessions on the First Peoples Principles of Learning, land-based pedagogy, and incorporating Hul'qumínum language and stories into instruction.

Through this multi-layered approach—blending curriculum, land, and relationship—we are working to create a learning environment where Indigenous ways of knowing are not just present but vital and valued.

Monitoring and Next Steps

We continue to monitor our progress through student voice, staff dialogue, classroom observation, and community feedback. Ongoing collaboration, professional development, and student-centered structures help ensure we remain aligned with our core values of equity, well-being, and deep learning. Our next steps include building staff capacity, refining data-informed practice, and continuing to amplify student voice in shaping the future of our school.

2024-2025

School Learning Plan

SCHOOL STORY

Queen Alexandra School sits on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) and is located at the busy intersection of Broadway and Clark in East Vancouver. After grade 7, the majority of students feed into Vancouver Technical Secondary School, but past students attend a range of high schools. Our school receives supports through the Enhanced Services and Community Schools Teams. Our vision is to develop critical thinking, problem-solving, collaboration and communication skills in students. QA is known for its welcoming learning environment, flexible learning spaces, and the desire to authentically integrate Indigenous ways of knowing into the school. We foster students' creativity, self-expression and respect for diversity, and we make every effort to nurture students' development into successful global citizens. The students, families and staff of Queen Alexandra Elementary School work together in an emotionally nurturing environment so all students can succeed academically and socially.

Queen Alexandra currently has over 150 students from Kindergarten to grade 7, and a vibrant Strong Start program. There are 37 members on school staff, including classroom teachers, resource and prep teachers, a curriculum enhancement teacher, a teacher-librarian, an area counsellor, school and student support workers, an Indigenous education worker, a neighbourhood assistant, office administrator, custodial and cafeteria workers and a principal. There is a strong sense of family among staff; many staff members have deep connections with multiple generations of families.

Family involvement is highly valued at Queen Alexandra Elementary, and we are fortunate to have a very engaged and active Parent Advisory Council (PAC). The PAC is an integral link between the school and the community, providing families with a platform to actively contribute to the school's activities. This collaboration fosters a sense of partnership and ensures that parents' voices are heard and valued. We run coffee mornings for families every Friday in the lunchroom, which helps further strengthen school and community bonds. We also host an Indigenous Day in June where families are invited to partake in teaching and learning sessions.

Queen Alexandra makes significant efforts to provide diverse curricular and extra-curricular opportunities for students. Sports and sportsmanship play a significant role at the school - we encourage students to participate in team and individual sports, such as soccer, volleyball, basketball, track and field and Ultimate Frisbee. For many years we have been part of the AIRS (Artist-in-Residence) program. This year our inquiry is focused on Indigenous Principles of

Learning, self-identity, and the cyclical nature of water. Students will co-create a mural to represent their understanding of these themes.

Queen Alexandra has developed diverse community partnerships, which offer opportunities for our students during and after school in arts, literacy, STEAM and sports. We work with community partners to offer winter, spring and summer programs, alongside before and after school care programming. Our school is grateful to community partners and proud of each student's learning journey.

We foster community and learning through a variety of events and activities, including school-wide themes such as Multicultural Day, Literacy Day, and Orange Shirt Day, drumming and singing the Coast Salish Anthem at events and assemblies, monthly "shout outs", weekly newsletters, school website communications, PAC meetings, Friday Morning Family Coffee, and Winter and a Spring Fair and Gallery. Each month we focus on one of the Seven Sacred Teachings, with students being honoured when they demonstrate that month's Teaching. We also highlight these during monthly assemblies. Students' work is displayed in the hallways and samples of their work are shared with families during student conferences. Queen Alexandra aligns our practice with the overarching goals set out by the Vancouver School Board Education Plan.

QA students see themselves and their communities in the curriculum. Numerous resources, from the library to the playground, display this inclusivity. For example, books celebrating Indigenous cultures and traditions are abundant in our library. The outside garden is being redeveloped this year to help students learn about a sense of place. With the help of a VSB sustainability grant, we plan to plant Indigenous medicines, grasses and plants to rejuvenate this space.

Queen Alexandra ensures a school environment which is safe, caring, welcoming, and inclusive for students and families. Each year we evaluate and renew plans for the improvement for both Indigenous and non-Indigenous learners and increase our knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The diverse student body at Queen Alexandra includes over 17% of students with recognized diverse learning needs, 15% identified as English Language Learners (ELL), and more than 38% of students identifying as Indigenous.

Through staff meetings and discussions, along with family and student surveys, overall school strengths and needs of our learners were identified. This year, our grade 4 and 7 students participated in the Student Learning Survey. We intend to use this information as baseline data moving forward.

Overall Strengths

Queen Alexandra is a resilient and inclusive community where students, families, and staff work together to support one another. Learners demonstrate strong oral communication skills and benefit from a welcoming environment that values diversity and fosters a sense of belonging. Social-emotional learning is central to the school's approach, with a focus on building

relationships, self-regulation, and student advocacy. Staff and families collaborate to nurture confidence, connection, and well-being among students.

Overall Stretches

Students at Queen Alexandra have a wide range of individual needs, including academic support, self-confidence, and social integration. Some learners face challenges with transitions, focus, and peer relationships. Staff are committed to understanding diverse communication styles and backgrounds, especially for students who may have experienced trauma. Continued emphasis on structure, stability, and external supports—such as those provided by the Enhanced Services Team—will help ensure all students thrive.

Our learning community demonstrates a strong commitment to supporting students' holistic development while addressing their diverse needs and fostering a culture of inclusivity and resilience. We continue to prioritize social-emotional learning, academic support, and community collaboration to enhance the overall well-being and success of students.

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

Our literacy focus this year is to strengthen reading comprehension while continuing to build foundational literacy skills. Building on last year's implementation of explicit and systematic reading programs, we are now emphasizing fluency in Kindergarten and Grade 1, and decoding and comprehension in Grades 2 through 7. Teachers are using a range of resources—including UFLI, Rime Magic, and SQP2RS—within daily literacy blocks, supported by tools like posters, mini-whiteboards, and word study kits. Collaboration among classroom, resource, and curriculum enhancement teachers ensures targeted support in phonological awareness, fluency, and comprehension.

To monitor student progress and guide instruction, we use a variety of assessments such as the Heggerty assessments, Kindergarten Protocol, Fountas and Pinnell Benchmark Assessment System, and grade-wide writes. We also value student strengths beyond standardized testing, including oral storytelling and fine arts. This year, we have begun to administer DIBELS (Dynamic Indicators of Basic Early Literacy Skills) benchmark assessments to all students three times a year to track phonics, fluency, and comprehension. At the beginning of the year, 34% of students were identified as "At Risk," 15% as "Some Risk," 35% as "Minimal Risk," and 16% as "Negligible Risk." Our goal is to shift more students into the lower-risk categories as the year progresses.

To support this, we've expanded the use of literacy assessment folders—initially introduced for K-3 students—to include all grades, providing a consistent record of progress. Weekly guided reading sessions allow students to apply their skills in meaningful contexts, while comprehension is regularly monitored through targeted strategies. Staff remain committed to professional growth

through ongoing collaboration, resource exploration, and professional development, ensuring our literacy program continues to evolve in support of every learner's success.

Improve equity

At our school, equity begins with belonging. Though we are a small school, the sense of family is strong - students know most of the adults in the building, and every hallway echoes with respect, kindness, and inclusivity. Relationships are at the heart of our work, and we intentionally nurture them through daily interactions, shared experiences, and community-building events. Our breakfast and lunch programs are more than just meals—they are moments where stories are exchanged, and friendships are deepened. The Adam's Apples initiative, where students are encouraged to take an apple for themselves and one for a friend, is an example of a simple but powerful symbol of care and community that is part of our practice.

Throughout the year, we bring in a wide range of performances and workshops—from lacrosse and wrestling to Afrobeats, hip hop, and theatre—to celebrate the many ways people express themselves. Monthly student-led assemblies highlight the Seven Sacred Teachings, recognizing students who embody each value. This year, we also launched a Social Justice Club, giving students a platform to share their voices and shape our school culture. Social justice principles are woven into daily instruction, with a focus on Indigenous Ways of Knowing, Black and Women's History, and cultural celebrations. Our teaching practices are guided by the Universal Design for Learning framework, ensuring that all students can demonstrate their learning in ways that reflect their strengths—whether through storytelling, technology, visual art, or writing.

To understand how students experience school, we closely monitor responses to four key questions from the Student Learning Survey. We recorded the percentage of students reporting positive responses to key questions. Last year, 50% of Grade 4 students and 84% of Grade 7 students felt that adults cared about them. When asked if they felt welcome at school, 63% of Grade 4s and 79% of Grade 7s said yes. Feelings of safety were more varied—only 38% of Grade 4 students felt safe, compared to 84% of Grade 7s. Similarly, 50% of Grade 4s and 79% of Grade 7s reported a sense of belonging. These results guide our ongoing efforts. We will continue to engage the Social Justice Club for ideas on how to improve equity, and as a staff, we are committed to deepening our understanding through professional development in areas such as SOGI, racial equity, and anti-oppression. By sharing resources and learning together, we reaffirm our commitment to making Queen Alexandra a place where every student feels seen, valued, and empowered.

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

At Queen Alexandra Elementary, Indigenous education is woven into the fabric of our school community, supporting the success of Indigenous students and enriching the learning of all. Each month, we focus on one of the Seven Sacred Teachings, offering students opportunities to explore and embody these values in their daily lives. Students are recognized through "honourings" collected in the office and celebrated at monthly assemblies, where they often share their stories with the school. Our participation in the Artist in Residence program this year centers on the First Peoples' Principle that learning involves exploring one's identity. This theme is echoed in our

assemblies, led by our QA drummers, and in student-led Land Acknowledgements that reflect personal understanding and connection to place.

Cultural events such as Orange Shirt Day, Red Dress Day, and QA Indigenous Day are deeply meaningful at Queen Alexandra. These occasions bring together students, families, and community members, culminating in shared drumming at the “Four Corners” of Broadway and Clark. Throughout the year, families are invited to share their knowledge and traditions, enriching our collective understanding. To track our progress, we monitor student responses to key questions from the Student Learning Survey. Again, we recorded the percentage of students reporting positive responses to key questions. Last year, 0% of Grade 4 students and 32% of Grade 7 students reported participating in Indigenous celebrations and activities. Meanwhile, 56% of Grade 4s and 63% of Grade 7s said they were being taught about Indigenous Peoples of Canada, and 33% of Grade 4s and 53% of Grade 7s reported learning about local First Nations. These results guide our efforts to deepen engagement and understanding across all grades.

This year, our intermediate students are engaging with the 94 Calls to Action, beginning in September and continuing through to June, when they will reflect on and share their learning. Staff are equally committed to this journey, actively working to decolonize their teaching practices and school environment. Professional development is ongoing, including participation in Indigenous Focus Day and experiential workshops at Cheakamus Centre. Many staff are also learning through “Sk’emel Iya’7yulh: The Paddle Journey,” an interactive workshop led by Sk̓wxwú7mesh Úxwumixw Elder Yeltsilewet (Faye Halls), daughter of the Late Chief Simon Baker (Khot-la-cha), which leads staff on a hands-on journey through history from an Indigenous perspective. Together, these efforts reflect our school’s deep and growing commitment to reconciliation, cultural responsiveness, and inclusive education.

HOW WILL WE KNOW WE’RE ON TRACK?

To track our progress, we utilize a range of assessments and surveys at different grade levels. The school is making steady progress toward its goals in literacy, well-being, and belonging. In literacy, we’ve strengthened our instructional practices and expanded the use of consistent assessment tools like DIBELS, which is now administered more broadly across the school. While the overall percentages of students in each risk category remained stable from the beginning of this year to the end, the increase in participation—particularly among students who were previously in higher-risk categories—indicates that more learners are making progress in the literacy learning. This shift reflects the impact of our structured literacy blocks, guided reading sessions, and the use of targeted resources such as UFLI, Rime Magic, and literacy assessment folders. Staff collaboration and ongoing professional development continue to ensure that our literacy instruction is both responsive and effective.

In the areas of equity, well-being, and reconciliation, our school culture continues to grow stronger. Student Learning Survey participation has increased steadily over the past three years, giving us a clearer picture of how students experience school. This year’s results show that there was an increase in the number of students reporting positive responses about feeling welcome and safe, while responses around feeling cared for and a sense of belonging fluctuated in grade levels surveyed (grades 4 and 7). Engagement with Indigenous education is also deepening, with

more students reporting positively that they are learning about Indigenous Peoples and local First Nations, and participation in cultural celebrations. Initiatives like monthly assemblies centered on the Seven Sacred Teachings, and staff continuing their learning through professional development, such as “Sk’emel Iya’7yulh: The Paddle Journey”, are helping to build a more inclusive and culturally responsive environment. These efforts demonstrate that we are not only on track but continuing to grow in ways that support every learner’s success and sense of belonging.

2024-2025 School Learning Plan

SCHOOL STORY

Queen Elizabeth School is situated on the traditional, ancestral, and unceded territories of the x^wməθk^wəyám (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (Tsleil-Waututh) Nations, next to Pacific Spirit Park near the University of British Columbia Endowment Lands.

The school is located within walking distance of many green spaces, outdoor education experiences such as the Camosun Bog and community resources. The school's catchment is the West Point Grey and Dunbar areas. Built in 1940, the school's design depicts beautiful architecture and is unique for an elementary school because it is home to a gymnasium dedicated to physical education programs and an auditorium dedicated to fine arts programs and productions.

The school consists of three single-level buildings arranged around an interior courtyard with abundant green space. Adjacent to the school is a large field and an adjoining track used by both our school and Lord Byng, our neighboring high school. Our extensive green spaces and the forest connect students to their natural surroundings, teaching them the importance of valuing, respecting, and conserving the environment. This commitment also supports Indigenous Education, encouraging students to engage actively and develop a deeper appreciation for nature.

Sierra Club BC Environmental Educational Workshops, focusing on Life Cycles and Ecosystems, Plants and Peoples, and Nature and Gathering Places, extend students' learning within and beyond our school grounds. The garden, orchard, and Camosun Bog significantly enhance students' understanding of Indigenous flora, ecological awareness, and sustainable practices. These spaces not only facilitate learning but also foster a profound connection between students and the natural world.

Queen Elizabeth embodies a rich, multicultural, and diverse community. Through our active participation in the VSB International Student Program, we welcome students from numerous countries. Our families come from various ethnic backgrounds and speak multiple languages at home. We strive to create an inclusive environment and celebrate diversity within our community through events such as Indigenous Peoples Day, Lunar New Year, Asian Heritage Month, Black History Month, and Pride Month.

Queen Elizabeth's staff of 35 supports the diverse learning needs of approximately 325 students. The school offers a variety of programs and services to enhance and enrich student learning. Our dedicated staff collaborates to provide robust academic and arts programs, as well as physical and health education for all students. The school-based team meets regularly with classroom teachers to discuss students' learning needs.

Social Emotional Learning (SEL) is a priority at Queen Elizabeth. Staff work together to create a supportive environment where students can develop essential skills such as self-awareness, empathy, and effective communication. SEL principles are integrated into daily classroom activities, fostering a positive and inclusive atmosphere that makes learning both academically enriching and emotionally relevant. Programs like Second Step, Little Spot, Mind Up, TAPS, and CONSENT are taught throughout the school to help children understand and manage their emotions, build positive relationships, and make responsible decisions. Our teaching teams collaborate closely with the school counselor to provide a variety of learning opportunities aimed at helping students become responsible and caring members of our school community.

Teaching teams are actively working on Reconciliation by creating personalized land acknowledgements and integrating First Peoples Principles of Learning into all subject areas and cross-curricular activities. Primary classes have also participated in Studio Stone Creative's soapstone carving sessions.

Students have access to and regularly use a variety of technology tools to support their learning. Laptops and iPads ensure students can utilize digital tools and share their learning. Online programs like Raz Kids enhance student learning, and students are taught coding using apps and programs such as micro-bits and scratch.

Queen Elizabeth provides a wide range of extracurricular activities for students throughout the year, with offerings that vary annually. Students have the opportunity to explore activities tailored to their diverse interests, enriching their school experience. Some of the available clubs may include Student Leadership, Chess, Games, and Library Monitors. Sports activities may feature Cross-Country, Volleyball, Badminton, Pickleball, Soccer, and Track and Field.

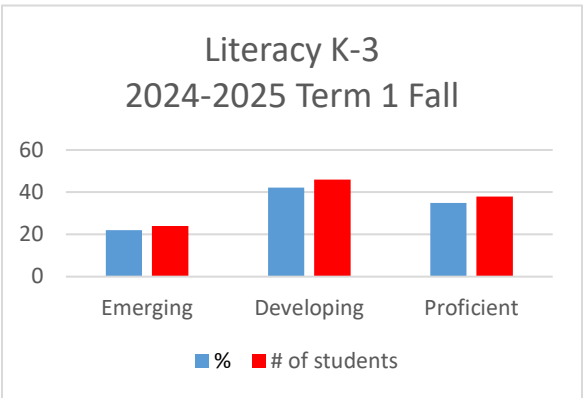
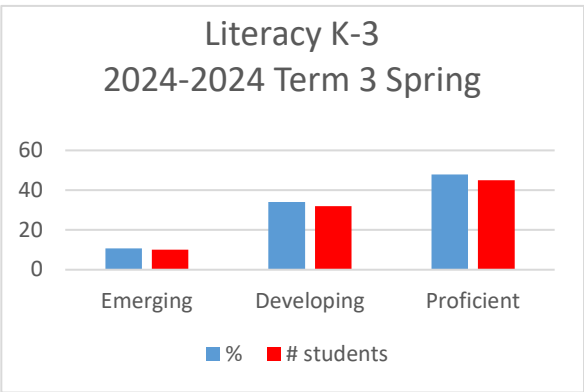
We actively foster partnerships within our neighboring community, emphasizing collaborative efforts. Students engage in initiatives with the Vancouver Public Library and Point Grey Private Hospital, promoting community engagement and collaboration. Visits to Point Grey Hospital teach our students empathy, patience, and compassion as they connect with seniors, learn from their experiences, sing songs, play games, and exchange letters.

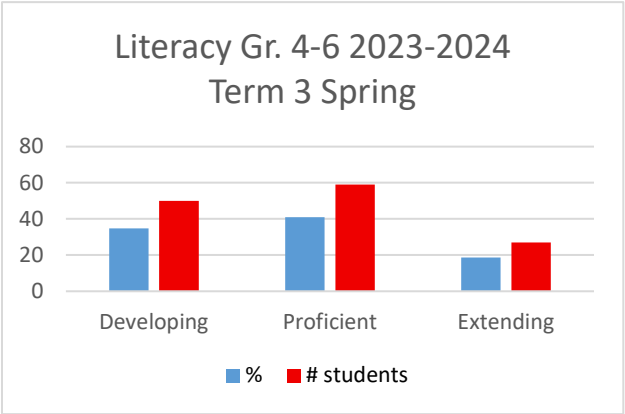
Our parent community is an essential part of our school, actively supporting various programs. Parent volunteers dedicate their time to classroom activities, field studies, and extracurricular events. They also participate in community-building events such as the Fall Family Dance, Pumpkin Patch, Holiday Bazaar, Year-End Family Picnic, and Hot Lunch fundraising initiatives. Through their involvement, they significantly enrich the fabric of our school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

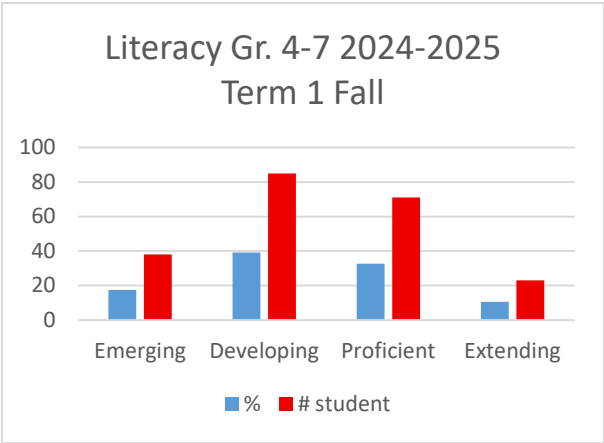
- Our student population demonstrates a wide range of talents, including strong abilities in music, visual arts, and dance.
- There is a high level of interest in participating in school-time activities such as clubs, intramurals, and sports.
- Students and staff actively engage in cultural celebrations both in classrooms and school-wide, fostering deeper understanding of diverse cultures, traditions, histories, and lived experiences (e.g., Lunar New Year, Diwali, Indigenous Peoples’ Day, Black History Month, Asian Heritage Month).
- Students are increasingly aware of and respectful toward individual differences.
- Buddy class programs help build a sense of community and foster meaningful connections between primary and intermediate students.
- Self-regulation remains a challenge for some students, impacting their ability to fully engage in learning and social interactions.
- Many students have commitments to extracurricular classes outside of school, limiting their availability for school events and reducing opportunities for social development and friendship-building within the school community.
- High student transiency affects peer relationships and classroom dynamics, particularly in upper intermediate grades.
- There is a strong emphasis among some families on academic achievement.
- Students are growing in their ability to take ownership of their learning and responsibilities. With continued guidance, they are developing essential skills like problem-solving and routine management, laying the foundation for greater independence.
- Student voice is encouraged and expressed through various platforms, including:
 - Class meetings and sharing circles
 - Class votes and choice boards
 - Show and tell, passion projects, and STEM activities
 - Extra-curricular clubs and small group discussions
 - Assemblies, special events, and Celebration of Learning
 - CSL (Communicating Student Learning) reports, self-assessments, and student conferencing
 - Primary assemblies, buddy classes, Student Leadership, and Pride Clubs

Literacy





	%	# students
Developing	34.72	50
Proficient	40.97	59
Extending	18.75	27



	%	# Students
Emerging	17.51	38
Developing	39.17	85
Proficient	32.72	71
Extending	10.6	23

The above literacy data, drawn from the Written Learn Updates (report cards) reveals that in Kindergarten through Grade 3, the largest proportion of students—42.20% (46 students)—are in the ‘Developing’ category. This suggests that many early learners are still acquiring foundational literacy skills. Following this, 34.86% (38 students) are categorized as ‘Proficient,’ indicating that a significant number of students are already demonstrating strong literacy capabilities at an early stage. The ‘Emerging’ category, with 22.02% (24 students), shows that a smaller group of students are in the initial stages of literacy development and may benefit from targeted support to build essential skills. Overall, the data highlights a broad spectrum of literacy development in the early years, emphasizing the importance of differentiated instruction to meet diverse learning needs. Additionally, it is important to note that there has been an increase in the number of students who are proficient and/or extending as well as the decrease in the number of students emerging since the fall. This progress is a result of the interventions used both in and outside the classroom to support literacy development.

In contrast to the primary grades, the literacy data drawn from the Written Updates Intermediate assessment shows that the largest proportion of students in Grades 4–7—39.17% (85 students)—fall within the ‘Developing’ category. This suggests that while many intermediate students are progressing in their literacy skills, they may still require targeted support to reach full proficiency. The ‘Proficient’ category follows closely, with 32.72% (71 students), indicating that a substantial number of students are meeting grade-level expectations and demonstrating solid literacy competencies. The ‘Emerging’ category, comprising 17.51% (38 students), indicates that a smaller group of students are still in the early stages of literacy

	%	# students
Emerging	10.64	11
Developing	34.04	32
Proficient	47.87	45

development and may benefit from intensive interventions. Lastly, 10.60% (23 students) fall into the ‘Extending’ category, showing that some students are exceeding expectations and demonstrating advanced literacy skills. This distribution highlights the need for differentiated instruction to support learners across the full spectrum of literacy development in intermediate grades.

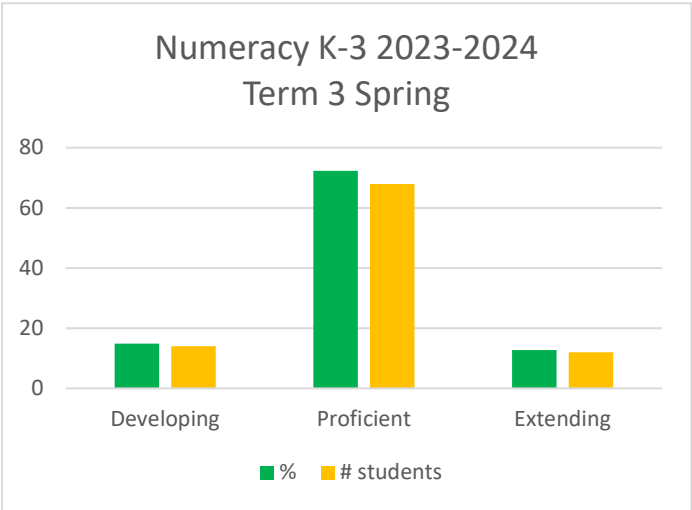
Literacy Data Comparison

K-3 - There was a notable decline in the percentage of students at the Proficient level from Spring 2023–2024 to Spring 2024–2025. However, the introduction of the Extending category in Spring 2025 suggests some students are now exceeding expectations.

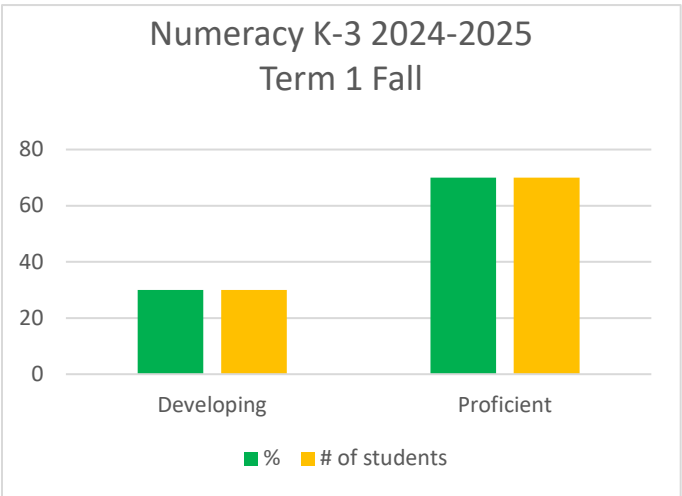
Gr 4-7 - There was a decline in Proficient and Extending levels from Spring 2023–2024 to Fall 2024–2025, followed by a slight recovery in Proficient levels by Spring 2025. However, the increase in Emerging students suggests a growing need for targeted support.

This has helped shape our inquiry question: How can we design and implement targeted, differentiated literacy instruction that effectively supports the wide range of learners—from those in the emerging stages to those extending beyond grade-level expectations—across both primary and intermediate grades?

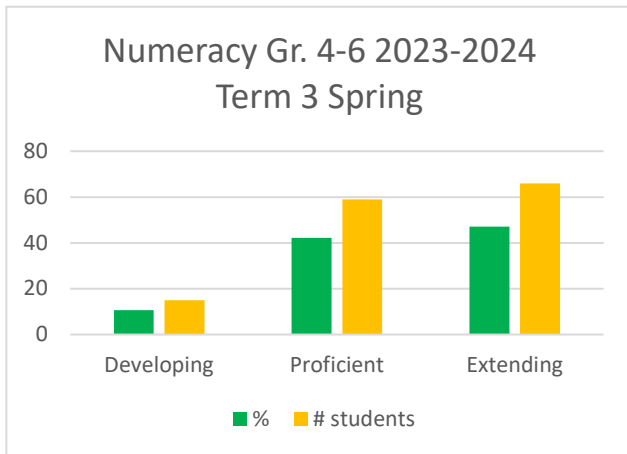
Numeracy



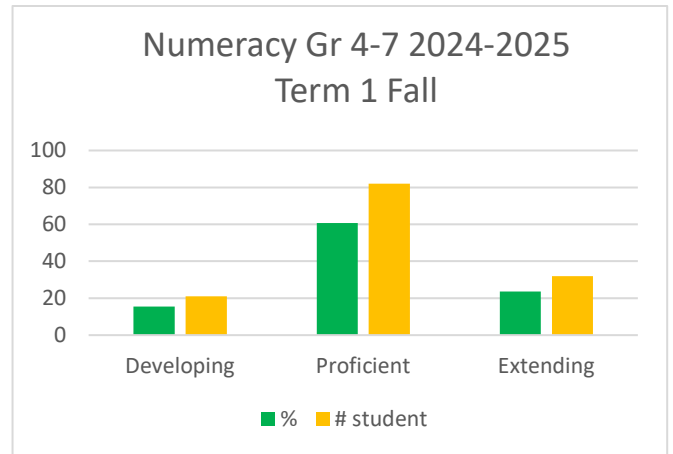
	%	# students
Developing	14.89	14
Proficient	72.34	68
Extending	12.77	12



	%	# of students
Developing	30	30
Proficient	70	70



	%	# students
Developing	10.71	15
Proficient	42.14	59
Extending	47.14	66



	%	# student
Developing	15.56	21
Proficient	60.74	82
Extending	23.7	32

The numeracy data, based on the Written Learning Updates (report cards), highlights strong performance across both primary and intermediate grades. In Kindergarten through Grade 3, a significant majority of students—70.0% (70 students)—fall within the ‘Proficient’ category, indicating that most early learners are meeting grade-level expectations in numeracy. The remaining 30.0% (30 students) are in the ‘Developing’ category, showing that while these students are progressing, they may benefit from additional support to solidify foundational numeracy skills.

At the Grades 4–7 level, 60.74% (82 students) are also categorized as ‘Proficient,’ suggesting that a strong majority of intermediate students continue to demonstrate solid numeracy understanding. Notably, 23.70% (32 students) fall within the ‘Extending’ category, showing that nearly a quarter of students are exceeding expectations and displaying advanced numeracy skills. Meanwhile, 15.56% (21 students) are in the ‘Developing’ category, indicating a smaller group that may require targeted instruction to reach proficiency.

Numeracy Data Comparison

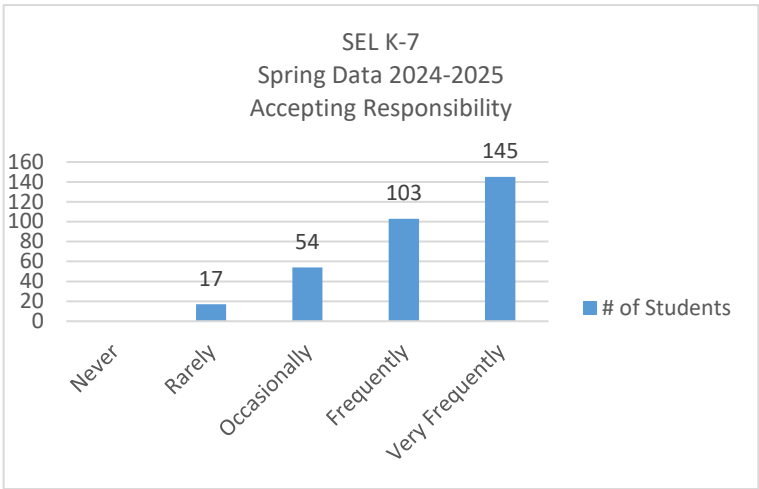
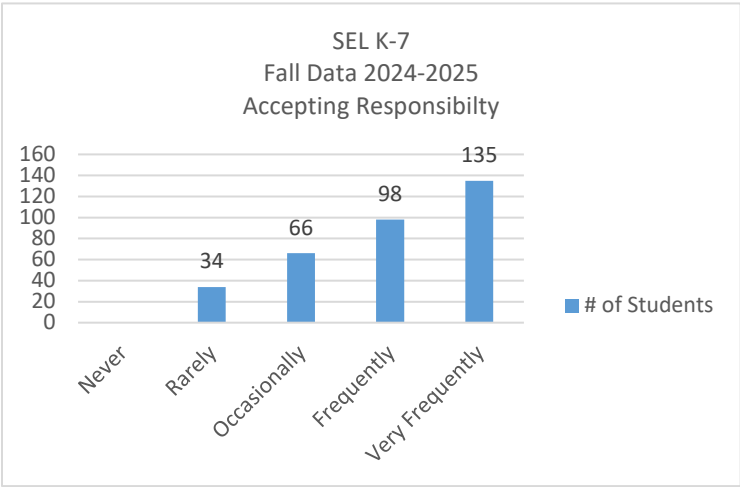
K- 3 -While the percentage of students at the Proficient level decreased, there was a significant increase in students reaching the Extending level, suggesting a shift toward higher achievement for some students, even as more students also fell into the Developing category.

Gr. 4-7- There was a substantial increase in the percentage of students at the Proficient level in Fall 2024–2025. However, the Extending category was not reported, and the Developing group also grew, indicating a broader distribution of achievement levels.

Based on the numeracy data our inquiry question is: How can we continue to strengthen numeracy instruction to support students in the ‘Developing’ category while also providing meaningful enrichment opportunities for those in the ‘Extending’ category, ensuring all learners are challenged and supported appropriately across K–7?

Social Emotional Learning (SEL)

The Mini Dessa assessment was conducted during both the fall and spring to evaluate Social-Emotional Learning (SEL). This tool provided insights into students' growth in SEL competencies over the academic year.



In the 2024–2025 school year, students in grades K–7 were assessed on their ability to accept responsibility as part of our Social-Emotional Learning (SEL) framework. The data collected in both the fall and spring provides insight into student growth over the academic year.

There was a 50% decrease in the number of students who "Rarely" accept responsibility, indicating a positive shift in student behavior. The number of students in the "Very Frequently"

category increased by 10 students, suggesting more students are consistently demonstrating responsible behavior. Overall, the data reflects a positive trend in students' ability to accept responsibility, with more students moving from lower to higher frequency categories over the course of the year. This growth highlights the impact of intentional SEL instruction, and the supportive learning environment fostered throughout the school year.

Reconciliation

Student responses from our recent Student Learning Survey highlight that our journey toward reconciliation is ongoing and requires continued focus. Notably, over 50% of students reported that they "never" or "almost never" feel they are learning about Indigenous culture at school. This feedback signals a need to both deepen and make more visible our commitment to Indigenous education.

At Queen Elizabeth, we are already engaged in meaningful practices that support reconciliation and Indigenous learning. These include:

- Hosting assemblies for **Orange Shirt Day** and **Red Dress Day**
- Delivering **lessons on Indigenous cultures and histories**
- Encouraging students to write **personal land acknowledgements**
- Integrating **First Peoples' perspectives** across all subject areas
- Reading and discussing **stories by Indigenous author**

While these efforts are significant, the data suggests that we may not be making our intentions and learning goals explicit enough for students. Moving forward, we must ensure that students clearly understand how these activities connect to learning about Indigenous cultures and Canada's reconciliation process. By doing so, we can help students recognize the importance of this work and their role in it.

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

Staff at Queen Elizabeth work to support learners through a variety of ways including;

- Novel studies, creative writing, story writing, journal writing, RazKids
- Home reading Literacy folders, primary grades
- Guided reading- teacher/student led, group conversations/discussions about chapters read, and student learning has taken place, chapter discussions with a focus on different perspectives and opinions, literacy circle

Read alouds

- Oral language activities to further develop and enhance receptive and expressive language skills
- Teaching of phonics and phonemic awareness through a variety of activities (eg: games, oral language, activities, etc.
- Primary and intermediate team meetings including RTs with focused discussion on literacy (e.g.: broaden our definition of literacies e.g.: resources, how we work to understand differences in how students now engage with text and other print resources and how they engage with new technologies that form a part of 21st century literacies, UDL)
- Daily opportunities to engage with a variety of texts and opportunities to practice listening skills to make meaning
- Whole group and small group instruction
- Teachers engaging in professional development throughout the year

Enhance classroom integration: Currently, a significant portion of our resource time is dedicated to small group pull-out sessions. By shifting our resource model to increase in-class support, resource teachers can actively collaborate with classroom teachers and students. This approach will strengthen connections within the classroom, foster co-planning, and provide tailored support to differentiate materials effectively. These improvements will ultimately promote more equitable access to learning for all students, including those with designated learning challenges.

Supporting Social/Emotional Learning: One way in which we intend to improve SEL goal results is to use more structured programs which provide specific English Language to support conversations around social emotional topics and issues. This provides equity for all by giving all students direct teaching of language to use in these conversations.

Improve equity

We are working to improve equity through the following ways:

- Embed UDL principles consistently across all classrooms to ensure accessibility and engagement for all learners
- Re-evaluate the current resource team structure to increase in-class and co-teaching opportunities
- Prioritize flexible scheduling to better support diverse learners, including ELL students (e.g., consistent groupings at the same time/day to mirror classroom routines).
- Introduce an immersion-style support block at the start of the year (6–8 weeks) for Level 1 and 2 students to accelerate foundational skills.
- Encourage classroom teachers to make regular referrals to the SBT for student reviews and support planning
- Primary/Intermediate Collaboration - Hold monthly Primary and Intermediate Team Meetings focused on literacy, assessment, and equity.
- Foster collaboration by involving the Teacher Librarian and rotating assembly leadership among classroom teachers.

- Deepening Student Connections to Learning: Increase explicit instruction around learning goals and relevance:
 - Why are we learning this?
 - How does this connect to real life?
 - Support students in articulating their learning journey: where they are, where they're going, and why it matters.
- Library and Literacy Resources: review and diversify the library collection to reflect a broader range of voices and experiences, add high-interest, low-vocabulary materials to better engage ELL students and those with diverse learning needs.
- Collaborative Teaching Models: Expand cross-class, intergrade, and cross grade learning opportunities to create more access points for all students.
- Use collaborative planning to distribute instructional responsibilities and enhance differentiation and UDL implementation.
- Continue professional learning through inquiry-based models
- Dedicate time for staff to deepen their understanding of inquiry-based learning through:
 - Opportunities for professional development
 - Lunch-and-learns
 - Release time for collaborative planning
- Focus on both the “how” and the “why” of inquiry to align with our equity goals.

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

We are committed to deepening our understanding and integration of Indigenous perspectives across our school community. Our goals include:

- **Inviting Elders and Knowledge Keepers**
Welcoming Indigenous Elders to share their stories, teachings, and cultural knowledge with students and staff.
- **Integrating Indigenous Drumming Across Grades**
Embedding drumming experiences into multiple grade levels to foster cultural appreciation and rhythm-based learning.
- **Making Indigenous Principles Explicit in Teaching**
Clearly connecting classroom learning to Indigenous worldviews and cultural teachings, helping students understand the “what” and “why” behind the content.
- **Enhancing Cultural Visibility Throughout the School**
Showcasing Indigenous cultures through student-created artwork, visual displays, and posters. We aim to move beyond land acknowledgements by incorporating Indigenous languages into daily school life.

- **Celebrating Indigenous Contributions and Cultures**

Creating opportunities to recognize and celebrate the rich contributions of Indigenous peoples through events, storytelling, and curriculum connections.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to review progress and data including:

- Written Learning Update data
- Student self-reflections through lens of Core Competencies
- Student Learning Survey
- Mini Dessa data
- Teacher observations
- Office referrals/student reflection sheets – looking for a decrease in referrals

We will also continue to compare student self-assessment with teacher assessment to determine alignment and where we need to focus. Our hope is to ensure student voice is reflected in our assessment of if we have achieved our goals.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we 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).

Queen Mary Elementary School is situated in the residential community of West Point Grey. The school is located within walking distance of many green spaces, beaches, and community resources. The school's catchment also includes the Jericho Lands formally owned by the Department of National Defense and recently acquired by the Musqueam, Squamish, and Tsleil-Waututh nations. In 2016, a seismic upgrade updated and enhanced our building, increasing opportunities for students through access to collaborative learning spaces and upgraded infrastructure.

Queen Mary supports the varied learning needs of approximately 310 students, including a significant number of international and local students who speak English as a second language. Around 10% of the student population has identified special needs and are fully integrated into classes. Queen Mary currently has a small population of students who identify as indigenous.

Our school programs place value in supporting sense of belonging and community through collaborative activities across the school community, between grades and within classes. Through our school's work in the goal area, we have observed increased feelings of connection, welcome, and safety. Our work on building a safe and caring community includes a recent update to our school-wide expectations. Now known as the Queen Mary ROAR (Respect Others Act Responsibly); this simple yet powerful phase is our schoolwide guide for behaviour and ways of being at school.

Student mental health continues to be a priority. Our school teaching teams work together to integrate a variety of learning opportunities aimed at building skills and strategies to reduce school related anxiety while supporting more responsible and caring behaviour by members of our school community. We also highlight the importance of physical fitness through regular school-wide fitness and extra-curricular sports throughout the school year. Regular access to our local green spaces, through field trips and other learning events, supports student connection to our natural environment, indigenous education opportunities as well as a chance to be physically active outdoors. Our school grounds include a wide variety of spaces for both learning and playing including a large sports field, basketball courts and a school garden where students dig into their understanding of indigenous plants, local ecological, food systems and sustainability.

We support balanced and healthy use of technology tools for learning at Queen Mary. Multiple portable laptops and iPad carts ensure that students have access to digital tools for learning but also the opportunity to develop the skills necessary to become responsible digital citizens. Ozobots, Micro:bit, Spheros and Edison technologies also provide opportunities for students to develop their understanding of computer programming and robotics.

Music is also an important part of the Queen Mary experience for students. Students have opportunities throughout the year to share, learn and participate in music learning as small groups and as a whole school. Students also have access to a more formal music education program with our specialist music teacher. Musical learning opportunities now include choral music for primary students and beginning instruments such as recorder and Ukelele for intermediate students.

Our parent community plays an active role in supporting school programs. Parents volunteers offer their time for classroom activities, field trips, and extra-curricular programs. They have also been active in various school community functions and fund-raising initiatives to enrich the classroom and school facilities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Early in the school year, Queen Mary staff reviewed and considered a variety of sources for information related to students in our community including: assessment data (report card, Foundation Skills Assessments), provincial survey data (Middle-years Development Instrument (MDI, 2023), Childhood Experiences Questionnaire (CHEQ, 2024), Early-Years Development Index (EDI, 2022), Student Learning Survey (SLS, 2024), demographic data (enrollment, attendance), a school level random survey and anecdotal observations (by students, staff and parents).

Strengths of the learners: Queen Mary students have access to many of the assets necessary for success at school. As we began the 2024-25 school year, we were referencing our 2023 MDI and 2022 EDI results in which, students at Queen Mary reported having access to the assets needed for school success, were less vulnerable and (48%) identified connections to caring adults at school near district averages. In our school-based survey taken in late December 2024, students reported they had friends at school and that staff and students care about them. Academically, Queen Mary students performed above district averages when comparing the percentage of students who received a proficient or extending assessment in both numeracy and literacy (see table).

	QM Literacy (proficient/ extending)	District Literacy (proficient/ extending)	QM Numeracy (proficient/extending)	District Numeracy (proficient/extending)
Gr 4	85.4%	73.2%	87.8%	75.0%
Gr 7	79.3%	79.1%	89.7%	73.7%

Needs of the learners: Our students continue to need support with their connections and sense of belonging at school. In 2022, data indicated that students had varying feelings of belonging at school. Our SLS (2024 and 2025) data on belonging indicates consistent results between 2024 and 2025 (Gr 4- 63% and Gr 7- 70% responded positively to a question about belonging at school), however, staff continue to support student sense of belonging at school as a priority. This is in response to the fact that 54% of our Grade 7 students have been attending for 2 years or less while only 16% have been at QM since Kindergarten. Frequent changes of address were also identified in the CHEQ (2024) which indicated our Kindergarten students have moved 1 or 2 times in the 5 years before starting school. While the SLS data has indicated consistency related to students' sense of belonging, the MDI (2025) identified a decrease in students' connection to adults at school. In 2025, only 14% of Gr 6 students surveyed could identify an adult who was important to them at school (compared to 48% in 2023). Similarly, only 58% of students (2025) reported Adult Relationships as an asset (down from 81% in 2023).

Based on all the above, staff see a need to continue our focus on the physical and mental well-being of students. Teachers report an on-going need to support students in the areas of conflict resolution, self-awareness and their ability to take responsibility for themselves and their actions. While the SLS (2024/2025) data indicates a positive increase (Gr 4 = 71-74%, Gr 7=63 to 73% for students who reported a positive response when asked if they consider how their choices affect others), there was a slight decrease (from 75 to 71%) of Grade 7 students who reported positive response to "I take responsibility for my actions and I don't not give others credit or blame for what I do." While Gr 7 SLS (2024/2025) has shown an increase in the number of students getting 2 or more hours of exercise (from 20 - 25%), less Gr 4 students reported 2 hours or more physical activity (from 27-14%). There has been an increase in learning opportunities outside of school (from 63-73% for Gr 7 and from 53-56% for Gr 4). Student access to learning opportunities outside of school indicates Queen Mary families are able to access and support activities after school and on weekends. It is unclear if these learning opportunities relate to physical fitness, as some students report they can't join school sports teams due to numerous other academic or social activities.

While Queen Mary students are performing well academically overall, a focus on students who receive emerging or developing on the 2023/2024 Year-end Written Summary indicated an on-going need to explore ways to address achievement gaps. In numeracy, we have been looking more closely at the 18% of intermediate and 19% of primary students who are emerging or developing. Similarly, our work has included exploring how we are supporting the literacy development of the 33% of intermediate and 37% of primary students who are developing or emerging. This year, we have been providing more opportunities for foundation skills development and practice in numeracy (number facts and fluency) and language arts (writing stamina and quality).

Our work on reconciliation continues throughout the year. In 2023/2024, data showed students had an increased awareness of learning opportunities related to Indigenous peoples, local First Nations or First Nations language. For our latest 2024/2025 data, positive responses (all the time, most of the time) to questions listed below related to First Nations education continue to be below district average for our Grade 4s but is now above the district average for our Grade 7s. The Grade 4 responses continue to be a puzzle in the context that this year's survey was completed by students in the week following a field study to the Museum of Anthropology where the focus was

on First Nations peoples. The 2024/2025 SLS data is listed in the table below with the specific questions as follows:

- Question 1: At school are you being taught about indigenous peoples (First Nations, Inuit and Metis) in Canada?
- Question 2: At school, are you being taught about local First Nations?
- Question 3: At school are you learning about local First Nations' Languages?

	Grade 4 (% of positive response)		Grade 7 (% of positive response)	
	QM	District	QM	District
Question 1	18%	39%	48%	45%
Question 2	18%	31%	46%	39%
Question 3	5%	8%	17%	8%

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

This year, we continued our work to support students' sense of belonging at school. The adults in the school are exploring a variety of strategies to foster students' connection to the school, the adults and each other. While teachers continue their work fostering positive classroom communities, we are also prioritizing connections for students across classes and grades through larger community events such as parent and student welcome meetings, whole school activities (e.g. Terry Fox Run, Sports Day), assemblies and performances, common behaviour expectations (ROAR), buddy classes, multi-class field studies (e.g. West Coast Ecological, nature walks) and shared learning experiences (e.g. author visits, team teaching.). Staff collaborations, planning and discussions regularly included the question "Does this support students' sense of belonging."

We are using a variety of methods to support and grow the physical and mental well-being of students. In addition to our Physical and Health Education curricular programming, physical fitness, skills and healthy living habits are fostered through regular school events such as weekly whole school "Friday Fitness", Active Transportation weeks and extra-curricular opportunities including Cross Country, Volleyball, Basketball, Track & Field and Dance Teams which provide opportunities for students to learn new skills and compete/perform with other school sites.

With the support of district services and our area counsellor, students have benefitted from large group learning to support the mental well-being including topics that were targeted towards age related topics. Students in Gr K-3 were supported with A Little Spot of Feelings and Emotions program and TAPS (Touch and Personal Space) program. Students in our intermediate grades are accessing presentations on boundaries, healthy friendships, consent, body health (Growing up Gameplan) as well as targeted learning from presenters such as Safer Spaces, Out in Schools and Safer Schools Together (ERASE).

Improve equity

At Queen Mary, our school team is addressing student equity by ensuring priority learners have appropriate access to additional support as needed. Using CSL (Communicating Student Learning) data, teaching staff collaboratively reviewed student progress multiple times throughout the year to ensure that all students who were emerging or developing were also receiving strategic or targeted support. Additional support included targeted regular assessments followed by direct support, small group pull-outs, in-class support and/or further assessment in the areas of numeracy and literacy. While priority learners were identified and given additional support, staff also provided universal support within classes that benefit all students.

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

Queen Mary students and staff recognize the importance of actively participating in our journey towards reconciliation. We are maintaining practices such as providing personal land acknowledgements to begin gatherings, the use of the Coast Salish Anthem for assemblies and acknowledging significant days in the calendar (e.g. Orange Shirt Day, National Day of Truth and Reconciliation, Red Dress Day, National Indigenous Peoples Day). In addition, staff have been increasing student understanding, knowledge and awareness of local First Nations and more specifically the Host Nations through targeted and embedded class based learning opportunities such as: guided Indigenous plant nature walks and studies, Indigenous Story Work, embedding and relating First Nations content in subjects such as math and science, access to/borrowing learning kits from local museums and organizations (e.g. MOV, MOA and BCTF) to provide students with hands on experiences, indigenous education focused field study opportunities to the Museum of Vancouver and Museum of Anthropology, regular exposure to indigenous languages (local and beyond) through text and recordings and building perspective of history and space through the use of the [Giant C3 Floor Map of Canada](#)

HOW WILL WE KNOW WE'RE ON TRACK?

We will be responsive to emergent changes in student physical and mental well-being as identified through staff anecdotal observations, student and family reports and provincial data (MDI, SLS). We anticipate that needs will change over time; therefore, our efforts to provide preventative universal programs and targeted supports will continue to flex and change in response to needs identified within our community. We will be looking at ways to ensure our counselling and support resources are equitably accessed by students as needs continue to shift and change. Our efforts to build belonging in our community will continue throughout the coming year. Where we have observed a decline in student reports of positive connections to adults at school (2025 MDI), we will be looking for a return to similar scores to our past (2023 MDI). Our goal is that students' physical and mental well-being and their sense of belonging will return to or remain above district averages as evidenced through provincial (MDI, SLS) and school level (observation, survey, report card) data.

Our work to address equity of access to educational support at our school will continue. Student academic progress will be tracked using school level (observations, CSL) and district/provincial (FSA, SLS) level data. Our expectation is that we will observe maintenance and/or improvement through one or more of these data sources in our targeted areas. We will continue to review and be responsive in the design of student support to ensure that priority learners have access to the appropriate universal, targeted, or strategic support for their needs. We expect that our CSL data will continue to demonstrate a reduction in the number of students receiving an emerging or development assessment over the course of the school year. We will maintain the variety of extra-curricular opportunities available to students through school-based and private program providers. On-going use of volunteers, fee reductions and bursaries will ensure students have reduced financial barriers to participation. We will know we are on-track with this goal through observation, enrollment, and participation data.

Our journey of reconciliation for the coming year will continue through further inclusion of materials and learning opportunities that promote students' connection to land, local languages and Indigenous people including the Host Nations. We will be looking for maintenance or an increase in positive responses to SLS questions related to learning about First Nations, local First Nations and First Nations languages.

2024-2025 School Learning Plan

SCHOOL STORY

École Jules Quesnel Elementary School (JQ) is situated on the ancestral lands of the x^wməθk^wəyām (Musqueam Nation), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

As one of three single track French Immersion elementary schools in the Vancouver School District, we serve students from both local and surrounding Vancouver neighbourhoods. JQ shares a site with Byng Secondary School with most of our students transitioning to Kitsilano Secondary for French Immersion. We embrace our local roots and connections and are committed to fostering the growth and success of every student.

Reflecting the diverse makeup of greater Vancouver, the JQ student body includes English Language Learners, Indigenous students, and students with Ministry Designations. We prioritize creating an inclusive learning environment that respects and values each student's individual strengths and perspectives, recognizing that diversity is a key aspect of our dynamic school community.

Our dedicated staff and supportive community actively encourage student participation in various extracurricular activities, including school sports and outside-of-school-time programs. The Parent Advisory Council (PAC) at JQ is an active and engaged group, enhancing the overall educational experience by organizing initiatives, events, and fundraisers benefiting all community members. Through collaboration with community partners, we ensure a holistic approach to education, where students excel academically and thrive socially and personally.

Focusing on valuing diversity, teachers at JQ integrate First Peoples Principles of Learning, emphasizing decolonization and indigenization. Proximity to local parks like Pacific Spirit Park, Camosun Park, Chaldecott Park, and Jericho Beach facilitates outdoor learning, aligning with Indigenous land-based education principles. Prioritizing student voice, active learning, and inclusive assessment strategies, we foster a dynamic and inclusive environment. Collaborative initiatives, such as teachers from different grades working together and a focus on student leadership, contribute to community building. Our commitment to hands-on, experiential learning ensures students are well-prepared for a diverse and evolving world.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

What do we know about student achievement in literacy?

JQ's CSL marks breakdown report for 2024-2025 Term 3 shows 55% of JQ students in grades K-7 are Proficient or Extending in French Immersion Language Arts. This means that approximately 45% of students are emerging or developing. This will be a targeted area for future analysis and support.

JQ staff understand that our students are at varying levels of French proficiency, with many needing greater exposure to French language and culture. We recognize that literacy—especially reading and writing in French—remains a challenge for some, even at the intermediate level. Teachers emphasize the importance of differentiated instruction, consistent practice both at home and school, and ongoing support in reading development through Grade 7. We are committed to meeting students where they are and fostering growth by maximizing French language use across all grade levels.

What do we know about the JQ community of learners regarding equity?

JQ is one of three French Immersion only Early French Immersion K-7 schools in the Vancouver School District.

JQ has fewer than 10 Indigenous students, fewer than 10 English Language Learners, and more than 10 students with diverse needs/Ministry designations.

On the 2024/2025 Student Learning Survey, 54% of JQ grade 4 students, 78% of JQ grade 7 students, and 37% of JQ parents responded positively to the question regarding students getting extra help with schoolwork when needed.

JQ staff recognize that while many students come from socioeconomically stable and well-resourced families, this is not the case for all. We are aware that some learners face challenges due to a lack of resources, and that these disparities must be addressed through equitable and culturally responsive teaching. Teachers understand the importance of acknowledging privilege while also meeting the diverse needs of all students, and we see value in incorporating broader cultural perspectives and realities into our programming to foster inclusion and empathy.

What do we know about our journey of reconciliation with First Nations, Metis, and Inuit?

On the 2024/2025 Student Learning Survey (SLS), 32% of JQ grade 4 students, 20% of grade 7 students, and 87% of JQ parents responded positively to the question regarding students learning about local First Nations.

JQ staff recognize the unique opportunity to connect students with Indigenous knowledge through the nearby bog, a place rich in sacred history and natural learning. We are committed to integrating Indigenous perspectives across the curriculum and understand that this work is essential for all students, regardless of the number of Indigenous learners in the school. Teachers see the value in creating “windows, mirrors, and sliding glass doors” through culturally rich content that fosters connection, belonging, and a deeper understanding of Indigenous ways of knowing. We also acknowledge the potential to grow in school-wide initiatives that deepen this engagement.

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

Improve student achievement in literacy

JQ staff are actively working to strengthen student achievement in French literacy, with a particular focus on oral language development. We are exploring ways to build a more systematic, school-wide approach to literacy instruction that supports growth year over year. This includes clearer expectations for foundational skills, better communication of student needs, and more consistent assessment practices. Teachers are also seeking strategies to motivate students to speak French more confidently and frequently, especially those who struggle due to fear of making mistakes. We recognize the importance of creating a French-rich environment—through classroom routines, visual cues, and modeling by all adults—and are committed to fostering a sense of joy, pride, and accomplishment in using the language.

Improve equity

Building on JQ's commitment to equity through evidence-based supports and inclusive practices, teachers are deepening their efforts to address both visible and invisible inequities within our school and broader community. We are reflecting on how privilege shapes student and family experiences and are seeking ways to foster empathy, gratitude, and a sense of collective responsibility among learners. Staff are exploring how to communicate more effectively with families about realistic expectations in a public school setting, while also striving to offer enriching opportunities without creating financial barriers. There is a shared desire to build a culturally responsive, community-minded school culture that values service, inclusion, and awareness of diverse lived experiences—both within and beyond JQ.

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

The JQ school community acknowledges, 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).

JQ teachers are committed to deepening their journey of reconciliation by embedding Indigenous perspectives meaningfully and respectfully across all areas of learning. We are exploring ways to strengthen our connection to the land—particularly the nearby bog with its sacred history—and to the local Musqueam community through authentic relationships and learning opportunities. School staff are reflecting on how to move beyond surface-level engagement by celebrating the resilience and achievements of contemporary Indigenous peoples, while also addressing historical truths. There is a shared desire to make the First Peoples Principles of Learning a living part of the school culture, ensuring that all students benefit from this work, regardless of background. Teachers are seeking collaboration, rich resources, and whole-school approaches that avoid tokenism and foster genuine understanding, belonging, and respect.

HOW WILL WE KNOW WE'RE ON TRACK?

Improve student achievement in literacy

JQ students are meeting or exceeding performance expectations for literacy. JQ staff are committed to continuing to support students in maintaining their high level of achievement, particularly in oral language literacy. We will continue to refer to CSL data to track progress.

Improve equity

The percentage of JQ students and parents reporting positive responses to the student support items on the SLS aligns with Vancouver School District and provincial results. JQ staff will continue to ensure equitable resource allocation through evidence-based approaches like response to intervention, universal design for learning, and structured instruction. We will continue to refer to SLS data to track progress.

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

The percentage of JQ students reporting positive responses to the reconciliation items on the SLS aligns with Vancouver School District and provincial results. JQ parents seem satisfied with the efforts JQ staff are making to provide opportunities to learn and unlearn Indigenous content. We will continue to refer to SLS data to track progress.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Quilchena Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

The name Quilchena comes from the Salish word meaning "flat place near water." Quilchena is a dual track school with approximately 315 students divided equally between the French Immersion and English tracks. Our school is located in the Kerrisdale neighbourhood in the south-western section of Vancouver. Quilchena school grounds are adjacent to Point Grey Secondary. The close proximity to the secondary school supports shared activities between elementary and secondary staff and students. Adjacent to the school is Kerrisdale Park and Ice Arena. To the north of us four blocks away is Quilchena Park, where many of our classes go to appreciate nature, get active and to take part in land based learning activities.

Quilchena enrolls 14 divisions, 7 English and 7 French Immersion. In the English track, approximately 30% of students are English Language Learners. In French Immersion many students are learning a third or sometimes a fourth language. Although most French Immersion students live in the area, some reside in different communities across the city. We have a before and after school program located in the basement of the school known to the students as SPG which stands for Shaughnessy Point Grey.

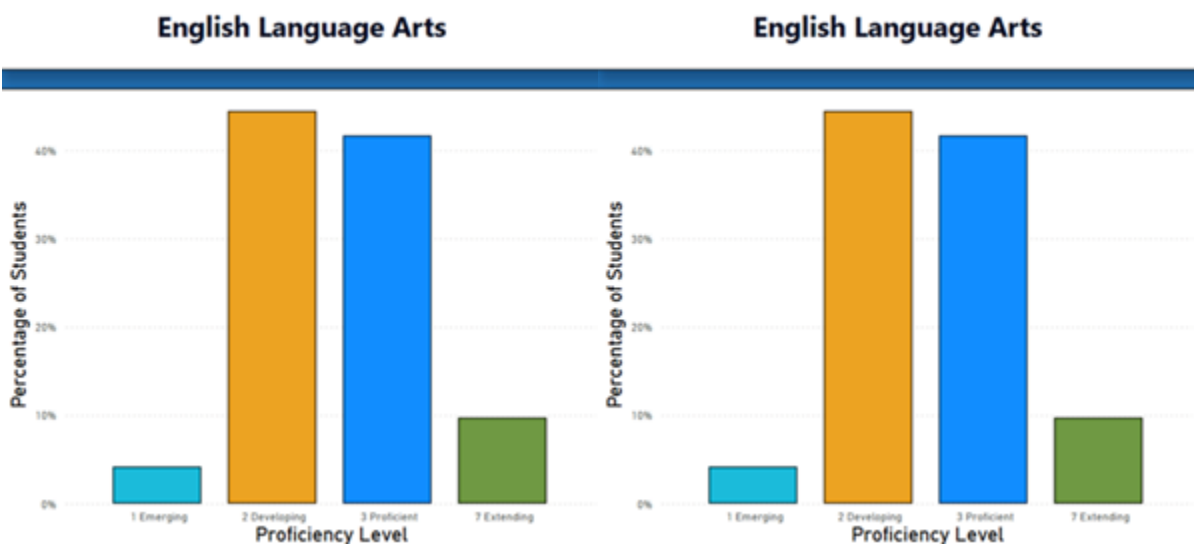
It runs from 7:30am to 9am in the morning and 3pm to 6pm after school. Many of the students in our community are involved in extracurricular activities both inside and outside of school. We have school teams for Cross Country, Volleyball, Basketball, Badminton and Track and Field. We celebrate student achievement through digital portfolios on SpacesEDU and Microsoft Teams. We have displays of student work in classrooms and hallways. We have evening showcases of Intermediate student work in the gym each year in the Spring. Each year we alternate between a Science Fair and Historica where students prepare a presentation on a historical figure.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

A variety of cultural backgrounds are represented in both mainstream and early french immersion. Inclusivity is important to the Quilchena community. It is a priority that students feel a sense of belonging and responsibility to the school and community. Older students assist younger students with fair play and inclusion and partake in leadership opportunities. Our "Problem Solvers" are a volunteer group of Intermediate students who assist other students on

the playground during break times. They also initiate games to help students learn new activities and learn social skills through play-based learning. As Wolves, we strive to demonstrate Wisdom, Ownership, Leadership, Versatility, Empathy and Safety each and every day. Our Code of Conduct is the guiding principle behind how all students, staff, caregivers and visitors will act. It provides us with guidance and language to promote positive behaviour and to address conduct that is unacceptable. The Parent Advisory Council organizes community events that provide fun opportunities for Quilchena families to connect like the Eco Fair and PAC BBQ.

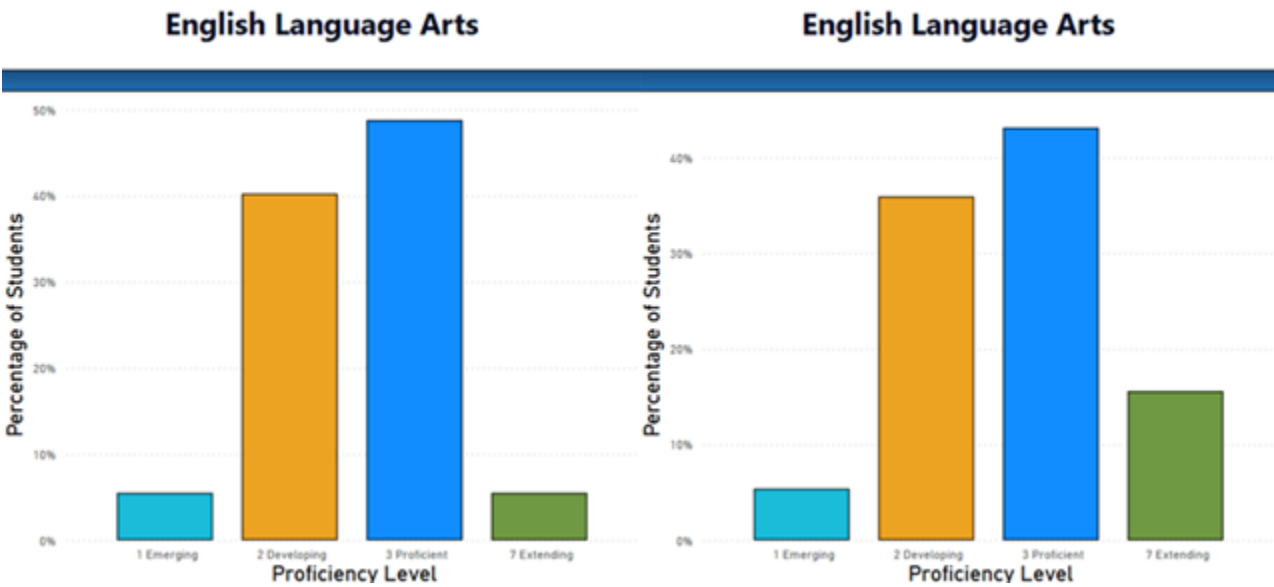
Below is Comparative data for Primary K-3 English Language Arts in 2024-2025 (Term 1 vs Term 3):



On the primary side, in Term 1 about 5% of students in K-3 were at the emerging level of proficiency and that percentage stayed pretty consistent through to Term 3. Although we did see growth from students at the emerging level, many of them starting on the low end of the scale and ending the year at the high end, it wasn't enough to move up to the developing level. Many of the students are in fact learning a new language, whether they are ELL students learning English or English students learning French. Language acquisition in the early years is something that will take time and we may not see significant changes unless we track progress over multiple years.

The developing level stayed fairly consistent from Term 1 at 42% and Term 3 at 45%. There was a slight drop in the proficient level from Term 1 at 48 % to Term 3 at 41% mainly because these students moved into the exceeding level. Here in Term 1 there were only 5% at the exceeding level which doubled by Term 3 to 10%. This is where we saw this biggest growth out of any area. It is encouraging to see students from our school show such an improvement at the highest end of the scale.

Below is comparative data for Intermediate gr.4-7 English Language Arts in 2024-2025 (Term 1 vs Term 3):



On the intermediate side, again the emerging levels stayed consistent from Term 1 to Term 3 at about 5 % of our student population. Most of the intermediate students at this level are ELL students who are just learning the language. There were about 40% of our students in gr.4-7 at the developing level in Term 1 compared to about 36% in Term 3. We had about 48% of our students in Term 1 at the proficient level and about 43% at this same level in Term 3. Again similar to the primary side we saw the biggest increase in the extending level from term 1 to term 3. In term 1 we only had about 5% of our intermediate students at the extending level which tripled by the time we got to term 3 at 15%. This showing a general upwards trend of improvement of ability levels from the developing level and up. This is encouraging to see, and shows that students with a basic level of English acquisition are able to show improvement throughout the year.

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

Our literacy goal is to improve achievement in literacy for all of our students. To improve literacy scores in Kindergarten to Grade 3, our teachers will continue to implement daily structured phonics and phonological awareness activities, provide small-group guided reading, and integrate vocabulary and writing into regular instruction. Using shared reading, literacy centers, and continuous assessment they can tailor support to student needs. Engaging families in reading at home and selecting culturally responsive, high-interest materials can further boost literacy development. A consistent, data-driven, and inclusive approach will ensure all students build

strong foundational reading skills. We will continue to implement these strategies to help build a strong foundation for literacy at our school at the primary level.

To support improved literacy scores in Grades 4 to 7, our teachers will continue to focus on explicit instruction in reading strategies, daily independent reading with high-interest texts, and small group guided reading tailored to student needs. Embedding writing across the curriculum, building academic vocabulary, and integrating cross-curricular literacy (especially in Science and Social Studies) will continue to strengthen comprehension. Using digital tools will help differentiate instruction, while culturally responsive texts and family engagement foster deeper connections and motivation. Consistent assessment and feedback ensure instruction remains targeted and effective.

Our teachers are encouraged by the improvements made and are looking at more ways to bolster students achievement in literacy. Our professional development committee has planned a school wide workshop in September with a writing focus. It will be lead by a VSB modern languages consultant and will based on “Year Long Writing Tools” by Adrienne Gear. We are hoping that as a staff this will help us plan our instruction around a common model so that we can work together to help our students improve their writing in the coming year.

Improve equity

Our equity goal would be to create an inclusive school environment where all students, regardless of their background, abilities, or circumstances, have equal access to high-quality education and have a strong sense of belonging at our school.

When looking at data from the Student Learning Survey, from our students, when asked “ Is school a place where you feel like you belong?” 71% of gr.7 students and 70% of gr.4 students indicated “most of the time” or “all of the time”. A sense of belonging is essential for elementary school students because it helps them feel safe, valued, and connected to their school community. When students feel like they belong, they are more likely to participate in learning, take risks, build positive relationships, and develop confidence. It also supports their emotional well-being and reduces feelings of isolation or anxiety. Belonging fosters inclusion, encourages empathy, and lays the foundation for academic success and social development throughout their school years.

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

As a school, our goal is to foster understanding of intergenerational trauma and its impacts and facilitate regular conversations using resources like books, articles, and guest speakers. We also aim to promote an inclusive and supportive school environment, encouraging students to be allies, support diversity, and challenge stereotypes through various classroom activities and discussions. By embedding these activities into the school’s curriculum and culture, we aim to foster a deeper understanding and appreciation of Indigenous histories, cultures, and contributions, while actively participating in the journey of reconciliation.

An example of some of the activities that various classes worked on are shown below:



This year we had multiple classes at both primary and intermediate participate in Foraging workshops with a Metis herbalist and educator, Lori Snyder who shared her knowledge about the medicinal and edible plants surrounding us. This program fits in with the third goal of the [VSB Education Plan](#) which is “to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions.”

We hope to invite more Indigenous storytellers, guest speakers and performers next year and also hope to have more professional development for teachers to help embed this content into our curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

Based on CSL data from the 2024-2025 year, we can see that there are marked improvements in the extending areas of the Language Arts curriculum for both primary which doubled from 5% to 10% through the course of the year and in intermediate which tripled from 5% to 15%. We still have some work to do especially for our students at the emerging levels. Going forward, to assess if we are on track and adjust and adapt our interventions, we plan to have:

- Clear and trackable growth in literacy skills, demonstrated through literacy screeners, consistent assessment data, reading evaluations, and the Foundational Skills Assessment.
- For students at the emerging levels, track DRA levels from term 1 through to term 3.
- Continued work to ensure all of our students feel a sense of belonging at our school by providing them opportunities to join clubs, sports, and special interest groups before school, at lunch and after school to reflect a truly diverse and inclusive school environment
- Using Student Learning Survey data to ensure all of our students are aware of the ongoing Indigenous programming happening in our classrooms

2024-2025 School Learning Plan

SCHOOL STORY

Queen Victoria Elementary Annex— often called as “QVA” by students, families, and staff—is a vibrant and welcoming school community located at 1850 East 3rd Avenue in Vancouver, British Columbia. *With deep gratitude and respect, we acknowledge that we live, learn, and grow on the ancestral and unceded territories of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) Nations. This land acknowledgment is an important part of our daily practice and reflects our ongoing commitment to Truth and Reconciliation.*

QVA is a small, close-knit school with six divisions serving students from Kindergarten through Grade 5. As of December 2024, our enrollment stands at 116 students. We are the annex to Laura Secord Elementary, a larger, triple-track school offering French Immersion programs just a short walk away. Each year, our in-catchment Grade 5 students transition to Grade 6 at Laura Secord, continuing their educational journey within a familiar and supportive community.

Our staff are deeply collaborative and committed to continuous learning. They bring creativity, care, and innovation to their teaching, always seeking new ways to enhance student learning and foster a strong sense of belonging. The QVA Parent Advisory Council (PAC) plays a vital role in school life, offering enthusiastic support for student learning, community-building, and anti-racism initiatives. Their contributions help provide a wide range of enriching experiences in the arts, athletics, academics, and social development.

QVA students are curious, creative, and socially engaged. They are eager to explore topics such as diversity, anti-racism, climate health, and Indigenous perspectives. Project-based learning is a key feature of our instructional approach, and students thrive when given opportunities to pursue their passions and collaborate across grades. Staff regularly create opportunities for cross-class learning, fostering a culture of connection, discovery, and shared growth.

Visitors often remark on the special atmosphere at QVA. While we are fortunate to have excellent indoor and outdoor learning spaces—including eight garden boxes and a recently upgraded playground—our greatest strength lies in our people. The students, families, PAC, and staff together create a school community that is caring, inclusive, and deeply committed to student success. At QVA, it is the people who truly make the school.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Queen Victoria Annex community is made up of dynamic, engaged, and expressive learners. Staff have identified several key characteristics that define our students: they are social, creative, artistic, and active; inclusive, community-minded, and accepting; and they demonstrate strong advocacy for causes they care about. QVA students enjoy sharing their lived experiences and express a strong sense of belonging within the school community.

Data from the Spring 2024 Student Learning Survey reflects this positive climate: 80% of respondents reported feeling happy at school “most” to “all of the time,” and 87% said they feel “welcomed at school.” While these results are encouraging, they also highlight an important area for growth—some students feel happy and welcome only part of the time. This underscores the importance of our continued efforts to foster a sense of belonging and well-being for every learner.

QVA students thrive when they feel challenged, have agency in their learning, and know they are cared for. 53% of students reported having choice in their learning and they regularly work on topics of personal interest. To increase student agency, we will continue to promote student engagement through initiatives such as school-wide projects and classroom-based passion projects that encourage voice, choice, and creativity.

Informal feedback from interest-holders (staff, families, and the PAC) has also identified key areas for social and academic development. These include strengthening peaceful problem-solving skills, particularly during unstructured times like recess and lunch and building self-regulation and resilience.

Academic data from the December 2024 Learning Updates (CSL) showed that 53% of students were assessed as Proficient or Extending in English Language Arts, with 47% at the Developing or Emerging levels. By June 2025, these numbers improved to 63% Proficient or Extending and 37% Developing or Emerging—an encouraging trend. Continued monitoring of CSL data will help us track progress toward our literacy goals, with a sustained focus on phonemic awareness in Grades K–2 and reading comprehension in Grades 3–5.

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

Queen Victoria Annex remains deeply committed to improving student achievement in literacy through a comprehensive, developmentally informed approach. In Kindergarten to Grade 2, instruction emphasizes the development of foundational skills such as phonemic awareness and decoding. As students progress into grades 3 to 5, the focus shifts toward strengthening reading comprehension and fostering deeper engagement with texts.

To support these goals, the school has implemented several targeted initiatives. These include the adoption of the Heggerty Phonemic Awareness Program and the Spelfabet Structured Phonics Program, both designed to build strong early literacy foundations. Students also benefit from

individualized support through the One to One Reading Volunteer Program, which provides personalized reading practice.

Professional learning and staff capacity is enhanced through participation in the District Literacy Residency, an intensive eight-week professional learning opportunity, as well as two district-wide Literacy Focus Days held in the fall and spring. Instructional practices are further enriched through novel studies and student-driven passion projects, which promote critical thinking and engagement. Additionally, the I.C.E. Framework (Ideas, Connections, Evidence) is used to help students develop thoughtful, text-based responses and deepen their comprehension.

Together, these initiatives reflect QVA's strategic and sustained commitment to fostering a rich, supportive, and engaging literacy environment for all learners.

Improve Equity

Queen Victoria Annex is committed to improving equity for all of our learners, a value that informs every aspect of our school community. We are committed to fostering an inclusive, supportive environment where all students have the opportunity to thrive. Through equitable access to resources, targeted academic support, and culturally responsive teaching, we strive to meet the diverse needs of our learners. This commitment is reflected in our curriculum, instructional practices, and school-wide policies.

Recent feedback from Grade 4 students highlights the positive impact of these efforts: 92% reported receiving the help they need to succeed, 92% believe all students in their class have a fair chance to learn, and 88% feel included and supported by their teachers and peers. These results affirm our ongoing dedication to building a compassionate school culture where every student feels valued, empowered, and equipped for success.

Our collective goal is to support the growth of all learners and to close achievement and opportunity gaps. Staff and students have engaged in anti-racism workshops led by VSB district resource teachers, and students have contributed by writing announcements that celebrate the contributions of Black and Asian Canadians and Vancouverites to their communities.

To support diverse learning needs, staff collaborate to offer multiple pathways for student success. This includes the use of the Ready Bodies Learning Minds (RBLM) room, quiet and alternate workspaces, and whole-class lessons that promote social-emotional learning, understanding of autism and ADHD, and perspective-taking.

Our commitment to equity extends beyond the classroom. The Parent Advisory Council (PAC) hosts an active Anti-Racism, Equity & Inclusion Committee (AREIC), led by dedicated parents and caregivers who support students, families, and staff in advancing equity. We also have a well-attended SOGI (Sexual Orientation and Gender Identity) club and strong participation in initiatives such as February's Anti-Bullying Awareness Day, reflecting our shared commitment to creating a safe and inclusive school for all.

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

The Queen Victoria Annex community—students, staff, families, and the Parent Advisory Council (PAC)—is actively engaged in a meaningful journey of Truth and Reconciliation. Students

regularly lead land acknowledgements at school gatherings, approaching this responsibility with sincerity and respect. As a school, we come together to honour significant days such as National Day for Truth and Reconciliation (Orange Shirt Day), Indigenous Veterans Day and National Indigenous Peoples Day. We frequently welcome Indigenous artists and performers to share their knowledge and traditions. These have included the multi-generational Sasquatch Dancers (Sts'ailes Nation), traditional hoop dancer Peter White, fancy dress and jingle dancer Janelle Aledina, and cedar mat weaving with Jessica Silvey.

As part of our commitment to ongoing learning and unlearning, QVA staff completed an eight-month professional development course titled Four Seasons of Indigenous Learning (First Season: Foundations). This ten-module course, accompanied by video lectures, explored foundational topics such as terminology, colonialism, racism, treaties, Residential Schools, and reconciliation. Through regular gatherings, staff engaged in courageous conversations that deepened both personal and collective understanding.

Our commitment to reconciliation is also reflected in our curriculum and learning environment. We continue to expand our library collection of Indigenous literature and integrate Indigenous knowledge, perspectives, and the First Peoples Principles of Learning into daily instruction. Students participate in place-based and nature-based learning experiences, including nature walks, gardening, and local field studies, which help foster a deeper connection to the land and its histories.

According to recent student feedback, 56% of Grade 4 students reported that they understand what reconciliation means, have learned about it in class, and have participated in related activities. This demonstrates the growing awareness among students and the impact of our efforts. By embedding Indigenous perspectives into our school culture, we aim to nurture cultural pride and confidence among Indigenous students while fostering empathy, respect, and a broader worldview for all learners.

HOW WILL WE KNOW WE'RE ON TRACK?

To track progress toward student achievement goals, Queen Victoria Annex employs a comprehensive range of assessment tools throughout the school year. School-wide writing assessments, conducted in early Fall 2024 and late Spring 2025, allow for meaningful comparisons of student writing development over time. In addition, grade-appropriate literacy assessments—including the CORE Phonics Survey, DRA/F&P, DIBELS, and the VSB P3 tools—are administered at key intervals to monitor reading proficiency. Foundational Skills Assessment (FSA) data, Communicating Student Learning (CSL) reports, and the class review process further contribute to a holistic understanding of student progress.

At the start of each school year, staff conduct class reviews to identify individual learning needs and determine appropriate pathways for success. These reviews are followed by regular team meetings to monitor student progress and adjust interventions as needed. Students requiring additional support may also be referred to the school-based team (SBT) for further planning and coordination.

To better understand student experience, we continue to utilize Student Learning Survey data and student self-reflections on core competencies. These reflections not only provide valuable insight into student learning but also amplify student voice—helping staff understand what matters most to learners and how best to support them.

Student Learning Survey responses also offer important perspectives on our reconciliation efforts with First Nations, Inuit, and Métis communities. Alongside student reflections, they help guide our integration of Indigenous knowledge and the First Peoples Principles of Learning into teaching, assessment, and school life. As this work deepens, we expect to see more frequent and authentic examples of these principles embedded in classroom practice and community engagement.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətał (Tsleil-Waututh Nation).

Renfrew Elementary Community School, a proud part of the Renfrew-Collingwood neighbourhood since 1928, serves over 460 students from Kindergarten to Grade 7. Our school reflects the rich cultural and linguistic diversity of the community, with families speaking languages such as Mandarin, Cantonese, Tagalog, Farsi, and more. This diversity enriches our learning environment and fosters cultural understanding.

We offer two educational programs: a neighbourhood K–7 program and a district Montessori K–7 program. Students benefit from specialist music instruction, a school garden, and extensive outdoor learning spaces. Social-emotional well-being is supported by a part-time Youth and Family Worker, an area counsellor, and strong ties with the Windermere Community Schools Team.

Renfrew is deeply connected to its community. Our StrongStart program supports early learners and smooth transitions into Kindergarten. We also host a before- and after-school care program and collaborate with community partners to offer additional programming.

Student leadership and engagement are strong, with high participation in Student Council, service roles, and extracurriculars such as sports, clubs, and talent shows. Our Parent Advisory Council (PAC) plays an active role in supporting school initiatives and fostering community spirit.

At Renfrew, we are committed to inclusive, collaborative, and holistic education that nurtures academic growth, social responsibility, and a strong sense of belonging.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Renfrew Elementary School is home to over 460 students. Approximately 30% of Renfrew students are designated as English Language Learners, with many more speaking multiple languages. Around 2% of the school population identifies as Indigenous. Additionally, about 10% of our students have unique learning needs recognized by the Ministry of Education and Child Care. Renfrew is a vibrant community, welcoming new families throughout the school year, many of whom are new to Canada.

Our students are thoughtful, kind, curious, and eager to learn about each other's stories and the world around them. They are supported by families who place a high value on education. Renfrew students enjoy opportunities to advocate for their learning, learn cooperatively, and engage in outdoor learning. Particularly in the intermediate grades, students show a strong sense of agency and enthusiastically embrace leadership opportunities such as peer helpers, morning announcers, library monitors, and assembly crews. Renfrew students also have a high level of participation in clubs and extracurricular activities offered at the school.

Student Learning Survey results for the 2023–2024 school year (Grades 4 and 7 students) indicate that over 75% of students believe they are continuing to improve in reading, writing, and math. Renfrew primary teachers are committed to the Collaborative Early Literacy Intervention (CELI) model, while intermediate, primary, and resource teachers follow the Response to Intervention (RTI) approach, where struggling learners are identified early and provided with systematic intervention.

Renfrew students seek opportunities to feel connected to themselves, each other, their community, and their learning. From last year's Student Learning Survey, over 79% of Grade 4 students and 65% of Grade 7 students believe that school is a place where they feel they belong. This remains an area that requires continued focus. Teaching students how to use technology responsibly, protect their online safety and privacy, and establish healthy boundaries with technology is also crucial. Students need enhanced media literacy skills, including the ability to critically analyze media messages, create media products, and understand the impact of media on individuals and society. Additionally, students at Renfrew continue to develop social skills, conflict resolution abilities, self-regulation, and executive functioning skills.

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 and Numeracy

Improving student achievement in literacy and numeracy is a daily priority. Teachers regularly assess reading progress using various tools and adjust instruction to meet students' needs. Kindergarten students receive in-class and small group support from resource teachers to build phonological awareness and alphabetic skills. In January, all Kindergarten students complete the Kindergarten Protocol. Students in Grades K–7 identified as needing extra literacy support receive targeted small group instruction. Grades 1–7 students also participate in Literacy Intervention blocks, working in homogeneous groups on specific skills. Grade 1 students with significant reading challenges may attend Reading Recovery sessions at Renfrew.

Numeracy development is supported through regular formative assessments, fact practice drills (e.g., times tables, fact families), and the use of manipulatives like Montessori materials. This year, staff are emphasizing word problem-solving, teaching key vocabulary, and promoting mental math and reasoning. Cross-curricular learning is encouraged through art-math integration, STEAM challenges, and a focus on patterning and measurement.

Well-Being and Social-Emotional Learning

Renfrew offers a wide range of extracurricular activities before school, at lunch, and after school, supporting students' holistic development beyond academics. Social and emotional learning is a key focus, with classroom programs such as Zones of Regulation, Second Step, MindUp, and EASE helping students build emotional regulation and mental health skills. Daily practices like morning meetings, buddy class activities, and mindful breathing further promote connection and self-regulation. The Youth and Family Worker (YFW) and Area Counsellor play vital roles in supporting classrooms, small groups, and individual students, while also providing outreach to families. The YFW additionally coordinates after-school programs and Grade 7 transition opportunities at Windermere. Through these initiatives, Renfrew fosters a positive and inclusive environment where students learn empathy, conflict resolution, and self-awareness. A restorative discipline approach is used to address behavioural challenges, focusing on repairing harm and restoring relationships—promoting accountability, empathy, and a strong sense of community.

Fostering Belonging

Belonging is a core value at Renfrew. Regular assemblies, performances, and classroom events bring the community together. Students take on leadership roles as Peer Helpers, Office and Library Monitors, Assembly Leaders, Buddy Bench Leaders, and Morning Announcers. All students engage in goal setting, with families encouraged to participate in student-led conferences. Our Winter Breakfast and Winter Concert are inclusive community events that bring together families from diverse backgrounds, fostering connections and a sense of belonging. We highlight cultural celebrations and student learning through display cases, hallway displays, and morning announcements. Over the past eight years, we have curated a diverse library collection to reflect a multitude of cultures, family experiences, and perspectives, ensuring students see themselves represented in the books they read.

Improve equity

At Renfrew Elementary School, we are committed to promoting equity and ensuring that all students have equal opportunities to thrive. We prioritize student-centric decision-making by making well-informed choices and fostering open communication with all relevant parties. We provide one-on-one support for priority learners, responding to their needs through differentiated instruction. Literacy intervention groups and explicit scaffolding of expectations help all learners succeed. Our approach involves meeting students where they are in their learning journey and tailoring instruction to address their individual needs—whether they require additional support or enrichment. We have inclusive facilities and practices, such as universal washrooms, to ensure all students feel comfortable and respected. Our school community celebrates the diversity of family structures. We incorporate students' identities and community experiences into our curriculum, assemblies, and performances. Our accessible playground is designed to accommodate students with diverse abilities, ensuring all can participate in physical activities. Through these approaches, we strive to create an inclusive and equitable school community.

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

At Renfrew Elementary School, educators are deeply committed to embedding an Indigenous lens across all areas of curriculum and instruction. Through intentional integration of Indigenous perspectives, histories, and cultural knowledge, teachers enrich student learning using literature, art, and oral traditions. This approach fosters critical thinking by encouraging students to examine historical events from multiple viewpoints, acknowledge the impacts of colonization, and develop respect for Indigenous ways of knowing and being.

In many classrooms, students actively engage in learning local Indigenous languages, exploring words and expressions that strengthen their connection to cultural identity. Outdoor education is a key component of this work, with students participating in land-based learning such as guided nature walks, gardening, and ecological studies—experiences that nurture a deeper relationship with the land and promote environmental stewardship.

The school library has been thoughtfully enriched with authentic Indigenous voices and stories, supported by targeted funding. Daily and event-based Indigenous Land Acknowledgements, led by students, reinforce the school's commitment to conscious reconciliation. The school community also honours significant days such as Orange Shirt Day, Red Dress Day, Indigenous Veterans Day, Pride Month, and Indigenous Peoples Day.

With support from the VSB Indigenous Education Department, students and staff have created a class set of Indigenous drums, which are used during assemblies and classroom activities. Many students have learned and now lead the Coast Salish Song on the drums following land acknowledgements. These practices are complemented by a restorative discipline approach grounded in the First Peoples Principles of Learning and the Circle Forward framework by Carolyn Boyes-Watson and Kay Pranis, promoting student growth, accountability, and community healing.

Professional development for staff, including participation in the 4 Seasons of Indigenous Learning, continues to deepen understanding of Indigenous worldviews and pedagogies. These principles also guide collaborative learning during staff meetings, ensuring a holistic and inclusive educational experience for all.

Renfrew students and staff are walking together on our reconciliation journey. We have learned to correctly pronounce the names of the three host nations and take pride in acknowledging the land and sharing personal connections to it. Many students have created and shared personalized land acknowledgements and have learned to care for and respectfully play the Indigenous drums. Through ceremonies, we have received and now share Indigenous songs that hold deep cultural significance. Passionate about truth and reconciliation, our students are actively engaged in learning about the legacy of residential schools and advocating for justice.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure we are on track with improving student achievement, Renfrew Elementary employs a variety of strategies that incorporate student, staff, and community perspectives. Regular class meetings provide students with opportunities to share their thoughts, concerns, and ideas, while Student Council meetings give them a voice in school decision-making. Our open-door policy encourages open communication, and student participation in extracurricular activities, along

with feedback from the Student Learning Survey, offers valuable insights into their experiences and progress.

From the community perspective, regular parent meetings and input from the Parent Advisory Council (PAC) play a crucial role in shaping school decisions. These collaborative conversations help us align our goals with the needs and expectations of families, ensuring that our efforts are responsive and inclusive. By integrating feedback from students, families, and staff, we create a learning environment that is reflective, adaptive, and student-centered.

Assessment and data collection are key components of our approach. Regular formative and summative assessments, along with Communicating Student Learning reports, provide ongoing insights into student progress and areas for growth. Celebrations of learning, goal setting, and student-led conferences encourage students to reflect on their achievements and take ownership of their learning. Staff observations, combined with support from resource teachers, the counsellor, speech-language pathologist, and psychologist, help address individual learning needs. We also use data from the Foundation Skills Assessment (FSA), Middle Years Development Instrument (MDI), Early Years Development Instrument (EDI), and PowerBI analytics to inform our support strategies. Additional tools such as journal systems, learning surveys, student self-assessments, interviews, written reflections, exit tickets, and math journals provide a comprehensive picture of student learning and well-being.

At Renfrew Elementary, we are committed to monitoring our progress through a balanced and comprehensive approach that values both quantitative data and qualitative insights. We believe that true growth is reflected not only in academic outcomes but also in the lived experiences of our students, staff, and families.

We use a range of district and provincial data sources to track trends in student achievement, well-being, and engagement, including:

- Student Learning Survey
- CELI data
- Kindergarten Protocol Assessment
- Foundation Skills Assessment (FSA)
- Middle Years Development Instrument (MDI)
- Early Years Development Instrument (EDI)
- PowerBI analytics

In addition, school-wide assessments such as reading benchmarks, math journals, exit tickets, and student self-assessments provide timely insights into academic progress.

Recent data highlights include:

- Kindergarten Protocol: In January 2025, 35 of 60 students were identified as 'at risk' in literacy. By May 2025, this number dropped to 20 following targeted interventions.
- Reading Assessments (June 2025):
 - Grade 1: 82% at developing, proficient, or extending
 - Grade 2: 87%
 - Grade 3: 67%
- CSL Data (June 2025):
 - Grade 4: 93%
 - Grade 5: 91%

- Grade 6: 96%
 - Grade 7: 91%
- Numeracy (Term 1): 95% of students K–7 were at developing, proficient, or extending levels.

We gather rich qualitative data through:

- Student conversations and reflections
- Classroom observations
- Interviews and written narratives
- Feedback from staff, parents, and caregivers

These stories help us understand the school climate, which we view as a powerful indicator of success (Safir, 2021). Regular parent meetings and input from the Parent Advisory Council (PAC) ensure our planning remains responsive and inclusive.

At Renfrew Elementary, we are actively engaged in the ongoing journey of Reconciliation by fostering respectful relationships, deepening understanding of Indigenous perspectives, and embedding Indigenous ways of knowing into our school culture.

We assess our progress through both visible actions and community engagement. Evidence of our commitment includes the regular sharing of updated land acknowledgements in newsletters, PAC meetings, assemblies, community gatherings, and morning announcements. These acknowledgements are not just ceremonial—they are part of a broader effort to build awareness and respect for the land and its original stewards.

Our school-wide learning also includes student voice and reflection, where students are encouraged to explore Indigenous histories, cultures, and contemporary realities through writing, storytelling, art and classroom discussions. Staff continue to engage in professional learning to support culturally responsive teaching practices.

We recognize that Reconciliation is not a checklist but a relational and reflective process. As such, we continue to gather feedback from students, families, and staff to ensure our efforts are meaningful and inclusive. The presence of a positive school climate—where Indigenous students and families feel seen, heard, and valued—is a key indicator of our progress.

A key equity measure is whether students feel cared for by adults at school. According to the 2025 MDI:

- 93% of Grade 6 students feel there is an adult at school who believes in their success.
- 48% feel there are two or more adults who care about them.

These findings guide our efforts to strengthen relational trust and ensure every student feels seen, supported, and valued.

By integrating multiple data sources and perspectives, we are building a learning environment that is adaptive, student-centered, and equity-informed. This ongoing reflection ensures we remain on track in fostering a connected, inclusive, and thriving school community.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, the Lord Roberts Annex community is honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwatał (Tsleil-Waututh Nation).

Roberts Annex is a K-3, elementary school, located in The West End in Downtown Vancouver. This year, the school was at capacity with 147 students and an extensive waitlist for registration. Looking ahead to the 2025 school year, most students from Roberts Annex will become part of the K-7 school opening in Coal Harbour, with some students also moving to Lord Roberts Main School, and possibly other schools in the District. Lord Roberts Annex, as it is currently known, is in its final year of being. The school community is diverse with a variety of cultures and linguistic backgrounds represented. Approximately 41% of students are English language learners with 24 different languages spoken at home, which is a 6% increase over the year before. Just over 12% of students have Ministry designations and have a variety of supports in place to ensure their success. Roberts Annex families live throughout the densely populated West End, with the majority living in multi-unit, low and high-rise dwellings.

A Connected and Collaborative Learning Community

Roberts Annex provides students with a primary-centered learning experience in a small, close-knit community setting. The school's layout fosters collaboration, with classrooms featuring sliding dividing walls for flexible learning opportunities. Classrooms face a central library learning commons, where students engage in dynamic and adaptable learning experiences. This environment helps build strong connections among staff and students, as they share meaningful learning experiences together.

Dedicated Staff Supporting Student Success

All the staff at Lord Roberts Annex work collaboratively to support student success. The school's vice principal plays a multifaceted role, not only handling administrative and resource support but also teaching PE to all students, strengthening relationships across the school. Student Support Workers (SSAs) are an integral part of the teaching team, collaborating closely with teachers to support student learning. Supervision Aides also play a vital role in ensuring students are well cared for during unstructured playtime and assisting in classrooms. Office staff and building engineers also play essential roles in the school and are engaged with students throughout the day.

Each of these professionals contributes valuable expertise to enhance student learning and well-being.

Commitment to Literacy and Student Well-Being

Roberts Annex is dedicated to fostering strong literacy skills through the VSB Collaborative Early Literacy Intervention (CELI) program. Staff engage in literacy meetings, collaborate on best teaching practices, and provide targeted small-group and individual support.

Beyond academics, staff create learning opportunities that support students' physical and mental well-being. Community-building activities such as the breakfast club and the school musical help students develop a strong sense of belonging. Our district counsellor provides social-emotional support through class presentations, friendship groups, and individual sessions.

Commitment to Reconciliation and Indigenous Learning

Roberts Annex staff are dedicated to reconciliation efforts and integrating Indigenous perspectives into student learning. Staff participate in professional development and collaborate on school-wide presentations, lessons, and workshops that enhance students' understanding and appreciation of Indigenous histories, traditions, cultures, and contributions.

The school's code of conduct is guided by the Medicine Wheel Circle of Courage, which emphasizes balance across four key domains:

- Belonging
- Independence
- Generosity
- Mastery

This framework, inspired by the "Way of Being" model, helps guide student growth and development.

Community Partnerships and Enrichment Programs

Roberts Annex is supported by the VSB Community Connections Department, which collaborates with local agencies to provide enriching after-school programs. These offerings include:

- Yoga and sports programs
- STEM workshops
- YMCA programming during school holidays, as well as before and after school care
- Gordon Neighbourhood House Before and After School Care
- Holiday hampers and toy donations

These initiatives help strengthen community ties and provide students with valuable extracurricular opportunities

Less than 10 percent of our families benefit from the *Backpack Buddies* program, which sends groceries home for the weekend and the daily hot lunch program, subsidized by the district.

The Roberts Annex Parent Advisory Council (PAC) is an integral member of the school community. The PAC is dedicated to supporting the school in providing the best learning opportunities for

students by advocating for the neighborhood, raising funds and organizing community events such as family movie nights.

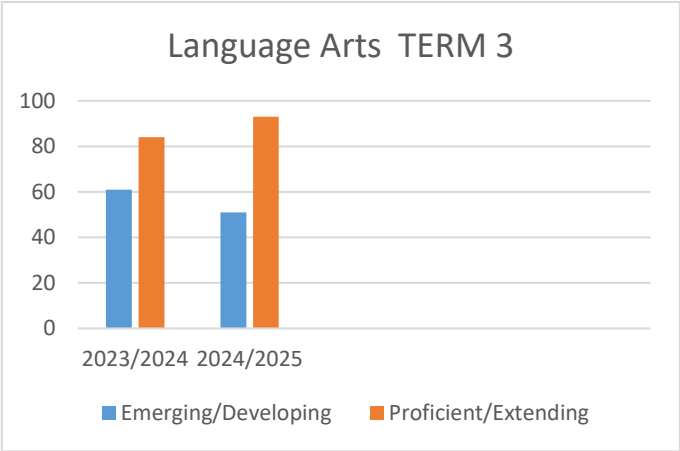
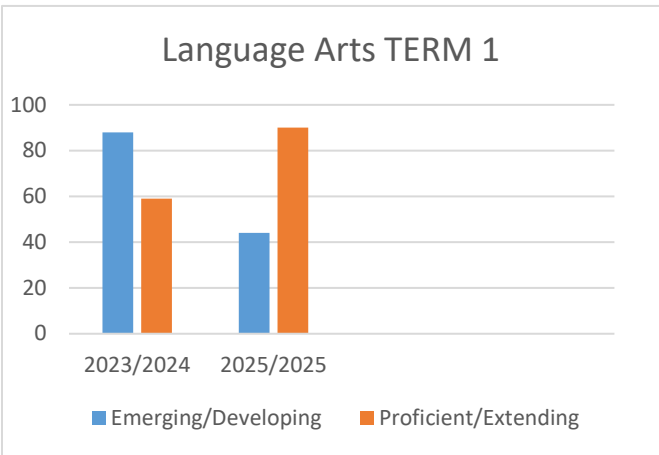
The upcoming move to Coal Harbour school will be strengthened by the community connections at Roberts Annex, laying the groundwork for the new school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy

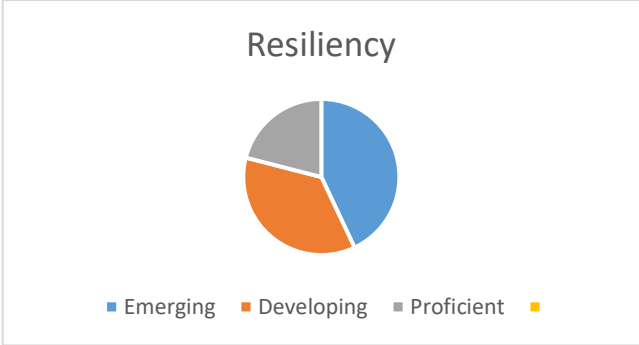
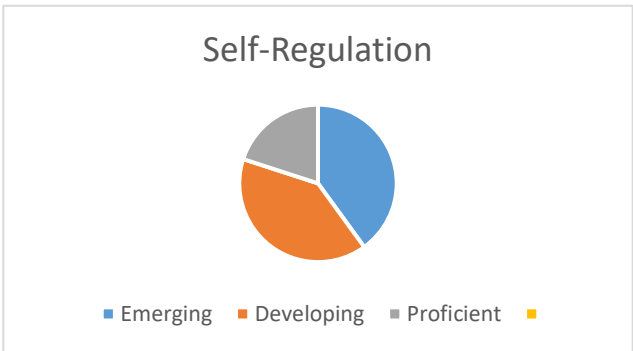
Roberts Annex’s staff have committed to the VSB Collaborative Early Literacy Intervention (CELI) program. Literacy data collection tracks the progress of students as they transition from K through grade 3. This data is used to critically examine our literacy practice, collaboratively identifying successful strategies or the need to develop areas of intervention. Through best practices of classroom literacy programs, small group instruction, and intensive reading supports, the students have made significant literacy progress, and we are closing gaps in achievement.

In Term 1 of 2023-2024, 59% or 88/147 students, were Emerging or Developing in English Language Arts (ELA). In Term 1 of 2024-2025, data shows that 37 % of Roberts Annex students were Emerging or Developing in English Language Arts (ELA). This is a significant decrease of students who are struggling with English Language Arts (ELA). By the end of 2024-2025, only 35% of Roberts Annex Students are Emerging or Developing in ELA. We continue to use Communicating Student Learning (CSL) data throughout the year. Additionally, we use our CELI Data, Kindergarten Protocol Data, and P3P Screener Data to inform practice.



Social Emotional Learning (SEL)

In December, the staff assessed all the students individually in the areas of *resiliency* and *self-regulation*, with a rubric created using the language of the profiles of the BC Curriculum Core Competencies. While the results are very age-appropriate, they go to reinforce the continued need for direct and explicit Social-Emotional teaching.



Reconciliation

This year we were fortunate to have an Indigenous Education Worker (IEW) assigned to our school. She comes for half a day, once a week and works in 5 of our classes. She collaborates with the classroom teachers, and we have monthly meetings before school with the IEW to have check-ins to keep our focus on strengthening student understanding of Indigenous Ways of Knowing and Being.

Our community of learners continue their reconciliation journey by engaging in workshops and lessons that increase knowledge, appreciation of, and respect for Indigenous history, traditions, culture and contributions. Students have opportunities to do Land Acknowledgments in their classes and at school-wide functions. This year the entire staff went to the Cheakamus Centre in Squamish to contribute to our understanding of Indigenous ways of knowing and being. Additionally, the staff participated in the District Indigenous Focus Day.

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

Roberts Annex staff participate in monthly literacy meetings, where they collaborate on strategies and best practices to enhance literacy learning in their classes. The literacy leader of Roberts Annex coordinated workshops with district literacy teachers to implement the new P3P (Phonics, Phonological Awareness, and Phonemic Awareness) district resources.

All students of Roberts Annex participate in Physical and Health Education, where they work on movement skills and strategies to help them learn how to participate in different types of physical activities. Teachers implement movement breaks during instructional time to provide students with mental breaks and opportunities to refocus on learning.

As we already place a large emphasis on literacy as a CELI school, the school staff have chosen to narrow our focus this year and place an emphasis on student mental well-being. We have chosen the following question to guide our inquiry: How can we create opportunities and provide explicit instructions that help students develop both habits of mind and habits of the heart, ensuring they feel successful and see themselves as lifelong learners?

The social emotional well-being of students is an important focus for all staff at Roberts Annex. Teachers have implemented the Spot Series with their students and also presented a musical, illustrating the importance of emotional regulation. The area counsellor supports students in small groups and individually as well as facilitating class presentation. Support staff workers support students with friendship clubs for those needing social support, lunch club for those needing a quieter space for lunch, and social stories for those that need support with new experiences at school.

Improving the sense of belonging at Roberts Annex is an important goal for the community. The Breakfast Club was an amazing community building event, where students and families would have opportunities to socialize, connect, play and eat nutritious foods. Students participated in winter sing-a-longs and performed a school musical, promoting the magic of the fine arts. Our PAC coordinated many community building events, such as movie nights, The Winter Hot Chocolate Social, The Spring Egg Hunt, and The End of an Era Summer Party.

Improve equity

The teachers of Roberts Annex implement a UDL (Universal Design for Learning) model. They have created flexible learning spaces and experiences to provide individual learning for students, meeting the diverse needs of all learners. They also consult with the school resource teachers, and district learning services supports for helping ensure individual student needs are met.

Teachers implement best practices, through small group and individual supports in the classroom. A Reading Recovery teacher also works with the students requiring the greatest support with literacy. By implementing these practices and strategies, teachers are working to eliminate the literacy gaps and are therefore working towards equity. Teachers are also aware of the need to provide equity in access to teaching and learning, offering opportunities to others that may not have had these experiences in the past.

School Goal: Advancing Equitable Literacy Outcomes in Grades K-3

Our school goal this year was to improve literacy achievement for all K-3 students by delivering high-quality, differentiated instruction grounded in equity and research-based practices. For our most at-risk readers, we implemented Reading Recovery as an intensive early intervention, ensuring identified students receive daily one-on-one support.

To support all learners, teachers employed evidence-based strategies including small-group guided reading, phonemic awareness and phonics instruction aligned with the Science of Reading, and culturally responsive texts that reflect student backgrounds and experiences.

Roberts Annex also supports families with groceries, VSB hot lunch program, gift card donations and gifts during the holidays. Working with the VSB Community of Schools department, Roberts Annex hosts after-school programming such as yoga and STEM, providing access to those that may not otherwise have the opportunity to participate in community-based programming.

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

Our school's goal for reconciliation is to meaningfully integrate First Peoples Principles of Learning and Knowing into our daily curriculum, ensuring they are woven throughout all aspects of education rather than treated as a separate or standalone unit.

Teachers filled out a self-assessment survey to measure their confidence, frequency, and methods of integrating Indigenous Knowledge to their daily practice. The survey highlighted the continued need for professional development opportunities for our educators, as 50% of our teachers indicated that they do not yet feel confident teaching Indigenous knowledge in a respectful and authentic way.

Our code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

Staff appreciated the District's Indigenous Focus Day teachings and credited it for providing practical applications of Indigenous Ways of Knowing, as well as shifting their own thinking towards how to accurately develop a shared history with all people in our community.

Teachers facilitate lessons on the importance of Land Acknowledgment and provide opportunities for students to present it in their classes and at school wide functions. Roberts Annex has been expanding their collection of Indigenous books and resources for the library and the classroom. Staff attend professional development opportunities and integrate lessons of Indigenous history and culture in their lessons regularly. Roberts Annex continues to provide workshops and promote field studies to learn about Indigenous history, tradition and culture. Roberts Annex's code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

HOW WILL WE KNOW WE'RE ON TRACK?

Data on literacy and numeracy will continue to be collected to determine if practices and strategies are promoting achievements and trends towards goals. Data on social emotional competencies will demonstrate growth over the year. Student voice captured in interviews will continue to highlight successful practices of mental health support and the increase in sense of belonging. Student voice will also capture the impact and value of lessons, workshops, and experiences in enhancing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. This will look different depending on the goals selected for the new school.

As Lord Roberts Annex school is now transitioned to the new school at Coal Harbour (temporarily located at the old Lord Roberts Annex and the Lord Roberts main school sites), this will be the last school plan.

2024-2025 School Learning Plan

SCHOOL STORY

Lord Roberts Elementary School is located in Vancouver's West End and is one of the largest elementary schools in the city, with 650 students. Our diverse student body reflects the multicultural nature of our community:

- 5% of students are Indigenous,
- 30% of students are English Language Learners, representing 41 different languages spoken at home,
- Students at Roberts come from approximately 40 countries, with a significant number from Ukraine, Russia, Iran, and other regions in the Middle East and Asia.

Many families in our school community rely on enhanced school supports, for example, 23% of students participate in the hot lunch program. Approximately 43% receive resource support, and 10% of students are designated as having a disability or diverse ability.

Our prime location allows teachers to enrich outdoor education with walking field trips to Stanley Park, Lost Lagoon, and Second Beach. Students also visit local cultural and educational sites, including the Joe Fortes Public Library, the West End Community Centre ice rink, the Vancouver Symphony Orchestra, Granville Island theatres, the Queen Elizabeth Theatre, and Canada Place.

We foster leadership opportunities for Grades 4-7 students by encouraging them to take on roles that promote a safe, inclusive, and welcoming school community, such as:

- Morning Announcement Monitors – reinforcing the school's Code of Conduct
- Playground Helpers – supporting positive peer interactions
- Spirit Club – organizing school spirit events
- Green Team – leading environmental initiatives
- Pride Club – creating a safe and supportive space for all students
- I Can Do It Craft Club – promoting creativity and teamwork
- Assembly Leaders – celebrating student achievements and school events

Our students also participate in various extracurricular activities, including basketball, volleyball, badminton, and track and field.

Our Parent Advisory Committee (PAC) is actively involved in supporting the school. In collaboration with staff, they initiated the renaming process of Lord Roberts Elementary, which is currently underway. PAC also organizes a calendar of fundraising activities to support school

programs, with the annual Funfest—held the first Saturday in June—being a highlight community event attended by thousands.

Lord Roberts is home to one of the largest school gardens in BC, providing students with hands-on learning experience through our Edible Education program. The program integrates food literacy into the curriculum, teaching students the skills to grow, harvest, prepare, and enjoy food while fostering environmental awareness and healthy eating habits.

In partnership with Growing Chefs and Fresh Roots, our LunchLAB program provides nutritious meals to 200 students each week. This flagship initiative aligns with the VSB Food Framework's vision that "every student has access to nourishing food at school and develops the skills needed to choose, eat, grow, prepare, and share food." LunchLAB and Edible Education were recently featured in a CBC documentary on food education, and the program has welcomed visitors from across BC, including educators, policymakers, and city leaders.

Beyond our dedicated teaching staff, our school benefits from the support of:

- A youth and family worker,
- An Indigenous education enhancement worker,
- Multicultural and settlement workers, and
- An area counsellor.

Our Community Schools Team coordinates after-school programs that enhance student learning and well-being, offering activities such as yoga, theatre, Super Science Club, Art and Play Program and Moresports.

Lord Roberts Elementary values its connections with local organizations. At our On Our Way to K event we invite representatives from:

- Vancouver Coastal Health,
- Joe Fortes Public Library,
- West End and Coal Harbour Community Centres,
- Gordon Neighbourhood House, and the YMCA

These partnerships continue throughout the year, providing essential resources and support for our students and families. Additionally, we work closely with King George High School to provide opportunities and experiences to support students' transition to high school.

At Lord Roberts, we take pride in fostering a dynamic, inclusive, and supportive learning environment. While we celebrate our many successes, we continue to focus on areas of growth and improvement, including:

- Enhancing support for diverse learners,
- Expanding access to resources for families in need, and
- Strengthening partnerships to provide enriching opportunities for all students.

With a strong school community, dedicated staff, and engaged families, we are committed to ensuring that Lord Roberts remains a place where every student can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students bring a wide range of experiences and strengths, shaped by life in one of Vancouver's most diverse and densely populated neighbourhoods. Many students walk to school and play together in the shared community space of the Roberts playground, contributing to a strong sense of connection and belonging within the West End.

While some families have long-standing roots in the area, a large number of our students are newcomers to Canada, including recent immigrants and refugees. This diversity enriches our school community but also presents challenges, particularly around language acquisition, trauma-informed support, and transitions in learning and identity.

Students are supported in developing the skills and confidence to become contributing members of the school through leadership roles and structured supports. Playground Helpers, the Green Team and School Spirit Committee promote safety, inclusion, and positive peer engagement during recess and lunch times. All students are expected to follow the school and district Codes of Conduct and are guided in understanding what it means to be respectful, responsible, and safe.

Many learners at Roberts benefit from targeted supports in social-emotional regulation, behavior, and academics. Our Youth and Family Worker, Area Counsellor, and Indigenous Education Enhancement Worker play vital roles in providing one-on-one and family support. These relationships help build trust, resilience, and stronger home-school connections.

Additional supports that contribute to student success include:

- Our breakfast and hot lunch programs, including the LunchLAB initiative,
- After-school programming through the Community Schools Team,
- Literacy intervention with our Curriculum Enhancement teachers,
- One-to-one reading support from trained volunteers, and
- Access to external services coordinated through the school team.

Staff at Roberts are committed to lifelong learning and take time to listen to students' stories and perspectives. These relationships deepen our understanding of each learner's needs and strengths, helping us to create inclusive, responsive, and meaningful learning opportunities.

Literacy

At Lord Roberts, we are committed to supporting literacy development through a comprehensive, layered approach that meets the needs of our diverse learners. Literacy instruction takes place daily in classrooms and is reinforced through small group work, targeted support from our Resource teachers, Curriculum Enhancement teachers, and one-to-one reading opportunities with trained volunteers.

Our educators use a wide range of research-informed strategies that span reading, writing, phonics, and oral language development. Many primary classrooms use the UFLI Foundations phonics program to explicitly build letter-sound relationships and decoding skills. Students engage with word work, sight word practice, and phonological awareness activities.

Teachers also incorporate read-alouds, daily independent reading, and guided reading groups that provide opportunities for students to discuss character development, vocabulary, and plot

structure. Students develop fluency and oral expression through reader’s theatre, choral reading, and presenting plays.

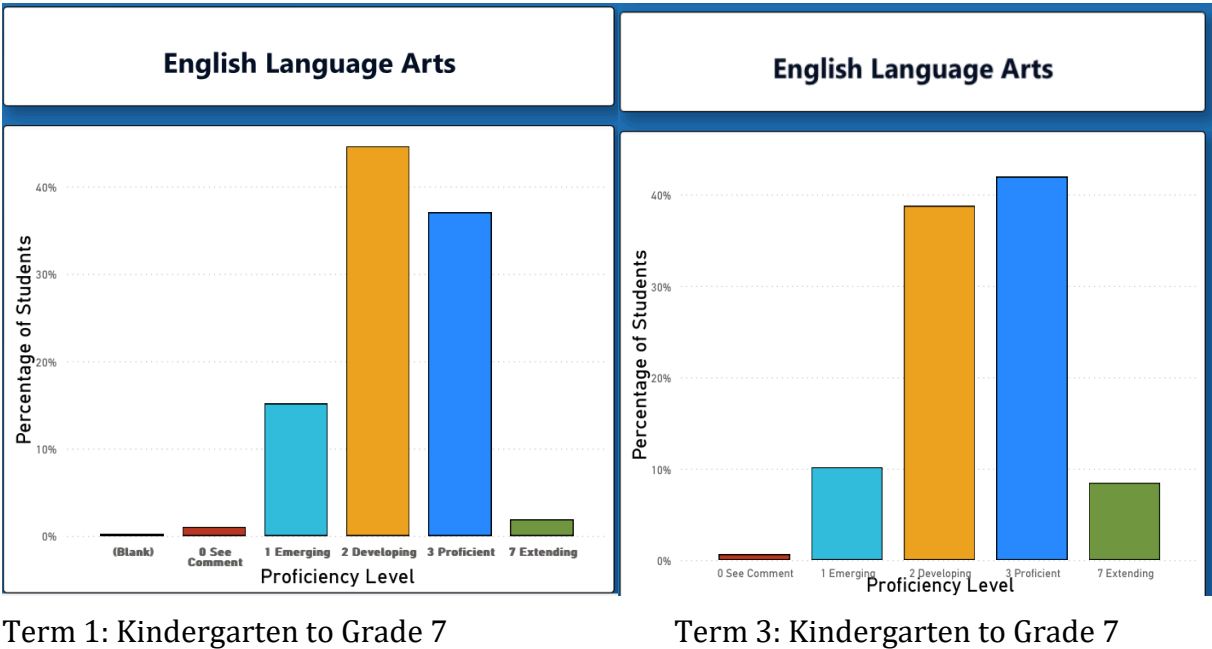
To build vocabulary and comprehension, many classes use mentor texts with direct instruction on comprehension strategies such as identifying the main idea, making inferences, and word analysis. Others incorporate various tools to reinforce grammar, sentence structure, figurative language, and spelling.

Writing instruction is equally rich and varied. Across the school, students engage in personal narrative writing, focusing on craft elements like catchy leads, dialogue, figurative language, and strong conclusions. Poetry, letter writing, and descriptive writing also feature prominently in many classrooms. Students are supported through Writer’s Workshop and peer editing to analyze how authors develop ideas and structure their work.

Regular literacy routines also include:

- Weekly buddy reading and parent reading mornings
- Outdoor journals and seasonal writing projects
- Literacy assessment tools to monitor growth and guide instruction

Through these practices, students are not only learning to read and write, but also to think critically, express themselves creatively, and connect with others through language. This multifaceted approach allows us to meet students where they are and support them in developing strong, confident literacy identities.



The two graphs illustrate notable progress in English Language Arts proficiency from the first term to the third term of the 2024–25 school year across grades K–7.

This growth is a direct result of the school's commitment to intentional and layered literacy practices. These results demonstrate the collective impact of consistent, responsive instruction and underscore our continued focus on helping every student become a confident, capable reader and writer.

A key driver of our literacy growth this year was the school-wide professional development residency with literacy mentor and author Heather Willms, which engaged over twenty K-7 staff members. Heather worked directly in classrooms, modelling evidence-based literacy practices and providing real-time coaching. Teachers had the opportunity to immediately apply these strategies with their own students, followed by reflection and targeted feedback. This embedded model of professional learning made the work relevant, continuous, and responsive, building teacher capacity while allowing them to witness positive impacts on student engagement and achievement in real time.

Belonging

In the spring of 2025, students in Grades 4, 6, and 7 participated in key data-gathering surveys that inform our ongoing work around inclusion and belonging.

- Grade 4 Student Learning Survey:
 - 32% of students reported feeling like they belong at school *"Most of the Time"*
 - 28% said *"All of the Time"*
 - *less than 10% said "Never"*
- Grade 7 Student Learning Survey:
 - 34% of students reported feeling like they belong at school *"Most of the Time"*
 - 17% said *"All of the Time"*
 - 30% said *"Sometimes"*

less than 10% said "Never"

- Grade 6 Middle Years Development Instrument (MDI):
In response to the question *"I feel like I am important to this school"*:
 - 43% of students felt *Very Important*
 - 30% felt *Important*
 - 27% felt *Somewhat Important*

These results highlight both strengths and areas for growth. While a majority of students report feeling a sense of belonging or importance at school, the data also signals that a meaningful portion of students still feel only marginally connected—or not at all. At Lord Roberts, we are actively working to close this gap. Together with our Community Schools Team, Youth and Family Worker, Indigenous Education Enhancement Worker, Area Counsellor, and teaching staff, we provide wraparound supports for students' social-emotional development and transitions into the school community. Newcomer students, those with diverse needs, and those who have experienced disrupted schooling are supported through personalized relationships and intentional programming.

We also collaborate closely with families, the PAC, and student leadership groups to create engaging opportunities that build school culture and deepen students' connection to their learning environment. Events such as Spirit Days, school-wide assemblies, Funfest, student-led initiatives, and cultural celebrations foster a shared sense of joy, identity, and pride.

Across classrooms, teachers are implementing intentional practices to ensure every student feels seen and valued—from classroom meetings and collaborative learning to cultural storytelling, SOGI-inclusive curriculum, flexible grouping, and peer recognition activities. These efforts are essential in building a school community where belonging is not just an idea, but a lived experience for every learner.

Reconciliation

Grade 4 and 7 students were also asked to reflect on their learning about Indigenous Peoples. As a school community, we recognize that learning, unlearning, and re-learning are part of an ongoing journey, one that requires continued commitment and reflection.

Teachers, our Indigenous education enhancement worker, and community partners work together to build students' understanding and respect for Indigenous histories, cultures, perspectives, and contributions. The results below highlight how students perceive their learning in this area.

Grade 4 Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 42% of students indicated that they are learning about Indigenous Peoples "Sometimes"
- 24% of students indicated that they are learning about Indigenous Peoples "Most of the Time"
- 12% of students indicated that they are learning about Indigenous Peoples "All of the Time"

Grade 7 Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 52% of students indicated that they are learning about Indigenous Peoples "Sometimes"
- 14% of students indicated that they are learning about Indigenous Peoples "Most of the Time"
- Less than 10% of students indicated that they are learning about Indigenous Peoples "All of the Time"

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

At Lord Roberts, we continue to strengthen our instructional practices to meet the diverse needs of our learners across all domains.

Literacy

Literacy development remains a key priority. Through daily classroom instruction, small-group and one-to-one support, and the work of our Literacy Enhancement teacher and volunteer readers, students are developing skills in reading, writing, vocabulary, and oral communication.

Teachers across grades integrate phonics, guided reading, novel studies, structured writing programs, and creative expression to support student growth. The positive trajectory in our literacy data this year reflects the depth and intentionality of these practices.

Numeracy

Numeracy instruction is embedded into daily classroom routines and is frequently connected to real-world applications through subject areas such as Science, ADST, and Outdoor Education. Teachers use small-group instruction and targeted supports to help students build foundational understanding and apply mathematical thinking in meaningful contexts. This year, many staff have expressed interest in developing a new school goal focused on numeracy, inspired by the encouraging results we've seen from our focused work in literacy. This shared interest signals momentum toward deeper collaboration, assessment practices, and common strategies in mathematics instruction.

Well-Being and Belonging

To support physical and mental well-being, teachers integrate a variety of Social Emotional Learning (SEL) programs and daily practices—such as morning check-ins, class meetings, mindfulness breaks, and explicit instruction around emotion regulation and empathy. When additional support is needed, students access wraparound services from our Youth and Family Worker, Indigenous Education Enhancement Worker, and Area Counsellor.

Creating a safe, inclusive, and welcoming school environment is an ongoing commitment. We continue to prioritize classroom strategies, student leadership roles, and community partnerships that strengthen students' connection to school, increase their confidence, and help every learner feel seen and supported.

Improve equity

At Lord Roberts, equity means ensuring that all students, regardless of background, ability, or circumstance, have the support they need to succeed. We provide targeted supports through differentiated instruction, resource teacher support, and inclusive assessment practices.

We allocate resources equitably and strategically, ensuring access to learning materials, enrichment opportunities, field trips, and extracurricular activities. Staff use culturally responsive teaching to reflect student identities and build inclusive classrooms.

We continue to engage in professional learning focused on equity, diversity, and inclusion, and uphold our School Code of Conduct, which addresses all forms of racism and discrimination. Creating a safe, respectful, and equitable learning environment remains a core commitment.

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

At Lord Roberts, the First Peoples Principles of Learning continue to guide our teaching and our reconciliation journey. Staff incorporate Indigenous perspectives across subject areas and participate in ongoing professional learning to deepen their understanding.

This year, students explored Indigenous connections to land, language, and tradition through activities such as:

- **Land-based learning**, outdoor exploration, and visits to sites like Beaver Lake in Stanley Park
- **Workshops with Indigenous educators**, including learning about local plants, animals, and healing traditions
- **Art and storytelling**, including Coast Salish design, Inuit printmaking, and oral storytelling to convey history and values
- **Literature and reflection**, using Indigenous-authored read-alouds and texts to spark dialogue about identity, resilience, and the legacy of residential schools
- **Cross-curricular connections**, including units on the importance of cedar, Indigenous star stories, medicine wheels in SEL, and the role of treaties and colonial policies in Social Studies

Our Indigenous Education Enhancement Worker supports both students and staff, helping to integrate Indigenous knowledge respectfully and meaningfully throughout the school. Through song, circle, language, and story, we continue to foster a learning environment where Indigenous perspectives are honoured and reconciliation is a lived commitment, not a single event.

HOW WILL WE KNOW WE'RE ON TRACK?

We monitor progress through ongoing reflection and dialogue with staff, students, families, and community partners. We use a range of data sources, including literacy and benchmark assessments, Student Learning Surveys, Middle Years Development Index and input from our Curriculum Enhancement Teachers to guide the next steps. Written Learning Update (report card) data, conferences, and alignment with the VSB Education Plan help us track growth, adjust strategies as necessary and ensure we're moving in the right direction to improve student success and well-being.

2024-2025 School Learning Plan

SCHOOL STORY

With a population of 645 students and a dedicated, diverse staff, École Laura Secord Elementary is a vibrant and inclusive community. Our staff, who come from various cultural backgrounds and speak multiple languages, enrich the school environment with their unique perspectives and experiences. *We are situated on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwatał (Tsleil-Waututh Nation).* With deep gratitude and respect, we are honoured to learn and unlearn on these lands, engaging in initiatives that support reconciliation, such as Truth and Reconciliation activities, place-based learning, and the preservation of our Indigenous memorial garden.

Our school offers Early and Late French Immersion and English programs, supporting a wide variety of students, including English Language Learners. We prioritize creating a welcoming environment where everyone feels a strong sense of belonging, valuing the diversity of our students, staff, and families. Located in Vancouver's culturally rich community near Commercial Drive, we make use of nearby parks and green spaces, such as Trout Lake, for a variety of educational and recreational activities throughout the year. Additionally, our recent creation of a pollinator and vegetable garden fosters students' connection to nature and environmental stewardship through activities like Indigenous plant walks, birdhouse building, and learning about local wildlife.

Our main focus over the past year has been on social-emotional learning and literacy, along with our continued journey of reconciliation with First Nations, Métis, and Inuit communities. As a school community, we are working to improve student achievement in literacy, numeracy, physical and mental well-being, and belonging, while promoting equity for all.

For the 2024-2025 school year, our school programming includes a wide array of artistic performances and cultural experiences, reflecting the diverse backgrounds of our community. Our students have a variety of athletic opportunities, supported by many volunteer hours from teachers and parents. This dedication to both athletic and artistic pursuits contribute to our goal of enriching students' educational experiences through a holistic approach.

At Laura Secord, community is one of our greatest strengths. Students, when asked to describe themselves, chose words like "inclusive, caring, artistic, athletic, kind, and unique," with "caring" being the most frequently mentioned. Staff are appreciated as helpful, playful, and friendly, and students recognize the school as a safe and welcoming place. Our committed teachers foster this sense of community through classroom activities that celebrate student progress and milestones,

and through school-wide events such as the Halloween celebration, Winter Warmer, Spring Carnival, Sports Day, Play Day, and our Grade 7 Camp.

Our active Parent Advisory Council (PAC) and dedicated parent volunteers make a meaningful impact on our school community. Through regular hot lunch programs, Mon Café Catering, seasonal pumpkin patches, book fairs, and fundraising initiatives, they help support enriched classroom experiences, field studies, and a variety of extracurricular activities. Together, we foster an environment that promotes empathy, self-awareness, and self-regulation for all students from kindergarten to Grade 7.

For the past three years, our primary focus has been on social-emotional learning, aligning with the Vancouver School Board's commitment to "create a culture of care and shared social responsibility." We've also worked to advance literacy, in line with the district's emphasis on "increasing literacy, numeracy, and fostering deep, critical, and creative thinking." This year, we are excited to continue our journey in social-emotional learning, while also intensifying our focus on literacy and numeracy to support holistic student growth.

École Laura Secord Elementary is a school where diversity, inclusion, and respect are at the core of our community values, and we are grateful for the collaborative support from families, community partners, and our dedicated staff in fostering an environment where all students are considered, appreciated, and valued.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

With a diverse student body, École Laura Secord Elementary serves students with a wide range of strengths and challenges. Among our students, we support individuals from various backgrounds, including English Language Learners, students with diverse needs, and Indigenous students. Each student contributes uniquely to our school's learning environment, and our goal is to foster a strong sense of inclusion, belonging, and opportunity for all.

Our understanding of the school's strengths and areas for growth is informed by multiple sources, including informal staff and student surveys, the Middle Years Development Instrument (MDI), and CSL data. These sources reveal a solid sense of connectedness with adults at school and a desire among students for increased collaboration and representation. 2024-25 MDI data indicated that 74% of Grade 4 and 7 students felt there is an adult at school who believes in them, and 77% reported feeling like they belong with other kids their age.

Our students demonstrate strengths across many areas, including academics, athletics, fine arts, leadership, and social justice initiatives. They are curious and motivated learners who bring rich world knowledge gained through diverse experiences, travel, and reading. Many students participate actively in extracurriculars, including various clubs, peer leadership roles, and sports programs. Our students are resilient, reliable, and show a readiness to engage in new opportunities and activities.

To meet the needs of our diverse learners, we have committed to creating learning environments that support individualized pathways. Students need models of joy, engagement, and responsible behavior in their learning experiences. They also need opportunities to communicate their passions, showcase learning in different ways, exercise creativity, and make independent choices.

Social and emotional learning remains a priority, and we continue to cultivate student empathy, self-awareness, and self-regulation in alignment with the Vancouver School Board's Education Plan to "create a culture of care and shared social responsibility."

Over the past years, one of our main areas of focus has been on enhancing social-emotional learning and literacy. This year, we are expanding this focus to include equity, and community connections as key components of our learning plan. This aligns with the district's emphasis on "increasing literacy, and fostering deep, critical, and creative thinking." Our early literacy initiatives, including Reading Recovery and structured literacy instruction and screening, support primary students, while intermediate students benefit from leadership roles, athletic programs, and multi-grade buddy classes, building connections across programs and ages.

Our Code of Conduct, collaboratively created by students and staff, reflects our school's core values: "We take care of ourselves, we take care of others, we take care of this place." This living document serves as a guide to expected behaviors in various school settings. Students apply these principles daily, promoting a respectful and positive school community.

In addition, our primary students develop essential motor, sensory, and academic skills in the Ready Bodies Learning Minds room. Kindergarteners are gently integrated into the school community, learning through play and exploration and wearing identifying vests so staff and older students can extend extra care and attention.

Our staff, informed by student voices and a commitment to equity, are dedicated to ensuring each student feels supported, recognized, and included. We are proud of our diverse, vibrant school community, and we are excited to continue building upon our strengths in collaboration with students, staff, and families to support student achievement and well-being.

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 and Numeracy

At Laura Secord Elementary, we are committed to building strong foundations in literacy and numeracy through daily instruction, hands-on projects, and meaningful assessments. Data from the 2024–2025 academic year highlights steady student growth, with 63.23% achieving Proficient or Extending levels in Literacy and 74.57% in Numeracy.

Our dedication to literacy is reflected in students' active engagement with library resources. During the 2024–2025 academic year, students borrowed 28,791 books from the school library—nearly 1,000 more than the previous year—on top of classroom books and novel sets. This increase highlights their growing enthusiasm for reading and underscores the steady development of literacy and numeracy skills. These gains are building a strong foundation for continued academic success in the years ahead.

Social-Emotional Learning (SEL)

In parallel with academic development, we emphasize social-emotional learning to cultivate a safe,

welcoming, and inclusive environment. SEL equips students with essential skills such as empathy, self-awareness, and self-regulation, which are crucial for both academic and personal success. For the 2024-2025 school year, we strengthen these connections through initiatives like Office Helpers, Big Buddies, Hallway Monitors, and Peer Helpers. Feedback from students indicates a desire for even deeper connections within our community, while teacher observations underscore the importance of creating inclusive, engaging spaces. These efforts align with the Vancouver School Board's Education Plan to "create a culture of care and shared social responsibility." To support our focus on social-emotional learning and equity, we plan to include professional development workshops on SEL, enhancing our educators' skills and fostering a more enriching environment for all learners.

Improve equity

Equity is woven into the fabric of Laura Secord Elementary, where we strive to provide fair learning opportunities, targeted support, and an inclusive atmosphere that nurtures every student. We celebrate the diverse needs and backgrounds of our learners by ensuring equitable access to resources and opportunities—an approach that informs our curriculum, teaching strategies, and school policies. Our focus on equity and inclusion is reflected in student feedback: 97.01% of Grade 4 and 7 students reported receiving the help they need at school, 88.20% believe that all students in their class get a fair chance to learn, and 88.87% say they feel included and supported by their teachers and friends. These results highlight our ongoing efforts to build a compassionate, supportive school community where every student feels valued, empowered, and able to thrive.

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

Our commitment to reconciliation involves integrating Indigenous knowledge, perspectives, and the Principles of Learning throughout our curriculum. This approach nurtures cultural pride and confidence among Indigenous students while enriching all students' understanding and respect for Indigenous heritage. According to recent student feedback, 57.8% of Grade 4 and 7 students reported that they knew what reconciliation is, had furthered their knowledge in class, and had participated in reconciliation-related activities. By embedding these values into our school culture, we support the academic, social, and emotional growth of Indigenous students and foster successful transitions across grade levels. Our initiatives also encourage the entire school community to build empathy and cultural appreciation, equipping students with a broader and more compassionate worldview.

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HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are successful when we see a positive increase in our Middle Years Development Instrument (MDI) and School Climate Survey (SLS) results, as well as in the Communication of Student Learning (CSL). Specifically, we anticipate a reduction in anxious and unexpected behaviors during unstructured social times, which will contribute to a more harmonious school environment. Students will exhibit enhanced conflict resolution skills, actively forge connections

with their peers, and play an active role in fostering a welcoming community. Furthermore, we expect to see increased interactions among students and staff, strengthening relationships throughout the school. Our commitment to improving literacy and numeracy skills will be evident as students engage more deeply in their learning experiences, particularly in understanding First Nations perspectives and contributions. We also aim to enhance student performance in literacy and numeracy on the proficiency index scale, alongside a reduction in absences related to mental health concerns, reflecting a significant increase in overall well-being and satisfaction for both staff and students. To measure our progress, we will closely monitor MDI indicators related to optimism, prosocial behavior, happiness, absence of sadness, self-awareness, and responsible decision-making.

2024-2025

School Learning Plan

SCHOOL STORY

Selkirk Annex is situated within the Kensington-Cedar Cottage community, in the center of East Vancouver, on the unceded lands of the xʷməθkʷəy̓əm / Musqueam, Skwxwú7mesh / Squamish, and salilwatał / Tsleil-Waututh Nations. The area is characterized by a wide social and demographic mix. Selkirk Annex supports the diverse needs of 95 students across five divisions from Kindergarten to Grade 4. Families at Selkirk Annex are linguistically diverse, identifying 14 different first languages.

The educational philosophy at Selkirk Annex is grounded in a learner-centered approach, supported by four guiding practices that shape teaching and learning across the school:

- Grouping students across multiple ages and grades to foster peer learning and collaboration
- Using differentiated instruction strategies to meet diverse learning needs and maximize engagement
- Implementing authentic, ongoing assessment practices to monitor individual student growth
- Nurturing a collaborative environment where learning is a shared, community-driven process

Students are encouraged to adopt a growth mindset — embracing challenges and building their knowledge while contributing positively to the school community. They are recognized for showing kindness and care to themselves and others as they grow socially and emotionally.

Leadership is a key part of student life at Selkirk Annex. Students take on meaningful roles, such as hosting weekly assemblies, delivering daily morning announcements, serving as library monitors, and acting as playground buddies — all of which help develop confidence and a sense of responsibility.

At Selkirk Annex, student voice and self-awareness are central to learning. Learners are supported in identifying their strengths, understanding their needs, and setting personal goals. These values are reflected in our school's Code of Conduct: Respect yourself, each other, and this place.

For the past three years, we have focused on maintaining our Healthy Schools Certification through Ophea and have applied for sustainability grants that support initiatives such as outdoor

learning and environmental stewardship. One key initiative that reflects these priorities is our school garden. Located on the playground, the garden serves as an outdoor classroom where students engage in hands-on learning about health, nutrition, sustainability, and community engagement. As part of their life skills development, students take an active role in planting, maintaining, and harvesting the garden, helping to build a deeper connection to nature and a sense of responsibility.

Our dedicated PAC actively supports a wide range of school initiatives and programs, demonstrating a strong commitment to enriching the learning environment for both students and staff.

The learners, staff, and broader school community deeply value Indigenous histories, cultures, and traditions, and remain committed to ongoing learning in these areas. This is reflected in meaningful participation in cultural events such as Métis and Squamish Nation dancing, Squamish Nation drumming and storytelling, and the regular singing of the Coast Salish Anthem at weekly assemblies. In alignment with our dedication to Truth and Reconciliation, we continue to engage in learning and unlearning through storytelling, hands-on experiences, and personal connections.

Selkirk Annex fosters an inclusive and welcoming environment for staff, students, and families. In June 2025, Selkirk Annex and Selkirk Elementary proudly celebrated Pride by hosting a large neighborhood parade. The event brought together parents, community members, local business owners, and students from both Gladstone and Tupper Secondary Schools, making it a meaningful and uplifting day for the entire community.

As part of the Gladstone Family of Schools, Selkirk Annex maintains strong ties with Selkirk Elementary and the Gladstone Community Schools Team.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Selkirk Annex, our community of learners includes both students and educators who grow together through shared experiences, collaboration, and a commitment to inclusion. We strive to create a safe, inclusive, and nurturing learning environment where every student is supported in their academic, artistic, physical, social, and emotional development. We recognize that meaningful learning takes time and requires patience, reflection, and a community-centered approach.

Our school serves a diverse population of students from a wide range of cultural and linguistic backgrounds. Currently, 54% of students are English Language Learners (ELL), and some students have Ministry designations reflecting a variety of unique learning needs. This diversity enriches our school community and reinforces our commitment to equity and belonging.

Learning at Selkirk Annex is holistic, experiential, and relationship-driven, grounded in values of connectedness, reciprocity, and a strong sense of place. Instruction is supported by a collaborative team that includes classroom teachers, our ELL and resource support team, education assistants

(SSAs), the school counsellor, speech-language pathologist, school psychologist, and supervision aides. Together, we take a team-based approach to nurturing the academic and emotional growth of each learner. Selkirk Annex also contributes to the broader educational community by serving as a mentorship site for teacher candidates from the UBC Bachelor of Education Program. Teachers act as school associates, providing real-world mentorship that benefits both candidates and our own learning environment.

As a school, we value multi-age groupings, which foster long-term relationships between students and teachers and encourage peer learning. Older students naturally take on leadership roles, supporting younger classmates both academically and socially. This model helps build a strong sense of family within classrooms and across the school.

Student voice and leadership are encouraged and celebrated at Selkirk Annex. Learners regularly take the initiative to lead weekly school-wide assemblies, speak publicly, and support one another. They are developing a growing awareness of their role in the broader community, supported by guiding principles rooted in inclusion, equity, and social responsibility. As part of their leadership and sense of responsibility, students also contribute to the care of their school environment — each division participates in weekly school grounds cleanup, reinforcing a shared sense of stewardship and pride in their space.

Social-emotional development is a central part of our school culture. Learners strengthen their self-regulation strategies through consistent use of Social Emotional Learning (SEL) tools, including mindful breathing and the Zones of Regulation language, which is used school wide.

Our student body reflects Vancouver's vibrant diversity, and learners consistently show openness, empathy, and inclusivity — actively making space for all members of our school 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

At Selkirk Annex, teachers collaborate to ensure students receive a balanced combination of whole-class, small-group, and individualized instruction tailored to their needs. In literacy, we use a structured and sequential approach to teaching phonics and phonemic awareness, helping to build strong foundational skills. Students are also immersed in rich literary experiences through our thoughtfully curated library collection and a weekly whole-school shared reading. Each week, all classes gather in the library to read a selected book together, followed by class discussions and related activities. These sessions encourage perspective-taking and help develop critical thinking and comprehension strategies.

Improve equity

Equity is a central value that informs all aspects of our instructional design and planning. Through evidence-based instruction, we can more effectively identify students who require additional or intensified support and provide them with tailored strategies and learning environments. By centering the needs of our most vulnerable learners, we ensure that every child is supported in working toward personalized goals at their own pace, while developing core competencies.

Our school community is also committed to the ongoing work of anti-racism and reconciliation. We engage in continued learning to become better allies, and we reflect these values in our decisions — such as intentionally diversifying the performers, authors, and workshop leaders who visit our school to reflect the diversity of the world around us.

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

Reconciliation is an ongoing process embedded in both daily practices and long-term planning at Selkirk Annex. Students engage in regular classroom conversations that explore Indigenous histories, contemporary issues, and cultural celebrations. Informed by the model of Black Excellence, we are committed to recognizing and uplifting the contributions of Indigenous peoples in politics, arts, and athletics.

Staff continue to grow their practice through professional development on culturally responsive pedagogy and the First Peoples Principles of Learning, which inform how we plan and deliver instruction. The singing and drumming of the Coast Salish Anthem at our weekly assembly grounds our community in respect and connection to the local Indigenous Nations. These shared moments reinforce our sense of belonging, deepen relationships, and root our school culture in care and responsibility.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor student growth and ensure we are meeting our school goals, we use a variety of assessment tools and data sources. These include formative and summative classroom-based assessments, school-wide writing samples, and teacher observations. In addition, we collect feedback from students and families through informal conversations, student self-reflections, and parent-teacher conferences, which help us understand the whole learner's experience.

A key part of our literacy assessment strategy is the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills), administered three times per year. This screener targets phonemic awareness, phonics, oral reading fluency, and comprehension. The data is disaggregated by grade and skill, allowing teachers to make timely, targeted instructional decisions and monitor the impact of interventions.

We also draw on Communicating Student Learning (CSL) reports throughout the year. It is important to note that within the CSL framework, “meeting expectations” includes students assessed as Developing, Proficient, or Extending, while those identified as Emerging are

considered not yet meeting grade-level expectations. Using this lens provides a more nuanced and accurate picture of student progress.

In mathematics, CSL data show that 87.76% of students met expectations in Term 1. By Term 3, that number rose slightly to 88.55%, indicating consistency across the year. Notably, the percentage of students assessed as Proficient increased from 55% in Term 1 to 65% in Term 3 — a 10 percentage point gain that reflects strong growth in numeracy skills across the grades.

In Language Arts, 79.21% of students met expectations in Term 1, and this improved to 83.34% by Term 3. Within this, the number of students assessed as Proficient increased from 22% to 31%. Encouragingly, the proportion of students in the Emerging category dropped from 21% in Term 1 to less than 20% in Term 3, suggesting gains in foundational literacy and successful early interventions.

These results reflect our school's sustained focus on literacy and numeracy foundations, including the use of structured phonics and phonemic awareness programs in the early grades. Teachers are using these data points to guide small-group instruction, target interventions, and enrich learning opportunities for all students.

Our data-informed approach is also deeply connected to our broader commitment to equity and inclusion. We continue to embed culturally responsive teaching practices by diversifying classroom libraries, integrating multiple worldviews into curricular content, and selecting literacy resources that reflect the lived experiences of our students and families. This ongoing work is strengthened by school-wide collaboration and professional learning.

In addition, our location — nestled between Kingscrest Park, the Annex Garden, and natural play spaces—offers a unique opportunity to weave land-based learning into the school day. This hands-on, experiential approach fosters deeper understanding of Indigenous knowledge systems, histories, and relationships to the land, while supporting well-being and curiosity-driven learning.

While we are encouraged by the year-over-year growth in both literacy and numeracy, we recognize that 31% proficiency in Language Arts indicates a continued need for differentiated instruction, targeted support, and a cohesive, school-wide approach to literacy development. To continue this forward momentum, we plan to maintain DIBELS screening and data meetings three times per year, monitor school-wide writing samples for emerging trends and learning gaps, further disaggregate CSL data by grade, identity group, and skill area, and use professional development time to reflect on and enhance instructional strategies aligned with our school literacy and numeracy goals.

Together, these strategies are helping us move steadily toward our school growth goals — ensuring a holistic, inclusive, and meaningful educational experience for all learners.

2024-2025

School Learning Plan

SCHOOL STORY

Selkirk Elementary, one of Vancouver's largest elementary schools, enrolls approximately 670 students from kindergarten to Grade 7. The school offers both English and French Immersion programs, with the latter in its 16th year, comprising 9 divisions.

Located in the diverse Kensington-Cedar Cottage neighborhood, on the traditional, ancestral, and unceded territories of the Musqueam (x^wməθk^wəyám), Squamish (Sḵwəxwú7mesh), and Tsleil-Waututh (səlilwətaʔ) Nations, Selkirk represents around 30 languages, with significant support for English Language Learners and Indigenous students. The school consists of three classroom buildings and a fourth housing the Strong Start program and music room.

Our commitment to celebrating diversity fosters a culture of belonging. We emphasize the strength that diversity brings and actively engage students, staff, and the community in anti-racism practices and respectful communication. This year, we continue to prioritize SOGI initiatives, supported by the Intermediate Diversity Club, and celebrate various learning opportunities for all students. We are fortunate to have a highly supportive and engaged community, represented by our Parent Advisory Council (PAC), who supports programs and helps enhance the experiences of students through both fundraising efforts and community building opportunities. The school views families as partners in education. Families are keen participants in field trips, special events, and general day-to-day life at the school.

Selkirk's library commons functions as a collaborative literacy/STEM Hub. It includes shared laptop and iPad carts as well as various STEM materials. The teacher-librarian collaborates with classroom teachers and student support workers to engage students in activities ranging from coding to architecture. Both the library commons and the South Wing Building host story workshops, offering fun manipulatives to inspire creative writing and storytelling.

Via enhanced services support, Selkirk provides essential support to families and students. We offer food and daily items through programs like Backpack Buddies, daily snacks, a subsidized lunch program, and the "Books and Breakfast" morning initiative. Additionally, we connect families with external agencies for various services, including out-of-school activities, health care, and food security.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Selkirk students are hardworking, eager to learn, kind, compassionate, and creative. They are always ready to help and initiate new activities. We have over 15 clubs and activities taking place weekly at our school. The diverse student body means varied learning needs, requiring dynamic and adaptable teaching methods such as project-based learning, outdoor education, buddy reading, manie-musicale, etc.

In recent years, Selkirk has focused on enhancing social-emotional learning (SEL), well-being, and mental health. This work revealed that many students experience varying degrees of dysregulation based on observations and reviews of goals. Consequently, we decided to concentrate on developing executive functioning skills (EFS) to build on our SEL efforts and better address dysregulation. Staff observations indicated that students struggled with emotional control, sustained attention, persistence, and time management. Therefore, we aimed to support students by fostering resilience and perseverance.

During the 2023-2024 school year, one-on-one interviews conducted by the school principal with students from 20 out of 29 divisions revealed that students often judge themselves harshly when it comes to their executive functioning skills (EFS). We learned that 40% of the respondents are seeking strategies to manage dysregulation to gain better focus when learning. A survey sent to families in spring 2024 highlighted that 69% of their children experienced some challenges with EFS thus highlighting their importance. The families who responded to the survey also wanted their child(ren) to learn, especially in literacy, according to the family survey conducted virtually in Spring 2024 (90 responses).

Our goal was to see improvements in literacy as students became better regulated through EFS development. We observed gains in EFS, allowing us to now focus on academic growth in literacy.

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 will focus on tracking literacy data and practices that reflect our students' learning and highlight their engagement in seeing that language and text can be a source of creativity and joy. We want students to see themselves as readers and writers, feeling empowered to impact their own learning. Our goal is to develop a rigorous literacy program where every student thrives and to develop and document changing perceptions that learners have about their own literacy competencies.

Improve equity

Our literacy goal prioritizes all students, ensuring that they can achieve their potential. We aim to make every student feel seen. Using the district's Responsive Literacy Framework, teachers are collaborating to build a scope and sequence and to use varied approaches to teach literacy, with the students' needs always at the centre.

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

During the year, each class will use the Reconciliation Blanket to discuss and learn about Musqueam culture. We continue to practice land acknowledgements, helping students and staff learn the correct pronunciation of the three host nations' names and to support language reclamation. This aligns with Call to Action 14.iv: *The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.* We commit to updating the land acknowledgements to incorporate this new learning and unlearning.

HOW WILL WE KNOW WE'RE ON TRACK?

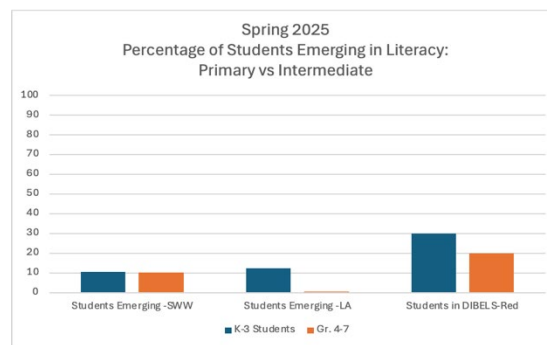
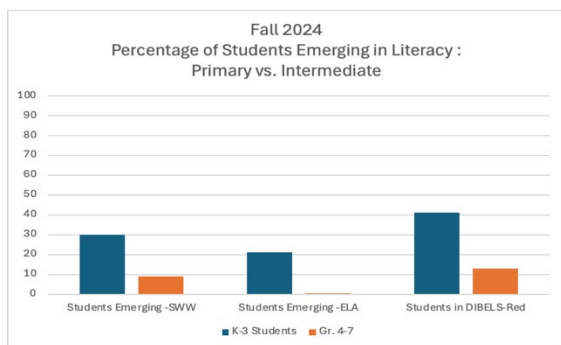
Supporting Every Child's Literacy Journey

Our goal is to develop a rigorous literacy program in which students reach their full potential. In the fall we assessed students in reading and writing. Our Primary (K–3) and Intermediate (Grades 4–7) teaching teams, along with our resource teachers, reviewed the results and planned targeted support. This included structured literacy approaches like UFLI and Heggerty, which are designed to build foundational skills in a systematic way and the district's Responsive Literacy Framework (P3P).

The data we collected showed that our youngest learners needed the most support. In writing, 30% of K–3 students were still emerging in their skills, compared to just 9% in Grades 4–7. In reading, 25% of students across the school required significant support with emerging reading skills, as identified by the DIBELS screener. Written Learning Update (CSL) data also showed that 21% of K–3 students were still emerging in English Language Arts (ELA), while less than 5% of students in Grades 4–7 were at that level.

We are proud to share that our students have made strong progress over the year. In writing, the number of K–3 students still emerging dropped by nearly 20%, while intermediate students remained steady at around 10%. In reading, K–3 students showed great improvement, with the number of students needing intensive support dropping from 41% to 29%. However, we did see an increase in the number of intermediate students needing support in reading—from 13% to 20%—which shows us where we need to focus next.

When we look at overall ELA performance on Written Learning Updates (CSL), the progress is clear. Among K–3 students, the percentage of students still emerging dropped from 21% in the fall to just 12.4% in the spring. Intermediate students remained steady at less than 5%, showing consistent performance.



We also want to highlight the incredible progress made by our Indigenous students. In Term 1, 40% were still emerging in English Language Arts. By Term 3, all those students had moved to either developing or proficient levels. This is a significant achievement, and it reflects the impact of our focused support and inclusive teaching practices.

Beyond academic skills, we also care deeply about how students feel about their learning. According to the Student Learning Survey, 92% of Grade 4 students and 89% of Grade 7 students agreed that “I am learning how to get better at writing”. In reading, 80% of Grade 4 students and 77% of Grade 7 students felt confident in their progress. These high levels of confidence, especially in writing, show that our literacy initiatives and explicit instruction in writers' craft and in different writing genres are helping students feel successful and motivated.

In summary, we are seeing strong growth in early literacy, especially in the primary grades. While we celebrate this progress, we also recognize the need to continue supporting our intermediate students, particularly in reading.

Creating an Inclusive and Equitable Learning Environment at Selkirk

At Selkirk, we are committed to creating a school where every student feels seen, supported, and included. This year, we have continued to strengthen our inclusive learning environment through collaboration, equity-focused initiatives, and meaningful cultural learning experiences.

According to the 2024–2025 Student Learning Survey, 87% of Grade 4 students and 82% of Grade 7 students agree that “I see students learning with many different adults.” This reflects our strong collaborative teaching model, where classroom teachers, support staff, and community partners work together to support all learners. It is a model that helps create the welcoming and inclusive environment we value so deeply.

We also gathered what is called “street data”—real, on-the-ground insights that reflect students' lived experiences and growth. For example, a district UDL (Universal Design for Learning) mentor worked closely with one of our classrooms, helping the teacher feel more confident in meeting the needs of all learners through their lesson planning. Our Early Learning Team also provided specialized tools and support for students with complex learning needs. Importantly, every student with diverse needs was supported by our Student Support Assistants (SSAs) to complete the Student Learning Survey—because every voice matters.

We have also taken meaningful steps toward equity and anti-oppression. In October, we hosted an in-house pumpkin patch so that all students, including those with mobility or sensory needs, could enjoy the experience without barriers. Staff and parents participated in anti-racism and equity learning sessions led by the AEO (Anti-racism, Equity, and Oppression) team. In 6 classrooms, teachers accessed anti-racist and anti-oppression workshops and co-teaching opportunities.

Every student at Selkirk also took part in a week-long dance residency celebrating the African Diaspora, as well as two days of African drumming workshops led by community elders. These joyful, PAC-funded experiences helped students connect with the creativity and cultural richness of Black communities. As a result, both staff and students are becoming more confident in recognizing and interrupting racism when they see it.

Continuing Our Journey of Reconciliation

We are also committed to deepening students' understanding of Indigenous cultures and practices. According to the Student Learning Survey, 52% of students recognized participating in Indigenous practices, while 83% of Grade 7 students did. This tells us that while older students are making strong connections, younger students may not yet recognize these experiences as part of Indigenous learning.

This gap presents an opportunity for us. Many of our Indigenous practices, including land acknowledgments, singing the Coast Salish anthem, participating in circles, experiencing Debra Sparrow's Reconciliation Blanket, and outdoor learning, may feel like regular classroom learning routines to younger students. We have learned that we need to be more explicit in naming and explaining the cultural significance of these activities so that all students can make meaningful connections.

The strong awareness in Grade 7 shows what's possible when Indigenous learning is made visible and intentional. Moving forward, we will continue to build on this foundation, especially in the primary grades, to ensure that every student understands and values the Indigenous teachings they experience.

Looking Forward: What is next?

The school will focus on strengthening explicit literacy instruction, deepening students' understanding of Indigenous practices, and enhancing equity by closely tracking achievement data and participation in extracurricular opportunities. Our plans include integrating Indigenous knowledge across the curriculum, partnering with local knowledge keepers, and monitoring progress through assessments and student surveys, all to ensure every learner is supported and engaged in meaningful learning experiences.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we 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)

About this place: Our school is located near the Fraser River on the south side of Vancouver, on the traditional, ancestral, and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish) & səlilwətał (Tsleil-Waututh) Nations. Our school property runs adjacent to the Langara Trail where students often walk and we often use the nearby green space, Winona Park where students take part in diverse, land-based learning activities. The view to the south, seen from our second floor windows, includes YVR and students learn about nearby bike routes, as well as the Punjabi Market to the east. Our school is situated near the Sunset Community Centre and Gateway Skytrain Station.

About our learners:

There are 437 students at Sexsmith Elementary; a diverse group of kindergarten to grade 7 learners, from various socio-economic backgrounds and with a broad range of strengths and stretches make up our student body. Our learners are enthusiastic about their diverse cultural backgrounds and about celebrating each others' cultures at school. There are more than 21 language groups at Sexsmith, and many of our learners are new to Canada.

About our school program:

Our school program involves learners working with Sexsmith staff to meet their own personal learning goals through the [Core Competencies](#), and following the [BC Curriculum](#). We follow the VSB district calendar and offer a variety of programs to make our school the best it can be for students and over 45 regular staff members. We have many options for learners including athletics teams and a year-round Intramural program as well as a growing music program at Sexsmith. Students participate in service and volunteer roles, leadership training, student council, lunch clubs for chess, gardening, and other interests. Each term we work with community partners to offer a few recreational programs for students to register for, including areas such as STEM and coding, art, yoga and mindfulness, Punjabi Heritage Language classes, dance and music.

About our learning focus:

At Sexsmith, we strive to focus on individual student learning needs, especially with literacy and numeracy skills. To enhance our curriculum offerings, and to meet the social emotional learning needs of all students, we provide project-based learning opportunities that focus on creating a strong sense of belonging. We share and connect with our community through annual events stemming from staff passions and expertise including athletics, science celebrations, Heritage fair events, sustainability programs and more.

We honour the Indigenous Principles of Learning and weave them into our classroom practices. Our staff create a learning environment focused on collaboration, including buddy and partnership classes as well as the use of technology for communication and representation. We engage in programs and activities that celebrate student achievement, physical and mental well-being, belonging, equity and Reconciliation.

About our PAC and community network:

Our parent/guardian community is strong and supportive. Caring volunteers provide an annual calendar of cultural events at Sexsmith, including many former parents and caregivers who come back each year to support the extracurricular engagement at our school. Our PAC (parent advisory council) hosts fundraisers to enhance our learning program, especially working to develop funds for technology, fieldtrips and extracurricular activities. There is a long tradition at Sexsmith of PAC working with the Arbutus Rotary Club as well as community volunteers to host events for Diwali, Christmas, Lunar New Year and Filipino Fiesta each year. Students of every culture get involved with learning traditional dances, games and ceremonies. Our PAC also creates opportunities for families to connect and foster a sense of community by hosting regular movie nights, which help strengthen bonds between students and families. Parent volunteers created a weekly hot lunch program and we strive to ensure each class has representation on the Sexsmith PAC. We coordinate with Sunset Community Centre, Marpole Neighbourhood House and the Churchill Family of Schools to provide support for families and opportunities for extracurricular involvement.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

J.W. Sexsmith Elementary staff and students are dedicated to fostering a diverse and inclusive environment that supports each child's unique learning journey. Our school community comprises 437 students from various cultural backgrounds, including over 160 English Language Learners and integrated support needs students, collectively speaking more than 20 languages.

Analysis of the Ministry of Education Student Learning Survey for 2023-2024, along with interim results for 2024-2025, reveals that the majority of our students report feeling happy at school and have a strong sense of belonging. They increasingly respect and acknowledge diversity. Anecdotal evidence highlights students' commitment to inclusion through initiatives such as buddy class programs, universal inclusion strategies for neurodivergent students, peer helper programs on the playground, and leadership roles in assemblies and announcements. Student participation in these

programs and in volunteerism around our school has significantly increased, emphasizing the importance of giving back to the school community. Whether it's holding the door for others daily after recess, or speaking at monthly assemblies, students, particularly those in grades 3-7, demonstrate a growing focus on social-emotional learning and inclusion.

Interim Student Learning Survey (SLS) data for grade 7 indicates that students are still developing resilience and the belief that they can make a difference in the world. To address this, we are prioritizing student voice and choice as key areas of focus. The SLS data also shows that more than 80% of students feel a sense of belonging at Sexsmith.

The SLS data from 2023-2024 and the current school year's interim data show that students have a clear understanding of school expectations and use social-emotional learning (SEL) program language to express themselves. We recognize that students across all grades have unique social-emotional needs. To gather insights, we employ various engagement strategies, including teachers' observations, the Middle Years' Developmental Instrument (MDI), parent feedback from the Student Learning Survey, and conversations at PAC-sponsored events.

Through staff and parent meetings, we have observed potential concerns regarding reduced social interactions and increased screen time among students. We are committed to addressing these issues to ensure the well-being of our learners. We continue to create opportunities for parent conversations about these important issues such as at morning coffee events, PAC meetings, at our PAC bookclub and other moments of connection.

At Sexsmith, we are dedicated to supporting our students in meeting grade-level expectations for literacy, encompassing reading, writing, listening, speaking, viewing, and representing. Our students exhibit a strong sense of belonging and connection to each other and the school culture. Overall, we believe in the following about our student needs and community focus:

- we have a Cohesive Learning Approach: Over the past three years, the school has worked on creating a unified approach to school expectations and learning goals.
- we monitor Student Support Needs: Ongoing support is needed for problem-solving skills, personal awareness, emotional regulation, and social media safety.
- we believe in Experiential Learning: Increasing opportunities for hands-on learning and strengthening connections with adults at school.
- we value Social Emotional Learning (SEL): We are collecting data about the students who require SEL interventions; our classrooms engage with SEL programs including: Second Step, MindUp, The Little Spot, TAPS, Consent Program, Strong Bodies Strong Kids, The Social Thinking Curriculum and the Zones of Regulation. We are seeking to create common language across grade levels so students can connect their learning over the years.

Specific Learning Groups and our Target Areas:

At J.W. Sexsmith Elementary, 9.5% of students have identified support needs, each with an Individual Education Plan. Additionally, 34% of students are identified as English Language Learners, speaking more than one language and requiring support with English language learning. Our school is committed to Reconciliation and educating both Indigenous and non-Indigenous students about the land and community.

Engaging literacy programs for younger students, including read-alouds, family and buddy reading, phonemic awareness lessons and bookmaking projects, are woven into daily life at Sexsmith. Our primary teachers focus on phonemic awareness using the UFLI program and other targeted approaches to teaching reading fluency. We have a renewed focus on writing rubrics for our School-wide write, especially at the grade 1-3 level, and we will continue to develop our assessment strategies for literacy in the coming term. Culturally responsive teaching methods and literacy programs are important to our teaching staff, and efforts such as cultural celebration read-alouds and exposure to multicultural perspectives are commonly practiced in the classrooms.

Our Parent Advisory Council (PAC) remains actively engaged in supporting student programming and fostering a positive school culture. Parents and caregivers are actively involved with our school community, volunteering for field trips, cooking lessons with students in our TEGS program, creating cultural events, and participating in various fundraisers and school events. We are exploring innovative ways to enhance playground interactions for our youngest students, including the development of new playground structures and activities. Additionally, we are initiating a book club for parents, caregivers, and staff to discuss topics such as digital citizenship and "The Anxious Generation," followed by other books of interest to our community.

Trusted Adults: Students at JW Sexsmith Elementary have trusted adults they can turn to when they have concerns, fostering a supportive and open environment. The 2023 Student Learning Survey responses indicate that a significant majority of students, averaging 60% between Grades 4 and 7, feel genuinely cared for by the adults at school. Additionally, an average of 74% of students feel that their questions and concerns are valued and welcomed by these trusted adults.

Our staff engages in collaborative conversations to build support teams around students in need, prioritizing emotional well-being above all else. This commitment ensures that every student receives the care and support necessary to thrive. Students shared:

- "I think the most important things about our school are being inclusive, respecting everyone, making sure everyone is equal and learning about our community." – Grade 6 Student
- "I like how I feel safe around adults or my teachers and I think that what is the most important." – Grade 4 Student
- "The teachers are always gonna include u even tho you don't want to participate and the people there would always welcome u even tho u don't know them." – Grade 7 Student

These testimonials reflect the positive experiences of our students and underscore our dedication to creating a nurturing and inclusive school environment full of trusted adults.

Engaged Students: The 2023 Student Learning Survey responses reveal that students at JW Sexsmith Elementary feel a strong connection to the adults at school, see themselves as active learners, and feel safe within the school environment. Through classroom conversations, observations, and small focus group sessions with our principal, we are actively gathering student voices to understand their needs and ideas. We recognize the immense value of these insights and are committed to continually enhancing student agency.

As educators, we understand the critical importance of knowing our impact and evaluating our effect on students, as emphasized by John Hattie (2011). This focus on understanding and improving our influence on student outcomes is a growing priority for the staff at Sexsmith.

Our students express a positive attitude towards school and value their educational experience. Additionally, many students reported having a flexible mindset, a concept we frequently emphasize and will continue to promote.

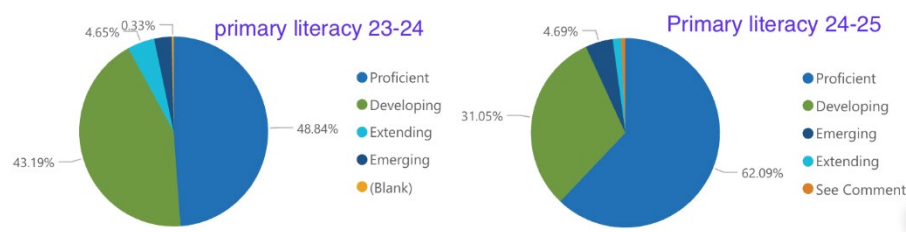
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

Our school is committed to improving student achievement in literacy and numeracy, physical and mental well-being, and fostering a strong sense of belonging through a comprehensive and intentional approach. In literacy, we focus on building both skill and confidence by supporting students in achieving grade-level reading comprehension and written output. A school-wide writing assessment framework has been implemented, including bi-annual assessments and the development of grade-specific rubrics for consistent evaluation. This structured approach allows

us to collect and analyze data on literacy development, which in turn informs targeted interventions to support student growth.

We have seen growth with our K-3 literacy assessments. When analyzing literacy data from term 2 and 3 learning updates for 2024 and 2025, we can see a gradual increase in proficiency. We can attribute some of this improvement to the collaboration of our primary team teachers and the focus on phonemic awareness programs and teaching strategies. We plan to continue our focus on literacy assessment, introducing the new provincial assessment tools for K-3, in the next school year. Our staff will be increasingly intentional about the curricular content and methods of instruction for literacy at Sexsmith.



To enhance students' physical and mental well-being, we incorporate real-life, interactive learning experiences that emphasize identity and self-value. Programs like STARS lessons and Social Emotional Learning (SEL) activities are used to teach respect, healthy habits, and emotional regulation. These initiatives help students build resilience and develop a positive self-image. By integrating SEL into daily learning and fostering inclusive, hands-on experiences, we create a supportive environment where students feel valued and connected. This holistic strategy ensures that every student has the opportunity to thrive academically, socially, and emotionally.

To further support students' physical wellness, our school offers a range of extracurricular and intramural sports opportunities that encourage active lifestyles and foster teamwork. Competitive teams such as volleyball, basketball, and track and field provide students with regular opportunities to participate in meets with neighbouring schools, promoting physical fitness, school pride, and community engagement. For students who prefer a more recreational approach, we offer inclusive in-house intramural games and a badminton club for students in grades 4 to 7, ensuring that all students have access to enjoyable and meaningful physical activity regardless of skill level or competitive interest.

Social Emotional Learning (SEL) is deeply embedded in our school culture, guided by the STARS framework—**Safety, Teamwork, Acceptance, Respect, and Sharing**. These core values shape our expectations for behaviour and communication, helping students build confidence, problem-solving skills, and a strong sense of community. STARS is not just a framework; it's a daily practice reinforced through school-wide assemblies, classroom instruction, and grade-level activities.

We also recognize and celebrate the many contributions of our PAC and community volunteers, who model these values through their daily involvement. Their presence reinforces the importance of connection, generosity, and shared responsibility, making our school a safe, inclusive, and supportive place for all.

At Sexsmith, we are committed to fostering equity and inclusion through intentional actions that support all learners. Staff engage in ongoing professional development focused on equity, inclusion, and culturally responsive practices. We ensure that resources are distributed equitably so that every student has access to special programming and school activities without barriers. Our programs are designed to be welcoming and responsive to diverse learning needs and cultural backgrounds, with additional support services such as counseling and community connections available as needed.

We emphasize differentiated instruction and Universal Design for Learning by planning lessons that accommodate a variety of learning styles and abilities. Flexible grouping strategies and the integration of assistive technologies help ensure that all students can access and engage with the curriculum. Activities that celebrate identity and culture are embedded throughout the year, including student-led cultural projects and visits from guest speakers and performers who share their lived experiences and talents.

Social Emotional Learning (SEL) is a foundational part of our approach, supported by a comprehensive SEL curriculum, mindfulness practices, and clear safety expectations rooted in our STARS motto and school code of conduct. Classrooms are intentionally structured to feel like supportive, family-like communities where students feel a strong sense of belonging and pride. Through these collective efforts, we continue to build an inclusive school environment where every student is seen, valued, and supported.

Improve equity



At Sexsmith, we are committed to creating an inclusive, supportive, and equitable learning environment that meets the diverse needs of our students and families. Individual Education Plans and Positive Behaviour Support Plans are thoughtfully developed and implemented for students requiring additional support. Many of our learners are English Language Learners who speak multiple languages, and we provide targeted English language instruction to ensure their success. Our commitment to Reconciliation is reflected in our efforts to educate both Indigenous and non-Indigenous students about the land, community, and Indigenous ways of

knowing. This includes a focus on contemporary Indigenous leaders and voices, helping students understand the ongoing contributions of Indigenous peoples today.

Literacy is a central focus at our school. Engaging programs such as read-alouds, family and buddy reading, phonemic awareness lessons and bookmaking projects are part of daily routines, particularly in the primary grades. Teachers use the UFLI program and other targeted strategies to build foundational reading skills. Grade 1 teachers also collaborate with district Curriculum Enhancement Teacher in literacy to initiate a bookmaking project, where they create a supportive environment, model the writing process and use effective strategies to engage younger writers. Additionally, we have renewed our focus on writing, especially in grades 1–3, with updated rubrics for our School-Wide Write and continued development of assessment strategies. Our approach to literacy is culturally responsive, incorporating expressive writing, storytelling, and texts that reflect a wide range of cultures, beliefs, and experiences. The Responsive Literacy Framework is being implemented school-wide to support this work.

We foster a strong sense of belonging through peer support initiatives such as buddy programs and peer helpers, and we use positive reinforcement strategies like STARS tickets to build pride and community. Classrooms are designed to feel like supportive families, and morning soft starts help ease students into the day with calm, purposeful activities. Clubs such as the Green Team, Rainbow Club, Chess Club, Band Club, and our new Library Monitor Club provide opportunities for leadership, creativity, and connection. Student leadership is further encouraged through roles like safety patrol, lunch monitors, and peer mentors.

Our Parent Advisory Council (PAC) plays an active role in supporting student programming and school culture. Parents and caregivers volunteer for field trips, cooking lessons in our TEGS program, cultural events, and fundraisers. This year, we introduced a book club for parents, caregivers, and staff, beginning with *The Anxious Generation* and exploring topics like digital citizenship. We are also exploring new ways to enhance playground experiences for our youngest learners through the development of new structures and activities.

To support student well-being, we are developing surveys and focus groups to gather student voice around their sense of belonging and mental health. Restorative justice circles are used for conflict resolution and healing, and mindfulness practices are integrated into classroom routines. Students have access to mental health resources through SEL programming, our school counselor, and community partnerships. Perspective-taking activities and reflective practices help students build personal and social awareness, and core competencies are integrated across all areas of learning. These collective efforts ensure that every student at Sexsmith feels seen, supported, and empowered to thrive.

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



Our school continues to deepen its Reconciliation journey through a holistic and evolving approach that includes professional learning, curriculum integration, student engagement, and community involvement. Staff are supported with ongoing opportunities to explore the Seven Grandfather Teachings and the First Peoples Principles of Learning, including through workshops led by Indigenous elders and knowledge keepers when possible. These teachings are embedded into classroom lessons and interdisciplinary projects, helping students connect meaningfully with Indigenous perspectives and values.

This year, we placed a stronger emphasis on learning about contemporary Indigenous people and leaders, helping students understand the ongoing contributions and voices of Indigenous communities today. We also introduced theme words aligned with our STARS framework—Safety, Teamwork, Acceptance, Respect, and Sharing—that connect with Indigenous principles such as *respect* and *listening*. These words were explicitly taught to students and became a foundation for classroom discussions and activities.

This initiative blossomed into the creation of classroom word walls featuring translations of these values in various Halkomelem dialects, which were then compared with words in other languages spoken by students and families. This multilingual exploration fostered a deeper appreciation for cultural diversity and linguistic richness. The conversation extended beyond classrooms, as parents engaged in these discussions during our spring conferences, contributing their perspectives and strengthening the home-school connection.

Our resource development continues to grow, with tools like the Orange Shirt Day kit, Reconciliation Blanket information, and a dedicated Truth and Reconciliation library section. Staff also engage in reflective practices using texts such as *“Wahi-Wah: Indigenous Pedagogies”* and *“ReStorying Education”*, supporting both personal and collective growth. Through these efforts, we aim to create an inclusive, respectful, and equitable school environment where Indigenous perspectives are visible, valued, and celebrated.

HOW WILL WE KNOW WE'RE ON TRACK?

At our school, Social Emotional Learning (SEL) is woven into daily life through the STARS framework—Safety, Teamwork, Acceptance, Respect, and Sharing—which guides student behaviour, communication, and community building. These values are brought to life in our



assemblies, where they are meaningfully connected with the Seven Grandfather Teachings—Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth, and with recognizing the importance of Heritage Languages in our school and with learning about Halkomelem languages as well. Together, these teachings help students reflect on how to care for themselves, each other, and our shared environment, while valuing where we have come from. We also highlight the contributions of our PAC and community volunteers, who model these values and help strengthen our school culture.

To ensure we're on track, we are committed to ongoing monitoring and reflection. We gather both qualitative and quantitative data to assess our progress. This includes student self-reflections, stories, and anecdotal evidence, as well as feedback from staff, students, and families. Tools like our evolving writing rubrics for the School Wide Write help us track growth in literacy skills over time. In the coming year, we plan to focus our community engagement on literacy, bringing parents and caregivers into the conversation early in the year with a "Camp Read" event and book sharing at our annual Meet the Staff and PAC Open House. We plan to collect data at these events that can help us understand our students' areas of need and current level of engagement with literacy not just in the Language Arts classroom but also in their lives holistically. We will continue to analyze data from the Foundation Skills Assessment (gr. 4 & 7), Learning Updates (3 terms per year), the annual Ministry of Education Student Learning Survey, the Middle Years Developmental Instrument, and Early Years Developmental Instrument, to monitor both academic and social-emotional development. Anecdotal observation notes and both verbal and written student surveys also inform our staff about student connectedness, engagement and trust in our adult team.

We are increasing opportunities for student voice and community feedback, ensuring that our planning and practices reflect the needs and experiences of those we serve. The strong bonds among students, staff, and families at our school are testament to our success in fostering a welcoming, inclusive, and engaging learning environment. We celebrate our progress through newsletters, assemblies, PAC meetings, community meetings and events, reinforcing a shared sense of pride and belonging.

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).

Admiral Seymour Elementary is in a thriving neighborhood between Glen Drive and Vernon Drive on the Downtown Eastside of Vancouver with students from many diverse cultures. The school serves 144 students from kindergarten through 7th grade, representing a diverse range of ethnicities such as Indigenous, Syrian, Chinese, Mexican, Colombian, French, Lebanese, Jordanian, Filipino and Sri Lankan. The students come from homes where languages such as English, Arabic, Spanish, Cantonese, Punjabi, and Vietnamese are spoken. Approximately 40% of Seymour students are English Language Learners.

Our school has a rich history, with its first building constructed in 1900 and a second brick building added in 1907. In 2000, Seymour Elementary celebrated its centennial with a celebration spanning through the decades. Over the years, as the neighborhood has evolved, so has the school, becoming a dynamic and vibrant hub of the community.

Classes at Seymour Elementary are organized as combined classes, grouping students from different grade levels together. The students adapt well to various instructional settings, including individual work, classroom activities, and small group configurations. At Seymour we have a Youth and Family Worker and Indigenous Enhancement Worker. These two positions support our students and families by providing additional programs and tools to our community. We also have a Curriculum Enhancement Teacher who supports our literacy, numeracy and curriculum-based initiatives. This teacher also provides support to all our classroom teachers and offers extra learning opportunities for our entire staff team.

The safety and well-being of the students are paramount at Seymour Elementary. The school has two before and after-school care providers: RayCam, located at Hastings and Campbell, and the YMCA, which operates on the school premises. Additionally, the school offers school-based after-school programs focused on sports, Science, and leadership. The school has established significant partnerships with community groups, including the Saint James Music Academy for music programs, the Writer's Exchange for after-school writer's workshops and science programs with

Science World. According to the 2024 MDI survey, 82% of Seymour students who took the survey reported having a positive after-school activity that contributes to their well-being.

To ensure students have access to nutritious meals, Admiral Seymour Elementary provides a breakfast program and a lunch program. The school also participates in the BC Agriculture in the Classroom initiative, receiving monthly shipments of fruits and vegetables. In conjunction with Fresh Roots Urban Farming Society and Growing Chefs, our school hosted a LunchLAB “pop up” in the Spring of 2023 and 2024, wherein students took part in the preparation, cooking and serving of nutritious food for the whole school. In 2025 LunchLAB will be returning to Seymour every Thursday and will be creating nutritious meals with students to feed the entire school population. Healthy snacks are always available at Seymour, and the school participates in the Backpack Buddies program, which allows students to take food home each week.

Additionally, Seymour Elementary serves as a Strong Start site, welcoming children between the ages of 1 month and 5 years on weekday mornings from 9:30 am to 11:30 am. The Strong Start Centre provides a welcoming space for families and caregivers to connect while offering preschoolers access to a rich and high-quality learning environment.

Our valuable community contributors include the Terminal City Club, Lawson Lundell LLP, BC, and Yukon Book Prizes, Sentinel Secondary, Brooksbank Elementary, St. George’s School and West Point Grey Academy. We are especially proud of our 20-year partnership with Borden Ladner Gervais law firm (BLG) and love the weekly reading sessions with the lawyers in our classrooms. We also love the books they bring, and our school library is full of wonderful resources thanks to their contributions. Fine Arts opportunities are enriched through school-wide performances, various dance programs such as DancePlay, Young Actors Studio, music for all classes with the Saint James Music Academy and photography and visual arts through Artists in Residence in Schools. We have also recently partnered with the “Heart of the City Festival” to coordinate Indigenous dance and drumming performances by some well-known local artists.

We are proud of the diverse athletic opportunities available to students at Seymour Elementary. Last year the Vancouver Whitecaps sent some of their best players and community coaches to run a soccer academy and lively soccer games take place every recess and lunch. Over 110 students had six weeks of triathlon training with Excelleration Triathlon club in the Spring of 2024 and 2025. Throughout the year we offer soccer, basketball, volleyball, lunchtime yoga sessions, cross-country, running, track and field and gymnastics with Gym Sense.

Every day at Seymour there is an open library block for all students to take out and return books. We also utilize this space as a soft start for many of our students where they can read books and play games with their peers and staff. Our library has become a central hub of learning, and we have worked very hard to make this a beautiful inviting space. We hold many family reading mornings where families come to our library and read with their children. We have also recently installed a Story Studio on our 3rd floor where students build and create stories from a wide variety of materials. This amazing space is helping our students to make imaginative and creative stories which aids them in their written output.

Our school has recently renovated our sensory room, which has given some of our diverse learners to express themselves in various ways. This space had given our support staff and students a valuable area where we can teach our students how to control their bodies and activate their minds.

The parent and caregiver community at Seymour supports all the activities and opportunities available to Seymour students. Our PAC has monthly meetings where we discuss school initiatives and other ways to engage and support our community. The PAC supports us with Sports Day, Family Movie Nights and supports our Grade 7 celebration. They also help create amazing cultural events during Eid and other important cultural events. This fall we were able to host a clothing give away for families to ensure all our students have appropriate clothing for the colder months. As a school we try to offer many opportunities for parents to get involved in our school. Parents are invited to many of our assemblies and concerts to watch our students showcase their talents. By volunteering for field trips or offering support for community events, the parents and caregivers at Seymour are continuing to become more actively involved in the fabric of our unique community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students of Seymour are kind, thoughtful, and resilient. Seymour students come from a wide array of backgrounds and have a strong connection to their unique cultures. They are proud of where they come from and are respectful of others cultural values. This is further reinforced by the many in-class and schoolwide cultural events/activities that take place at Seymour. At Seymour 40% of students are ELL, 35% are Indigenous and 28% have a learning designation. These numbers showcase the complexities that are evident within our school community. Many students require differentiated supports in order to be successful. Many students also come from imposed conditions over-seas and within Canada, making them both vulnerable and resilient in a number of ways. We encourage students to attend school every day and work to support students and families to improve daily attendance.

The majority of students who enter kindergarten at Seymour did not have the opportunity to attend pre-school or an early childhood program of any kind. This can contribute to low kindergarten readiness skills that aid in successfully adapting to the kindergarten program. As a result, early literacy intervention is a critical component to the learning program at Seymour.

Students at Seymour thrive when they feel safe and close to others within the school. Having these positive relationships are essential to student's success. Seymour students need to feel safe and cared for by the adults supporting them. By having an amazing staff team in the building who foster these positive relationships every day, many students have become open to learning new things and have begun to take chances when engaging in lessons and activities.

At Admiral Seymour Elementary, our mission is to educate the whole child. We recognize that education goes beyond academics and encompasses the social and emotional well-being of students as well. Our approach centers on addressing the academic, social, and emotional needs of every student in our care while also celebrating individual cultures and identity. Seymour students thrive when taking part in outdoor education opportunities and out-trips. We offer many opportunities to get engaged with nature and explore the land that we reside on.

By focusing on academic, social, and emotional growth while emphasizing kindness, we aim to create a supportive and inclusive learning community at Admiral Seymour Elementary. Our goal is to empower students to become well-rounded individuals who are not only academically prepared but also equipped with the skills, values, and attitudes necessary to thrive in all aspects of their lives.

Literacy Date for the 2024-2025 School Year

Our literacy data from last school year is based on the DIBELS Composite Score that was administered by our classroom teachers and resource team. The composite scores give an empirically derived risk status that communicates each student's overall risk, taking into consideration their performance on each subtest. Some considerations to take into account are:

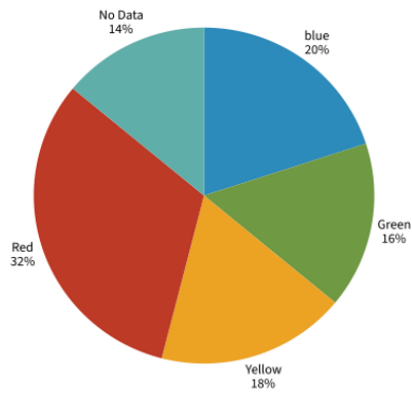
- This is only one assessment tool and we use many
- New students added mid-year may not be accounted for
- All students are new to this type of assessment so that may impact scores
- Teachers are also new to the administration of DIBELS
- Students may have completed one, but not all the assessments
- Some students were unable to participate in the assessment

Below are the results of the DIBELS assessment for each grade at Seymour,

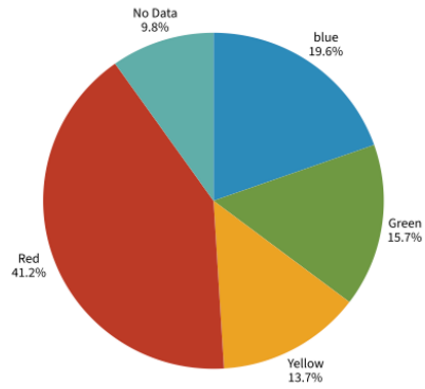
- Blue: Indicates a student only requires core support and is at a negligible risk
- Green: Indicates a student only requires core support and is at a minimal risk
- Yellow: Indicates a student requires strategic support and is at some risk
- Red: Indicates a student requires intensive support and is at risk

Grade 1 -Grade 3 DIBELS Composite Scores

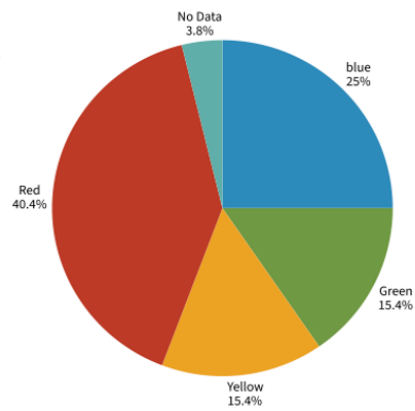
Term 1



Term 2

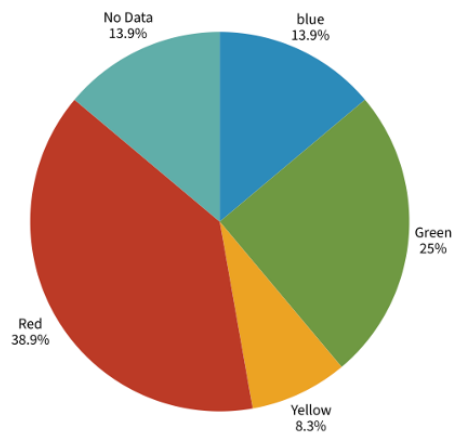


Term 3

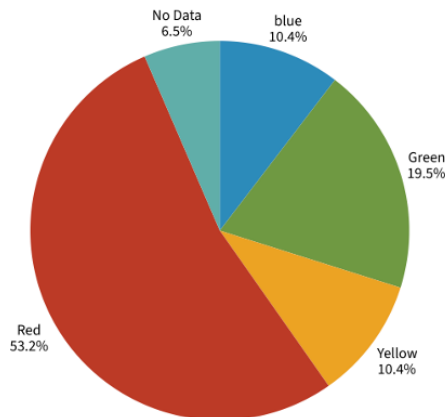


Grade 4 -Grade 7 DIBELS Composite Scores

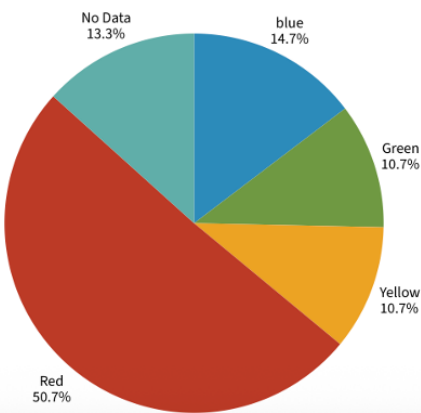
Term 1



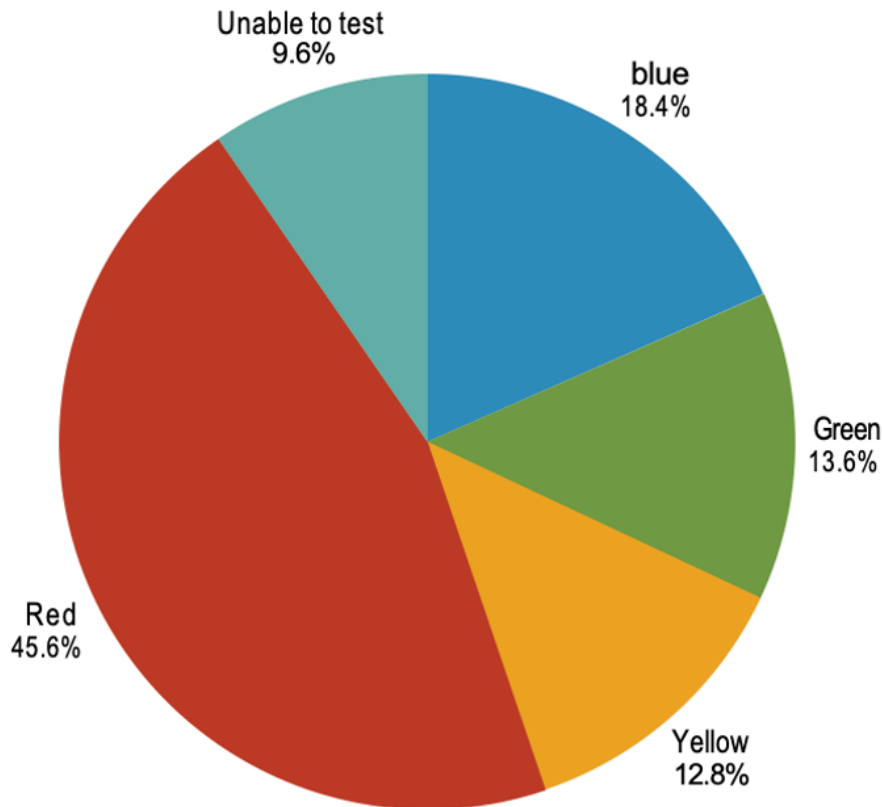
Term 2



Term 3



Admiral Seymour School YEAR END DIBELS COMPOSITE DATA



At Seymour, a strong emphasis has been placed on early literacy development, with intensive support and targeted instruction in Kindergarten through Grade 2. Using the DIBELS assessment tool, the school has observed significant growth in foundational literacy skills within these early years, reflecting the success of this focused approach. The Kindergarten students and Grade 1's have displayed excellent improvements throughout this school year. We have seen progress in all the Grade levels and will continue to strive for excellence in this area

In some of the intermediate grades, more than 50% of the students are at risk and require intensive support in reading and reading comprehension. As a school we will continue to use the

DIBELS assessment tool which will allow us to compare our improvements and progress term to term and year. Last year, we used the CSL tool and the grades given by teachers as our data which a larger section of literacy as it includes reading, writing, listening and speaking, whereas the DIBELS tests structured literacy skills. The DIBELS data will help guide our literacy goals and interventions. The robust classroom assessment that happens each day with literacy is also important data the school considers. All this literacy data shows that Seymour students continue to struggle with literacy, specifically reading and reading comprehension, therefore it will continue to be a focus school wide.

In order to work toward eliminating the achievement gap in literacy at Seymour, we will be working to ensure all students have what they need to achieve success at school with learning. Part of the work with equity is ensuring students have equitable access to success. This will be achieved partly by the wrap around support at Seymour and the varied opportunities for students to access learning.

Student Learning Survey Data on our Grade 4 and Grade 7 students

The 2025 Student Learning Survey (SLS) results show encouraging growth in student well-being and connection at Seymour. This year, 74% of Grade 4 and 7 students reported feeling a sense of belonging at school most or all of the time, up from 58% in 2024. This positive shift reflects the ongoing efforts of our dedicated staff to create a warm, inclusive, and welcoming environment for all students.

Additionally, 85% of Grade 4 and 7 students indicated that at least three adults at the school care about them, representing a 24% increase from last year. This data highlights the strong relationships being built between students and staff, and reinforces Seymour's commitment to fostering a supportive and connected school community. Our staff consistently go above and beyond their roles to ensure students feel seen, supported, and encouraged to succeed.

We will continue to monitor this data in the coming year to assess the impact of our current initiatives and to guide future planning in these key areas of student experience.

Reconciliation

Seymour students have engaged in a variety of meaningful and authentic learning experiences related to Indigenous culture and reconciliation. The school year began with a community-wide Orange Shirt Day parade, where students and staff walked through the neighborhood with signs and posters to honor the day and raise awareness.

Throughout the year, all students have participated in weekly Indigenous learning sessions with our Indigenous Enhancement Worker, Jessica. These sessions have included learning the Coast Salish anthem, exploring the history of residential schools, and participating in cultural celebrations that often include shared meals and community gatherings.

According to the SLS survey, 79% of Grade 4 and 7 students reported participating in Indigenous celebrations and activities at least some of the time, demonstrating the integration of culturally relevant learning across the school. We are excited to welcome a new Indigenous Enhancement Worker in the upcoming school year and look forward to continuing this important work.

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

Our literacy goal at Seymour Elementary is to improve reading success for all students in all grades by providing them with explicit, systematic, cumulative evidence-based reading instruction. We will focus on student Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.

We will track our success by collecting assessment data in the fall, winter, and in the spring. For some children, physiological, medical, or attendance issues interfere with the goal of grade level reading. We will chart growth using this data.

Here is how we will meet our goal:

Strategies:

1. **Phonics Instruction:** Implement systematic and explicit phonics instruction to help students develop strong decoding skills and phonemic awareness. Utilize multisensory activities and manipulatives to engage students in learning letter-sound correspondences.
2. **Vocabulary Development:** Incorporate vocabulary-building activities across the curriculum to expand students' word knowledge and comprehension. Integrate strategies such as semantic mapping, context clues, and word study to deepen understanding of word meanings.
3. **Fluency Practice:** Provide regular opportunities for guided and independent reading practice to improve fluency and automaticity. Use repeated readings, choral reading, and reader's theatre to enhance prosody and expression.
4. **Comprehension Strategies:** Teach explicit comprehension strategies such as predicting, questioning, visualizing, summarizing, and making connections. Scaffold instruction to support students in understanding and applying these strategies during reading.
5. **Small-Group Instruction:** Implement targeted small-group instruction based on students' specific needs and skill levels. Use ongoing progress monitoring to adjust instruction and provide individualized support.

Improve equity

At Seymour we strive to create equity in school-wide literacy initiatives to ensure every student, regardless of background, language, ability, or learning style, has access to the tools and support they need to become proficient readers and writers. To achieve this, our staff team must implement differentiated methods of instruction that recognize and respond to the diverse needs of Seymour students. This includes using a variety of texts that reflect students' cultures and experiences, offering multiple ways for students to engage with content, and providing targeted interventions based on individual assessment data.

By embedding equity into literacy instruction, Seymour can work to create an inclusive environment where all students are empowered to succeed and grow as confident, capable communicators. By utilizing our support staff, Youth and Family Worker, Indigenous Enhancement Worker and Literacy Enhancement teacher, we can create, foster and enhance programs. We can also be creative with service schedules that support our most vulnerable students in a variety of ways. By doing this we can help students with many of the obstacles that they are facing in their day-to-day lives.

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

As a school we are working on making Indigenous education more authentic and hands on. By creating opportunities and experiences for students that embrace Indigenous ways of knowing, we hope to give students a plethora of authentic lessons, activities, experiences and field studies. Students at Seymour have engaged in outdoor learning on nature walks and field trips to the forests and beaches of the lower mainland. Every week students work with the Indigenous Enhancement Worker on Indigenous art projects and activities. The Artist in Residence Christine Mackenzie a local Indigenous Artist has worked with all our students on Indigenous art projects for the last two years and will be returning in the fall to begin her third year of residency with us. Our school also has a beautiful Indigenous Enhancement room that all students are welcome to and spend time in weekly. For Orange Shirt Day we had a school-wide march around the neighborhood that was very powerful for our students and families. We will continue with this important work and are excited to engage in more authentic learning activities with an Indigenous focus next year.

HOW WILL WE KNOW WE'RE ON TRACK?

We plan to continue to use report card data and various literacy assessments from year to year to compare and analyze which areas we are improving in and what areas we need to focus on. It is clear that literacy is an area that we will be focusing on in the upcoming years. We are planning to continue to use the DIBELS assessment tool, the Phonological Awareness Skills Screener combined with the Quick Phonics Screener 3 times a year. We will also use the P3P Assessment Tool from the District Literacy Framework. By using these tools, we will be able to track Seymour

student's abilities in literacy so we can create programming to target areas where they require support. We will continue to value Communicating Student Learning data (report card) as a key way to communicate with families.

We will also continue to use the data from the Student Learning Survey to continue to monitor and track the mental well-being of Seymour students and their connectedness to our school. We are also hoping to conduct small focus groups to gather more specific data regarding student's mental health and social emotional well-being.

Lastly, we will be documenting and tracking Indigenous activities and engagement throughout the year by collecting pictures, videos and artifacts from our events and learning. We will keep track of all events and lessons on a calendar, so we can continue to build on this year to year.

2024-2025

School Learning Plan

SCHOOL STORY

Shaughnessy Elementary School, a heritage site established in 1919, currently educates 440 students from Kindergarten through Grade 7. Our diverse student body reflects the multilingual nature of Vancouver, with 24% of students identified as English Language Learners (ELL). We integrate students with diverse abilities into all classrooms, where they receive targeted support from resource teachers and support staff (SSAs).

Our staff is committed to the Vancouver School District's Education Plan 2026, which prioritizes student achievement, well-being, inclusivity, and the recognition of Indigenous ways of knowing. Shaughnessy students consistently perform well in both school-based and provincial assessments in literacy and numeracy.

Shaughnessy's dedicated staff provides a comprehensive education that includes enriched academic, sports, and fine arts programs. We encourage students to contribute positively to the school community by developing their capacity to act respectfully, responsibly, and safely—both at school and in the broader community. All intermediate students are encouraged to take on leadership roles that promote collaboration, initiative, and peer mentorship. These experiences not only foster a sense of belonging and responsibility but also help students become thoughtful, engaged citizens within our school and beyond.

The support and generosity of the Parent Advisory Council (PAC) enhance our programs through impactful fundraising initiatives. These efforts support activities such as dance, gymnastics, visits from local performers and authors, and field trips. The PAC also organizes a variety of community-building events, including our Welcome Coffee and Connect, Family Dance, Movie Night, International Cuisine Day, and Family Picnic.

As part of our commitment to student success, we continue to focus on literacy, numeracy, social-emotional and learning (SEL), and our collective journey of truth and reconciliation with Indigenous Peoples. Through a collaborative and caring approach, Shaughnessy Elementary School seeks to inspire a love of learning in every child, fostering a resilient and adaptable mindset that empowers them to reach their full potential.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy Progress

Students at Shaughnessy Elementary demonstrated steady growth in literacy throughout the school year. At the beginning of the year, 8% of students were identified on their Learning Updates as emerging and received targeted support; 37% were developing, and 55% were meeting or exceeding expectations. Through focused school-wide literacy strategies and intentional interventions, students made significant progress. By year's end, just 6.5% remained at the emerging level, while 25.5% were developing, and a notable 67% were proficient or extending. This upward trend reflects the effectiveness of our instructional approaches and the strong dedication of the teaching staff.

Numeracy Development

We continue to emphasize meaningful numeracy instruction, integrating real-world applications, cross-curricular learning, and hands-on materials to support deeper understanding. Teachers use ongoing assessments to guide instruction and offer timely feedback. Math talks and inquiry-based projects encourage students to verbalize their thinking and grow as confident problem-solvers.

Assessment data from our Learning Updates shows encouraging progress. At the start of the year, fewer than 10% of students were at the emerging level, with the majority developing or demonstrating proficiency. By June, the number of students at the emerging level had decreased even further, while those at the proficient or extending levels increased. This growth highlights the effectiveness of instructional strategies and strong student engagement throughout the year.

Student Well-Being and Support

Shaughnessy students are supported both at school and at home, with Early Years Development Index (EDI) and the Middle Years Development Index (MDI) data showing high levels of care and connection. Social and Emotional Learning (SEL), focusing on kindness, empathy, cooperation, and helpfulness.

Leadership remains a vital part of our school culture. Over 75% of our intermediate students take on leadership roles such as peer helpers, library monitors, traffic safety patrol, big buddies, and leading monthly assemblies—strengthening their sense of responsibility and school pride.

Curricular and Extracurricular Opportunities

Creative expression is central to student life. All students receive music, visual arts, dance, and drama instruction. Primary students engage in bucket drumming, singing, recorder, and ukulele, while intermediate students join concert band, lunchtime chamber choir, and orchestra. Participation in the Elementary Night of Bands and Choral Festival helps build confidence and community connection.

This year, over 120 students in Grades 1–7 participated in cross-country running, and 170 in track and field. Additionally, many Intermediate students proudly represented Shaughnessy in soccer, volleyball, basketball, and badminton.

Diversity, Inclusion, and Reconciliation

Shaughnessy students represent a rich tapestry of cultures, backgrounds, and learning needs. To meet this diversity, teachers employ Universal Design for Learning (UDL) and culturally responsive teaching practices. With 24% of students learning English as an additional language, we provide both pull-out and in-class English Language Learning (ELL) and resource support.

Our school team also offers counselling, mentoring, academic intervention, and gifted enrichment. Students are actively engaged in reconciliation through classroom learning, and a growing library collection of Indigenous literature. Staff continue to enrich classroom resources and integrate Indigenous perspectives into the curriculum, reinforcing our commitment to diversity, equity, inclusion, and truth and reconciliation.

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

This year, our school has undertaken significant efforts to enhance student achievement in literacy. Recognizing the importance of a unified approach, our staff collaboratively established a common literacy goal: "How might we cultivate a love of literacy in our students while equipping them with strong foundational skills that support their growth from early learning through the intermediate grades?" This goal serves as the cornerstone of our literacy initiatives, guiding our strategies and actions throughout the year.

To support this initiative, we enlisted the expertise of District Literacy mentors who introduced various new reading and writing strategies. These mentors worked closely with our teachers, who formed triads to co-teach and implement these strategies in their classrooms. This collaborative approach not only facilitated the sharing of best practices but also fostered a supportive professional learning community focused on enhancing literacy instruction.

In addition, our teachers participated in a six-month residency program with Dr. Robin Bright. During this period, Dr. Bright conducted a comprehensive literacy assessment to identify the professional needs of our teachers regarding literacy instruction and the type of support required. Based on these insights, Dr. Bright co-developed and co-taught reading and writing strategies with grade teams aimed at promoting student engagement. This residency program has been instrumental in equipping our teachers with the skills and knowledge necessary to foster a love of literacy in our students and support their academic growth.

Our school is dedicated to enhancing students' physical and mental well-being, as well as fostering a strong sense of belonging. To achieve this, we have implemented buddy classes that lead monthly student-led assemblies on important topics such as kindness, respect, diversity, acceptance, and self-care. These assemblies provide a platform for students to engage with and learn from one another, promoting a supportive and inclusive school environment.

Improve equity

Diversity, equity, and inclusion are all important aspects of a holistic and supportive school environment. With great pride, we strive to be a school that supports all students to make progress and find success. We celebrate our differences by learning about different cultures, histories, and ways of knowing. We provide equitable learning, by having certain students receive support from Resource Teachers and other staff members, particularly in the areas of learning numeracy and literacy. In addition, we achieve inclusion, by working closely with SSA's and other staff members, to plan field trips and unique learning opportunities that invite all students to participate fully.

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

At Shaughnessy, we recognize that it is a privilege and an honour to be able to live, work, learn, and play on the traditional and unceded lands of the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). As a staff team, we have decided to be more intentional about sharing authentic Indigenous resources when we receive permission to share these unique resources. This especially occurred after our valuable learning from our Indigenous Focus Day in April. We also understand that learning with the First Peoples Principles of Learning (FPPL) needs to occur daily in all subjects, and that this type of learning is not limited to a specific resource or lesson. We honour and embrace diverse ways of knowing as we teach, learn, and assess the learning that happens at Shaughnessy.

One example of how we integrate Indigenous ways of knowing at our school, is that when classes have class meetings, our teachers have decided to have students sit in a circle, so that everyone can see and hear each person who shares. This has helped us to create a culture of active listening and empathy towards one another. This is related to the FPPL that we have focused on this school year, which is “Learning is embedded in memory, history, and story”. It is important to be empathetic and open to listening to one another, so that we can better understand the different truths that exist in our lived experiences. We engage with this FPPL when we use our new literacy initiatives that involve stories and sharing our memories and histories with one another. Furthermore, we recognize that the truth needs to be taught as an integral part of being able to begin reconciling with Indigenous peoples and ways of knowing. This includes using Indigenous books and resources to talk about sensitive and important information related to our challenging histories and present-day dialogues here in Canada.

HOW WILL WE KNOW WE'RE ON TRACK?

At Shaughnessy, we embarked on a literacy journey with the support of Dr. Robin Bright, a literacy professor from the University of Lethbridge. Teachers expressed that they found some of the professional development from this new literacy initiative to be some of the most meaningful professional development they have ever encountered in their careers. Teachers reported that using stories to introduce targeted writing activities with students has opened many opportunities for more engaging and holistic learning opportunities in literacy. Not only have our literacy proficiency scores increased from the beginning of the school year (as outlined in this report), but

we have also noticed that in both teachers' reflections and students' reflections, the core competency of "critical and creative thinking" was engaged with more intentionally and more in-depth. Students were able to reflect on their writing and then edit their written expressions to better match their authentic thoughts and feelings while also using various written structures (such as poems or short stories) as guides for optimizing their thoughtful expressions. We also recognize that learning and assessing will continue to occur next school year, and we need to be ready to adapt to the needs of our students at any given time. We continue to strive for a supportive environment that encourages everyone to be a life-long learner.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect we are honoured to be learning and unlearning on the ancestral and unceded lands of the Musqueam people. Southlands is proud to be the catchment school for students from the Musqueam nation.

Southlands Elementary School is a warm, welcoming, multicultural, and diverse community with a strong focus on building a sense of belonging. We are an International Baccalaureate School, servicing students in kindergarten to Grade 7. Southlands has up to date IB accreditation and is in full compliance with International Baccalaureate criteria. As such, we focus on noticing, naming, and nurturing the Learner Profile Attributes. We facilitate learning experiences in which students can become knowledgeable, principled, open-minded, caring risktakers, communicators, and thinkers. As an International Baccalaureate (IB) school, our staff collaborates in planning transdisciplinary units of inquiry and is dedicated to fostering the 10 attributes of the IB learner profile. Our staff is committed to incorporating Indigenous ways of knowing and principles of learning into every aspect of the curriculum. We maintain strong home-school relationships through regular communication and have a supportive parent/guardian community that helps us achieve our goals. Southlands is focused on outdoor education, utilizing our location next to Pacific Spirit Park as an access point for students to explore the forest and the natural world.

The Southlands community reflects the First People's Principles of Learning and acknowledges the importance of living in harmony with the environment, recognizing the land as a source of knowledge and identity. Both the IB curriculum and the First Peoples' Principles of Knowing advocate for a comprehensive, respectful, and reflective approach to education. They encourage learners to engage deeply with knowledge, appreciate diverse perspectives, and recognize the interconnectedness of all aspects of life. This alignment not only enriches the Southlands educational experience but also fosters a greater understanding of our shared humanity and responsibility towards the world.

Students at Southlands Elementary are supported by an amazing staff of educators that includes 11 classroom teachers, 4 resource teachers, an Indigenous enhancement worker, a curriculum enhancement teacher, 8 student support workers, a counsellor, a youth and family worker and many more individuals who make up our team. We are a host of One-to-One readers, Jericho Kids Club and other programs that support our community throughout the year.

Our community is actively focused on caring for Ourselves, Others and this Place. Alongside those expectations we are working towards improving our ability to provide equitable education, a

sense of well-being and belonging. We are also working towards sustained, impactful reconciliation.

As an International Baccalaureate (IB) World School, Southlands Elementary is committed to continuous growth and excellence in education. We are currently preparing for our **IB Primary Years Programme (PYP) Evaluation**, scheduled for 2027. This evaluation is a significant milestone that occurs every five years and serves as a comprehensive review of our implementation of the IB philosophy, standards, and practices.

The IB evaluation process involves:

- **A thorough self-study** conducted by the school community, including staff, students, and families.
- **Evidence collection** of teaching practices, student learning, and community engagement aligned with IB standards.
- **Professional development** to ensure all staff are well-versed in IB pedagogy and the Learner Profile attributes. Approaches to learning pedagogy encompasses "Approaches to Teaching"
- **Curriculum review and refinement** to ensure transdisciplinary units of inquiry are robust, inclusive, and reflective of global and local contexts.
- **A site visit** by IB evaluators who will observe classrooms, review documentation, and meet with stakeholders.

We are proud to say that Southlands is in an **excellent position** to succeed in this evaluation. Our staff is deeply committed to the IB philosophy, and we have already embedded many of the core elements of the PYP into our daily practice. Our focus on student agency, inquiry-based learning, and international-mindedness is evident throughout the school.

In preparation for 2027, we will:

- Continue to build staff capacity through targeted IB professional development.
- Strengthen documentation and reflection practices.
- Deepen integration of Indigenous perspectives and local knowledge into units of inquiry.
- Engage the community in the self-study process to ensure a shared understanding of our goals and achievements.

This journey toward evaluation is not just about meeting standards—it's about reaffirming our commitment to providing a world-class, inclusive, and reflective education for every learner at Southlands.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

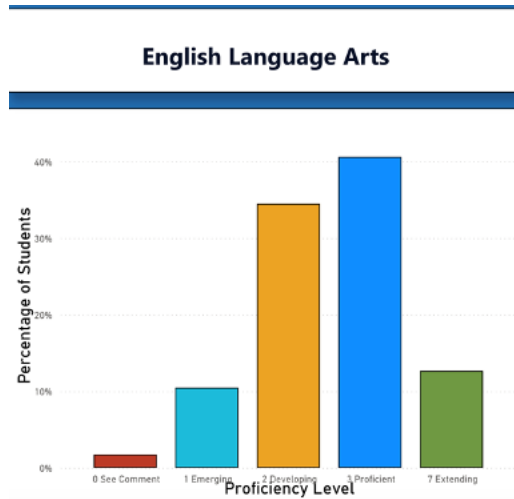
Southlands welcomes a unique community of learners. We are the proud host to over 50 students from Musqueam, we have a large cohort of International Education students from all over the world, we also service several families that are new to Canada. This diversity creates a rich learning environment that allows students to immediately be a part of a community that welcomes everyone.

Students love the outdoors; we are situated on Musqueam land and are lucky to be surrounded by forests with access to hiking trails. We often take advantage of this proximity to nature through forest walks and other activities.

Our learners are strong, resilient, and intelligent. They are creative, hard-working, collaborative and self-starters. We are a student-centered school community with countless opportunities for student leadership, participation, and action in our school. Being an IB school allows students to view the world through that lens; we focus on the learner profile attributes of the IB program and take a thoughtful approach to learning about our community, the land, the globe and how everything is interconnected. Some are more confident learners than others. Students come from a wide variety of cultural backgrounds, and many speak two or three languages. They welcome students who are new to our school and are appreciative of differences. This year we introduced 'think sheets' to our students from kindergarten to grade 7. A think sheet is a way for students to reflect on things that have happened and to learn to be accountable for their actions. We are hopeful that this process leads to an improved restorative justice approach. Students will explain what happened and how they were feeling at the time; sometimes we make interesting choices when we're hungry or tired or excited and it is an important part of the process to identify those feelings. Think sheets are an opportunity to learn and grow; students develop executive functioning, self-awareness, cognitive flexibility and emotional regulation skills.

The data from our Student Learning Surveys (SLS) from 2023/24 shows that overall, students are happy and comfortable here at Southlands. There is a strong sense of belonging, well-being and a recognition that the majority of students feel they are improving their academics on a regular basis. When asked, "Do you like school?" Over 80% of our Grade 4 and 7 students responded positively. Over 85% of students also responded positively to the question, "At school, do you respect people who are different from you?" We acknowledge that continued work is needed for fostering a further sense of community and respect.

Our community of learners also presents some gaps in literacy rates. Just over 50% of our students are at the proficient or extending level in Language Arts. This is something we are working to improve through consistent literacy interventions at a schoolwide level.



We have a diverse group of students who excel in many different ways. One of our goals at Southlands is to recognize the genius in every single one of our students and provide a learning environment that allows all students to flourish.

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 have identified gaps in our literacy and numeracy achievement in our school. The staff are fully engaged in rectifying these gaps. We are in our third year of our current literacy intervention. We take a schoolwide approach to literacy instruction and are currently experimenting with a number of literacy strategies and assessments. We are using literacy programs and assessments including UFLI, StoryChamps, DRA, Dibels, and more.

With physical and mental well-being and belonging in mind, we have a Forest Walk program where students explore the forest with our counsellor, principal, and other staff members. We practice mindfulness while exercising and being outside.

Finally, as an IB school we are building towards our PYP Program Evaluation in 2027. This requires a deep dive into our curricular and pedagogical practices, our community building, IB policies and procedures, and much more.

Improve equity

The staff at Southlands are committed to an equitable approach. We believe that having a schoolwide literacy plan is part of our equity approach. We are also looking at how we can offer more opportunities to our students who don't often get opportunities in and out of school. We believe that every student should have an opportunity to learn and experience the things that they are interested in and have those barriers to learning removed. Our Youth and Family Worker, helps connect families and students with opportunities outside of school hours and provides support to those families for a variety of needs.

We can start our equity journey by educating ourselves on what equity really is. Equity is not always fair but it serves those who have been systemically impacted by a number of factors. If we can work to remove barriers from those who face obstacles in every day life we can bring about a more equitable school environment.

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

We are in a unique position here at Southlands. As the school for Musqueam students we have the potential to be a district leader in reconciliatory practices. We are in the midst of bringing more Indigenous practices into our school, focusing on learning the Musqueam language, hən̓q̓əmin̓əm, and also bringing in more drumming practices into the school. We are also working on a new mural for the school. We hope to have all of these things established by the end of this year. Currently, we are practicing weaving in most classes. We have also recently erected a house post, created by Brent Sparrow. This is the centerpiece of our outdoor space and we are very proud to have this on our schoolgrounds.

HOW WILL WE KNOW WE'RE ON TRACK?

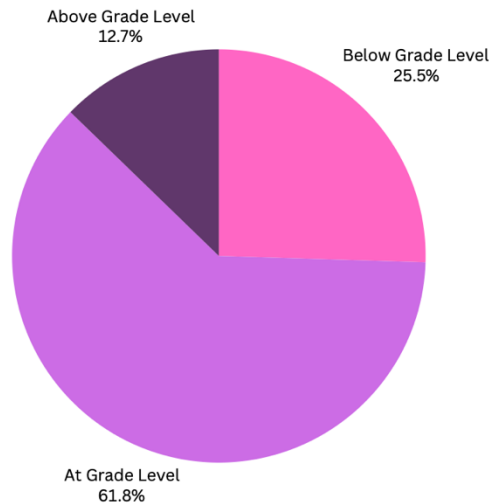
Southlands is a strong community with engaged students and families. It is such a unique school, due to its diversity, location, and IB programming. There is no other school like it in Vancouver. Our goals are aligned to the goals of the Vancouver School Board. We are focused on equity, reconciliation and student achievement and well-being. We track these goals in a number of ways.

Schoolwide Literacy Program – Every student at Southlands participates in our schoolwide literacy program. We provide literacy interventions for all students to improve their decoding, comprehension, and writing skills.

Student Learning Survey data shows that 76% of our grade 4 students feel they are getting better at reading. Literacy data reflects that we have just over 75% of our grade 4 population reading at grade level or above while most of the remaining 25% have shown improvement this year. 77% of grade 7 students responded that they were getting better at reading.

Overall primary literacy data shows that just under 75% of readers are at grade level or above. This is something we are working towards improving and would like to get up to over 80% next year and then continue to improve year after year. Students have shown improvement this year, schoolwide. This is a result of an engaged and committed staff, combined with a clear plan for literacy improvement. With the help of the curriculum enhancement teacher and resource team, the staff has developed a schoolwide approach that allows us to meet students where they are, and provide targeted, direct instruction to each individual student.

Kindergarten - Grade 4 Literacy [June 2025]



Belonging and well-being - 77% of our grade 4 and 7 students "always or most of the time" feel welcome at the school, according to SLS data. This is a positive number, and we are looking to improve that in the future. When asked if the adults in the building treat students fairly, the responses dipped to about 60%, which demonstrates a need for staff to ensure that students are feeling heard and responded to.

Belonging and well-being data is also reflected in the Middle Years Development Instrument (MDI) - a self-assessment instrument run out of UBC that surveys student well-being. The grade 6 students at Southlands responded very positively to their sense of 'peer belonging', with 74% of them saying it was high, which was well above the school district average. When asked, "At my school there is an adult who believes I will be a success", 94% responded in a positive way. This shows that the Southlands staff let students know that we believe in them. When asked about their academic self-concept, 91% of grade 6 students at Southlands responded positively.

Student Learning Survey results showed that we have continued work to do to teach about Indigenous Peoples in Canada. Of the 57 grade 4 and 7 students surveyed, only 10 responded that they were learning about Indigenous Peoples all the time, while just under half of the respondents said they learned about Indigenous Peoples in Canada "Sometimes". We will work to improve that in 2025-26, as one of our main goals is to weave Indigenous principles and perspectives into everything we do here at Southlands.

To create more community and thoughtfulness we have started a few different initiatives; to spread kindness and to work on restorative justice. Students are given "kindness leaves" when they do something kind, these can be given to students by staff or other students. Our kindness tree started with barren branches and by the end of the year, it is completely full of acts of kindness.

Our journey of reconciliation

We continue to look at data based and anecdotal tracking so that we can ensure we are continue to address reconciliation efforts. We will be adding a custom question to our Student Learning Survey next year. This question will be about experiencing and learning Indigenous perspectives at the school. We'll track the growth year after year. We will also continue to focus on Indigenous ways of learning in professional development sessions as a staff. Southlands is working towards developing further collaborations with the Musqueam community for art and music. We also gather community feedback, conduct informal walkthroughs of the school and classrooms, collect student reflections and promote student leadership and action.

2024-2025 School Learning Plan

SCHOOL STORY

Strathcona Elementary is located on the unceded traditional lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał Úxwumixw (Tsleil-Waututh) Nations, where our students and staff learn, grow, and build community together. Situated in Vancouver's Downtown East Side near historic Chinatown, Strathcona is the city's oldest elementary school. As a dual track (English and French Immersion) enhanced services site, we serve approximately 493 students from Kindergarten to Grade 7. Our student body reflects a wide range of lived experiences, languages, and cultural identities, with 32 self-identified cultural or language groups represented—an essential source of vibrancy and strength within our school.

Strathcona's unique character is further reflected in its three architecturally distinct buildings, which house classrooms, a cafeteria, an auditorium, and a shared gymnasium with the Strathcona Community Centre. The E building also hosts preschool, daycare, and out-of-school care programs, demonstrating our deep and ongoing partnerships with families and community organizations.

Over one-third of our students self-identify as Indigenous, with roots in Nations across Turtle Island. We are committed to honouring and amplifying Indigenous knowledge, voices, and leadership throughout our school community. This commitment is woven into daily classroom learning, cultural assemblies, and school-wide events that celebrate Indigenous teachings and ways of being. These efforts are further enriched through strong connections with organizations such as the Vancouver Aboriginal Friendship Centre, Urban Native Youth Association (UNYA), Red Fox Healthy Living Society, and local Indigenous childcare centres.

To support students and families, many of whom are impacted by systemic inequities, intergenerational trauma, and poverty, Strathcona offers a range of enhanced services designed to foster safety, well-being, and belonging. These include a daily lunch program, social-emotional supports, and health services provided by the RICHER program, the Strathcona Community Dental Clinic, the Vancouver Community College Dental Hygiene Program, and providing students with eye exams and glasses through the VCH Optometrist pilot program.

Our close relationship with the Strathcona Community Centre further strengthens our ability to meet student and family needs through before- and after-school care, a breakfast program, weekly food distribution, and inclusive recreational programming.

Beyond academics, Strathcona nurtures a thriving extracurricular culture with high levels of student involvement in music, athletics, and leadership opportunities. We deeply value the role of parents, caregivers, and community partners in co-creating a safe, inclusive, and welcoming school environment. At Strathcona, belonging is not just a goal; it is a lived experience that shapes every part of our school day and every member of our community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The heart of Strathcona Elementary lies in its vibrant community, strong connections, and the creative use of diverse resources to uplift and support every learner. Our students come from culturally rich, multilingual, and intergenerational communities that offer a wealth of knowledge, lived experience, and resilience. Students actively contribute to school life as peer helpers, big buddies, library and office monitors, cafeteria leaders, and members of the powerful Red Fox drum group where they showcase their leadership, collaboration, and pride in their identities.

At Strathcona, we recognize that learning happens in many forms. Strathcona students thrive in environments that embrace STEM, Story Studio, inquiry-based learning, cooperative approaches, and project-based models that honor their curiosity and creativity. Relationships are at the core of our learning community, and it is through these trusting and reciprocal connections that we come to understand our students more deeply. Not only how they learn, but also what brings them joy, safety, and meaning.

We acknowledge the complexity and brilliance each student brings, particularly those navigating life circumstances shaped by intergenerational trauma, displacement, or systemic inequities. We recognize that some learners arrive at school without prior access to early learning experiences, and so we intentionally build foundational readiness, social-emotional skills, and culturally anchored self-regulation strategies that affirm students' identities and support their growth. Many of the learners live within complex systems shaped by socio-economic inequities and historical injustices, including racialized barriers that continue to impact access and opportunity.

Supporting students at Strathcona means holding space for the whole child while also standing alongside the broader community in solidarity and collaboration. Rather than viewing challenges as deficits, we see them as opportunities to strengthen our supports. Chronic absenteeism and late arrivals are approached with compassion and curiosity, as signals of larger stories and unmet needs. Our collective response is guided by empathy, care, and a belief in every child's potential to thrive within a safe, responsive, and joyful learning environment.

Strathcona students are navigating their learning journeys with courage, creativity, and resilience. Through attendance patterns, classroom engagement, and CSL data, we are gaining valuable insights into areas where students may require deeper connection and support, particularly in literacy, mental health, and overall engagement. Rather than viewing these data points as deficits, we approach them with curiosity and empathy, asking: ***What are our students trying to tell us? How can we co-create learning environments that honor their strengths and respond to their needs?***

Literacy continues to be a key area of growth and opportunity. Classroom assessments, student reflections, and educator observations collectively point toward the importance of continued investment in both reading and writing skills. We recognize that foundational literacy skills are not just academic benchmarks but tools of empowerment and expression. Over 50% of students are developing these skills at their own pace, and our response is rooted in relationship, explicit instruction, and differentiated learning. To ensure our instruction is responsive and effective, we are tracking student progress in reading specific skills three times a year using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). This regular monitoring allows us to celebrate student growth, identify areas for targeted support, and adjust instruction to meet diverse learning needs.

Encouragingly, student voices from the Grade Four Student Learning Survey (SLS) affirm that the foundation for growth, *belonging, connection, and safety*, is firmly in place:

- 86% of students report feeling a sense of belonging
- 92% know there are two or more adults at school who care about them
- 82% say they are happy at school
- 91% feel welcome
- 93% feel safe

These expressions of trust and wellbeing are powerful indicators that Strathcona is a community, not just a school. It is a place where students see themselves reflected, respected, and supported as they grow into their full 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

At Strathcona, our primary areas of focus remain engagement, belonging, and community building, all foundational elements for creating a learning environment rooted in dignity, care, and connection. Central to this work is our commitment to improving literacy outcomes through intentional, explicit, and sequential phonics instruction that supports all learners, particularly those who benefit from more direct and structured approaches to reading in both English and French. We are expanding our literacy practices to include the use of Indigenous decodable texts that not only support foundational reading skills but also reflect the cultures, languages, and worldviews of the students and communities we serve. These culturally grounded resources help us center Indigenous ways of knowing while fostering pride, visibility, and engagement among students.

All this work is held within a trauma-informed and decolonizing lens. We understand that creating a safe, calm, and connected school climate, where students' emotional, social, and physical needs are honored, is essential to academic success. Our approach continues to align with the VSB's commitment to equity, inclusion, and Indigenous education. We recognize that supporting literacy is also a powerful act of justice and liberation.

Improve equity

Equity is not a standalone initiative at Strathcona Elementary, it is a guiding principle embedded in every decision, relationship, and support system we create. We recognize that many Strathcona families carry the weight of intergenerational trauma and may have experienced disrupted or harmful relationships with educational institutions. In response, we are committed to building trust, practicing humility, and walking alongside families with care and consistency.

Our staff actively listen, connect, and respond to the evolving needs of our students and their caregivers. This includes offering wraparound supports such as access to food programs, health services through the RICHER initiative, hampers for the holidays, Indigenous Enhancement Teacher and Worker, Neighbourhood Assistant, and two Youth and Family Workers. We engage in regular cycles of reflection and check-ins to ensure we are not only identifying barriers but also co-creating solutions in partnership with families and outside agencies.

Demonstrating equity in our school looks like:

- **Offering flexible meeting times and culturally safe spaces** for caregivers to engage without judgment
- **Embedding Indigenous content and pedagogy** across subject areas throughout the year
- **Using trauma-informed practices** in classroom management, recognizing behavior as communication
- **Allocating resources based on need**, not equality—ensuring that those most impacted by systemic inequities receive the support they need to be successful
- **Creating student leadership opportunities** that elevate voices from all backgrounds and foster agency. [Click or tap here to enter text.](#)

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

The Truth and Reconciliation Calls to Action guide our daily work at Lord Strathcona. With 33% of our students identifying as Indigenous, we are deeply grateful for the leadership and partnership of parents, community members, and our Indigenous Enhancement Teacher and Worker.

First Peoples' Principles of Learning shape how we teach, learn, and connect. We celebrate and honor Indigenous ways of knowing through our inclusive assembly protocols and ongoing cultural practices rooted in reflection and relationship.

Our efforts align with the Indigenous Education Enhancement Agreement in the following ways:

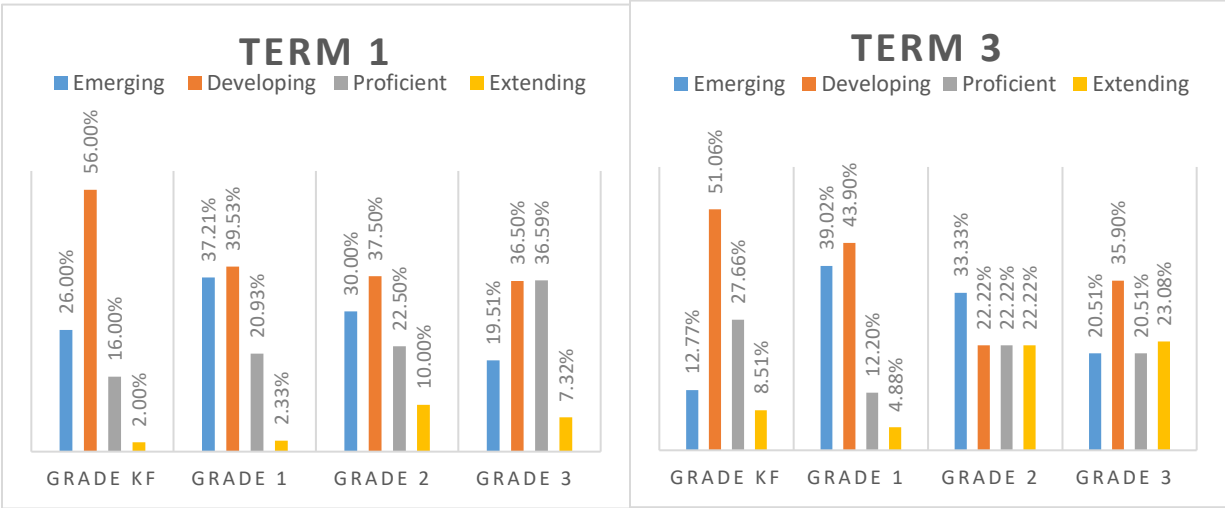
- **Belonging:** We foster pride, identity, and connection for Indigenous students.
- **Mastery:** We support Indigenous academic success from Kindergarten through Grade 12.
- **Culture & Community:** We build respect and understanding of Indigenous histories and contributions across our school, while actively addressing all forms of racism.

Each class makes a commitment to one of the Calls of Action in September and shares their learning as part of the Indigenous People's Day celebration assembly in June.

HOW WILL WE KNOW WE'RE ON TRACK?

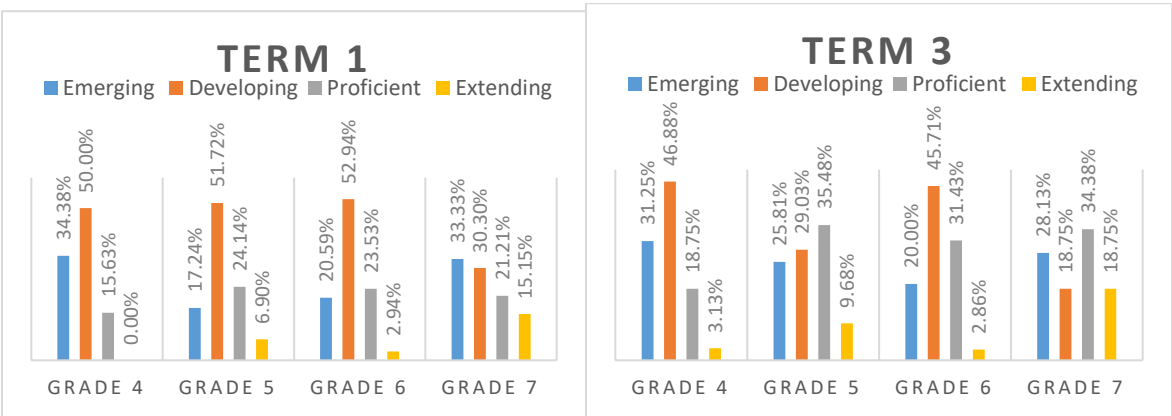
To continuously monitor the impact of our efforts, we look at a variety of data sets including Communicating Student Learning (report card) data for literacy, Student Learning Survey data, Indigenous Success Plan information, student voice, and ongoing feedback from staff and families.

Communicating Student Learning: Language Arts K-3 Data



Comparing Term 1 and Term 3 data shows that primary students made meaningful progress in their literacy learning, especially in Kindergarten and Grade 3. In these grades, more students made progress, showing growth in their literacy skills. While Grade 1 and Grade 2 showed some growth, they continue to need focused support to help build confidence and solidify foundational literacy skills. As a school, we recognize the importance of literacy building blocks at this age and continue to learn, through professional development opportunities, ways to better support vulnerable learners to ensure each student is provided with the instruction they need to be literate. Continued attention to classroom instruction, targeted interventions, and responsive teaching will help ensure all students have the opportunity to grow and succeed.

Communicating Student Learning: Language Arts 4-7 Data



From Term 1 to Term 3, students in Grades 4–7 showed encouraging growth in their literacy development. Many students moved into higher achievement levels, especially in Grades 6 and 7, where we see more students reaching *Proficient* and *Extending*. This suggests that learning experiences are helping students build stronger reading, writing, and oral language skills over time and that the instruction they received in primary years is maintained in intermediate grades. There are still opportunities to support students who are continuing to develop foundational literacy skills, particularly in Grades 4 and 5. With continued focus on engaging, explicit instruction, all students can keep growing and building confidence in their literacy learning.

As the CSL data shows, the combination of structured, explicit literacy instruction and diverse, culturally responsive content has led to meaningful gains in student achievement across K–7. By using a clear, sequential approach to phonics alongside rich texts that reflect students' identities, languages, and lived experiences, learners are not only building foundational reading and writing skills; they are also developing confidence, voice, and deeper engagement. This intentional blend of method and meaning is helping more students work towards literacy benchmarks while feeling seen, supported, and successful in their learning journey. We will continue to review and adjust our practices to ensure growth continues.

2024-2025 School Learning Plan

SCHOOL STORY

Šxʷwəqʷəθət Crosstown is a dynamic urban elementary school in the heart of Vancouver. It opened for kindergarten to Grade Seven enrolment in September 2017 and now has 21 divisions and 475 students. We are the neighbourhood school for families living in parts of Yaletown, Chinatown, and the Downtown East Side. Our school population reflects this wonderful diversity of place. Welcoming brand new immigrants to Canada, as well as Indigenous students whose families have lived on these lands since time immemorial, Šxʷwəqʷəθət Crosstown is a very diverse community. There are over thirty different home languages spoken, with the most common being English, Spanish, Russian, Farsi and Korean. Forty-four percent of our students speak a home language other than English.

The Šxʷwəqʷəθət Crosstown community is very proud of our Hənqimənum name, Šxʷwəqʷəθət [shwa quwa set], which was gifted to us by the Musqueam Nation on March 9, 2020. Elder Larry Grant gifted the name and explained its meaning: “Šxʷwəqʷəθət references a mode of transportation used by Musqueam people whereby they caught the tide as a shortcut from False Creek to Burrard Inlet. The meaning of this name is generally translated as ‘the place from which one can catch the tide.’” Since March 2020, we have been working to honour our name, learning about its meaning, spelling and pronunciation. This is an important part of our reconciliation work.

As a school community, we want all students to feel included, respected and seen. We value care, community and kindness. We have a well-established school wide positive behaviour support program (PBIS), which forms part of our Code of Conduct and helps us explain expectations and problem solve when needed. We are the Šxʷwəqʷəθət Crosstown CROWS – Caring, Responsible, Optimistic, Wise and Safe. Staff and students learn and speak about being Caring CROWS as a way to these values memorable. Our CROWS matrix which sets out positive expectations, supports the social and emotional well-being of all students.

A key part of our school community are the parents and care-givers, including the active and supportive Parent Advisory Council (PAC). The Šxʷwəqʷəθət Crosstown PAC provides additional resources, such as our library book bags, events like dances, support for our wonderful Sun Run team and much more. Many parents and care-givers, including grandparents, foster parents, aunties and older siblings, can often be seen on the playground, chatting with staff and other students before and after school.

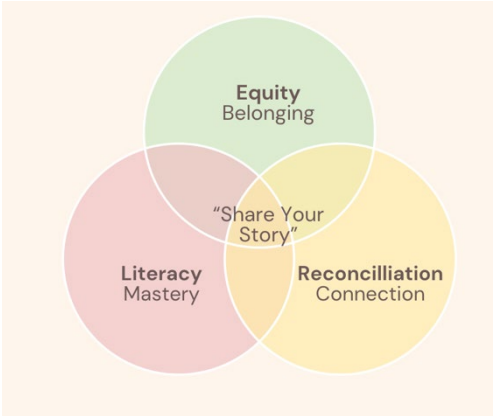
We have valued community partnerships with Vancouver Society of Childcare Centres, which runs after school care as well as summer child care on site. In addition, the Vancouver Firefighters and Backpack Buddies provide us with valuable food support throughout the year. To help support families there is after school programming such as sports, yoga and science programs. The school itself is situated adjacent to Andy Livingstone Park, a City of Vancouver park, which serves as our playground.

Our unique location allows us access to many opportunities including ready access to the seawall around False Creek. Habitat Island is within walking distance, providing outdoor learning opportunities with a small stand of trees and shoreline environments. We also have easy access to Concord Pacific Park, Chinatown, Hogan’s Alley, Dr. Sun Yat Sen Garden, and Science World. We have valued community partnerships with BC Place which allows us periodic access to their field as part of the Field of Dreams program.

The Ƨxʷwəqʷəθəʔ Crosstown students are very enthusiastic about opportunities offered to them. The committed staff team volunteer to run a wide variety of sports teams including basketball, soccer, volleyball, badminton, track and field and cross-country. Our teams are big! More than 90 students joined the track and field team and more than 100 ran cross country this year. In addition, thanks to parent volunteers, we also have a very special Sun Run team, which, at 128 registered members, was a huge show to school pride! In addition to these athletic opportunities, many students are involved in caring for our roof top garden and annual events like our Talent Show and Terry Fox Run.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

There are 475 learners at Ƨxʷwəqʷəθəʔ Crosstown. Of these, over twenty are Indigenous, about 30% are designated English Language Learners, with many more speaking one or more languages. In addition about 10% have a special need recognized by the Ministry of Education and Child Care. The community is dynamic, with new families joining us throughout the school year. Often these families are also brand new to Canada. We know that our learners are curious, empathetic and interested in each others’ stories. We know that our students embrace leadership opportunities and have enacted several student-led initiatives, including various clubs. We value student voice.

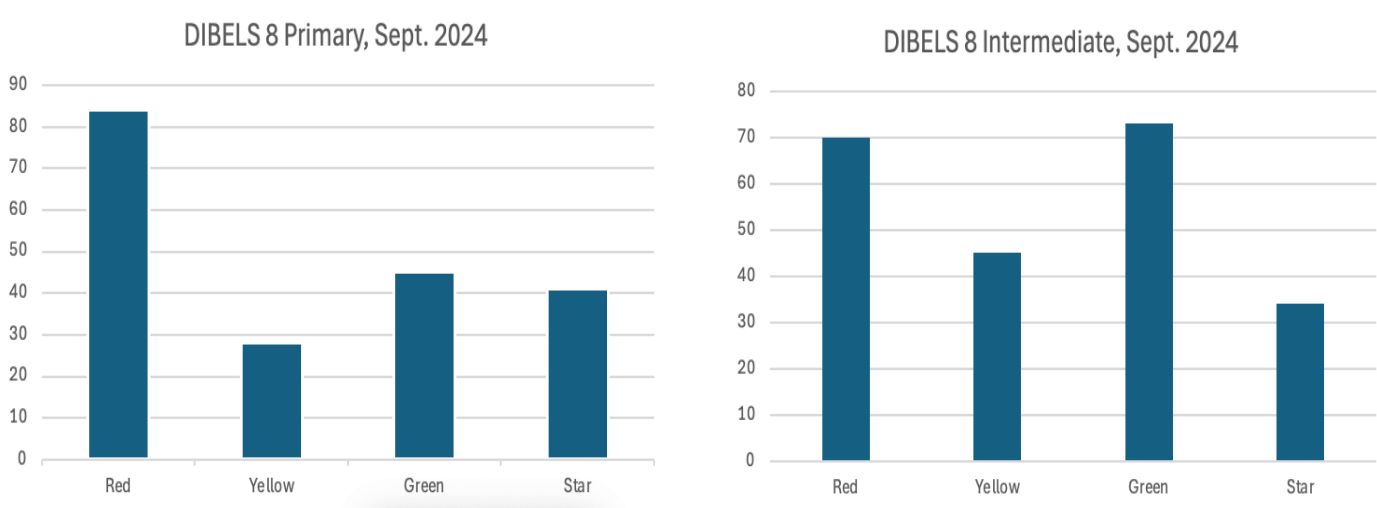


Our collective goal is to increase students’ sense of belonging by focusing on three interwoven aspects of this common goal – equity, reconciliation and literacy. We believe that our diversity is a strength and we want our learners to be able to express themselves and feel a sense of belonging within this community. We use the phrase “Share Your Story” to express this goal and as celebration of individuality and literacy within community.

In order to learn more about our learners from the learners themselves, we conduct interviews with five randomly selected learners from each division. We ask students to name adults they believe care about them. This question helps us understand students’ sense of belonging and care within the school community.

In order to understand our students’ perspective on reconciliation and their role in it, in the spring, we ask each student to complete a form answering the following questions: What do you know about Indigenous peoples and cultures (contributions, stories, history, traditions, language etc)? How do you think learning about Indigenous people connects to your own life? What do you wonder about Indigenous people in our community, our country or the world? We carefully consider students’ answers to these questions to help us plan our next steps in reconciliation.

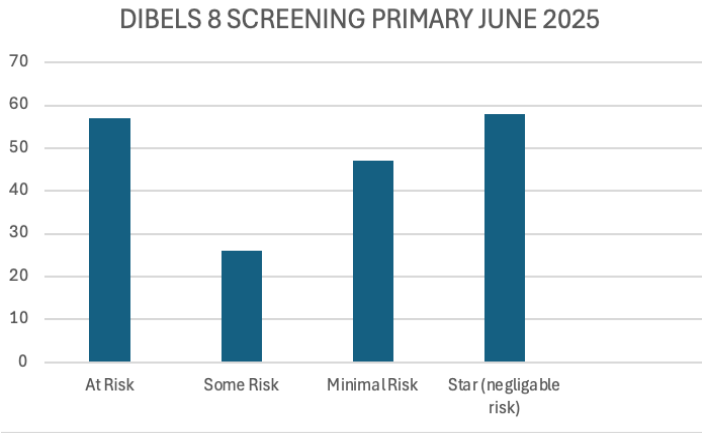
In order to better understand students’ literacy skills, specifically reading, we will be completing DIBELS 8 assessments for students three times per year (Gr 1-7 in Sept, Jan, June; Kindergarten in January and June). This information will help us tailor supports and track progress. The results below are from September 2024 for Primary classes (Grades 1,2,3) and Intermediate classes (Grades 4,5,6,7). Green and Star indicate no concerns reading skills developing on track. Red and yellow indicate at risk.



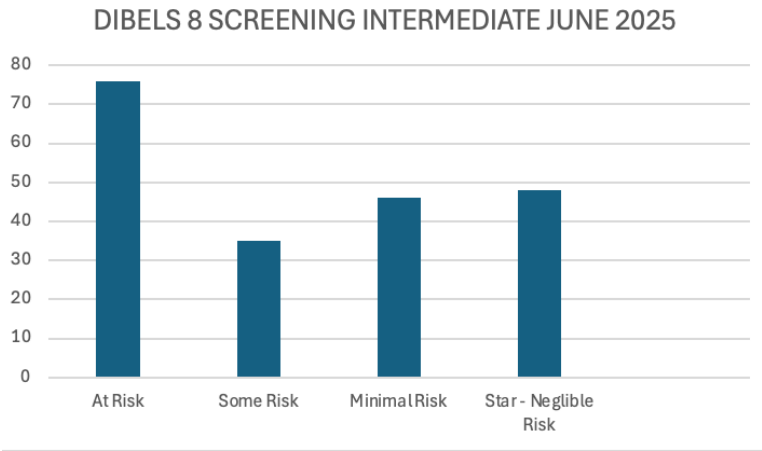
AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

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

This year we used the DIBELS screening tool three times (September, January, June) to assess all students’ literacy skills. We used this data to target support and adapt instruction to target specific skills, for example reading fluency. The data indicate that overall scores increased for all learners, meaning that all learners made progress in their literacy skills over the course of the year.



Furthermore, there was a reduction of the number of primary students (Grade 1,2,3) at risk of reading challenges, down from 58% in September to 44% in June. Significantly, the percentage of students scoring at the “Star” level, indicating the strongest reading skills, increased from 20% to 31% of all primary students.

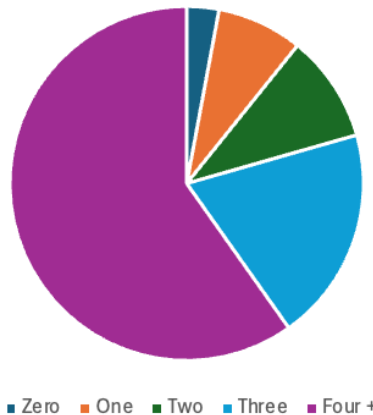


The improvements in results for intermediate students (Grade 4,5,6,7) were much smaller, with 54% of students continuing to be at risk or at some risk for reading challenges. The difference may be due in part to the increasing demands of comprehension, a skill which is very affected by English language abilities and takes longer to see improvements. Furthermore, it is important to note that the DIBELS is a screener for reading, rather than an in-depth assessment tool. Other aspects of the Language Arts curriculum, such as writing and oral language, are not part of the DIBELS screener. Regardless, the results indicate that intermediate reading skills will continue to be an instructional focus.

Improve Equity

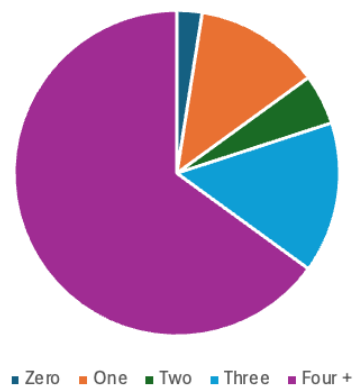
We view our wonderful diversity as a strength and try to make sure everyone feels welcome and a sense of belonging within our community. Each year, we ask five randomly selected students from each division a series questions including *Can you name adults at school who care about you?* We are interested to see how connected students feel to a variety of staff members. This year, there was an increase of students who named four or more different adults, evidence of a sense of belonging.

Names Adults at School Who Care About Me



As we have many students who come from different countries and speak different home languages, as well as several students who join us part way through the school year, it is important to see if this sense of belonging is felt equally amongst the students. For students speak a language other than English at home (by self-report), the results were very similar, with a slight *increase* in the number of students naming four or more adults who care about them, indicating an equitable sense of belonging.

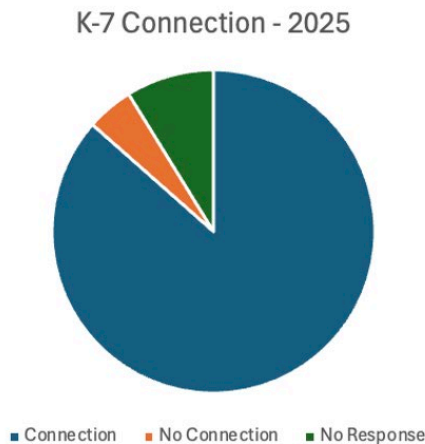
Among Students Who Speak a Language Other Than English at Home Names Adults at School Who Care About Me



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

Our reconciliation journey involves daily classroom practice as well as special events. We infuse teaching and learning with the First Nations Principles of Learning. Each year we ask all students to tell us what they know about Indigenous cultures, histories and traditions, what they wonder, and how this connects with their own life. The vast majority of our students are able to articulate

a way that they are connected to Indigenous cultures, histories and traditions. Some of these connections include attending a school with a hən̓q̓əmin̓əḿ name, living on unceded territory, connecting with traditions like drumming, and being themselves Indigenous.



Some specific things we do to foster this connection include student Indigenous acknowledgements, school wide celebration of National Indigenous People’s Day through playing music, and teaching by Elder Marr from the Carnegie Centre for one class. Also, our library has a strong collection of books by Indigenous authors. In addition, all teachers weave Indigenous content and ways of knowing within many subject areas including language arts, mathematics and science.

HOW WILL WE KNOW WE'RE ON TRACK?

As student voice is integral to a sense of belonging and the goal of “Share Your Story”, we plan to continue to learn directly from students about how we are doing. This includes using a reading screening tool three times per year for Grade One to Grade Seven. We will use this data to continue to refine our literacy supports and teaching practices. In addition, we plan to continue to speak with five randomly selected students from each class to learn about their sense of belonging and how they feel about their own learning. Asking all students about their understanding, questions and connection to Indigenous cultures, traditions and histories will also continue. This information helps us understand where we are on our reconciliation journey.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam Nation), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Tecumseh Annex first opened in 1959, to teach primary grade students within the catchment of Tecumseh Elementary School. The school is named after Tecumseh, a Shawnee chief, who was the leader of a First Nations confederacy, as well as a military leader. He is primarily known for his role in the fight to retain the land and the rights of Indigenous people.

Tecumseh Annex is in the Kensington-Cedar Cottage neighbourhood, which is centrally located in east Vancouver. This neighbourhood consists mostly of duplexes, multi-family homes, and apartment buildings and is the feeder school for Tecumseh Elementary, where most students go for their intermediate years.

There are currently four divisions comprising of 66 children from kindergarten to grade three. The school has a diverse population, comprised of many cultures, spoken languages, and backgrounds. Time is spent learning about ourselves and others, making connections, and celebrating what makes each of us unique. Over half of our students are English Language Learners (ELL), who also speak a second language. We have a variety of home languages that are spoken in the school community, including Cantonese, Mandarin, Vietnamese, Japanese, Filipino, Tagalog, Hindi, Bengali, and Spanish.

Tecumseh Annex has a staff of 17, including the site-based administrator, full-time and part-time teaching staff, student support workers, an office administrative assistant, and a building engineer. We are a small school, but collectively, as a staff, we share the responsibilities to fulfill the duties that are required to effectively operate the school.

Tecumseh Annex has a proud and active parent and extended family community. Special events and parent-teacher conferences are well attended. We have a strong and active Parent Advisory Council, which fundraises to help provide many opportunities for students, including special performances, workshops and field trips, and access to materials and resources to support learning.

Students at Tecumseh Annex are encouraged to become ROCKstars, embracing the highly successful ROCK (Respect, Open Mind, Community, and Kindness) positive behaviour support model, which began in 2014-2015. There have been positive results in all grades and divisions in using this shared language and vision for behaviour. The school counselor spends one afternoon a

week working on social emotional learning (SEL) skills with students and staff, emphasizing safe and positive relationships, and helping us to make connections between SEL learning and academic success.

Additionally, there is a focus on schoolwide leadership, with the grade three students stepping up to be good role models for their younger peers. Students take part in activities such as sharing morning announcements, volunteering as library monitors, and leading lunch clubs.

Tecumseh Annex is a small school with a close-knit community of students, staff, and families who work and learn together, welcoming diversity and nurturing the growth of lifelong learners who are able to work together to meet challenges and adapt to change.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Tecumseh Annex learners come from diverse and rich cultural, linguistic, and socioeconomic backgrounds. Over half of our students are ELL and speak a second language at home.

As a school with a high population of ELL students, Tecumseh Annex has chosen to focus on robust Literacy instruction, including reading, writing, and oral language. When looking at schoolwide data from a variety of assessment tools, overall achievement for English Language Arts is at the low to moderate level. Having this information informs the school staff on how best to direct their pedagogical and academic focuses to achieve the goals of elevating Literacy levels and of eliminating barriers to reading and writing proficiently at grade level.

We also work hard to ensure all learners are included, active, engaged, and receiving the supports they need to thrive. Our staff is dedicated to providing universal and individualized supports and to ensuring learning is accessible for all. There are fewer than 10 Indigenous students, who, along with their peers, are supported by their classroom teachers, resource teachers, student support assistants, the school counselor, and, at times, by district programs.

Tecumseh Annex staff also values the VSB Education Plan 2026 goal of continuing the Reconciliation journey with First Nations, the Métis, and Inuit. We are a school that infuses Indigenous knowledge, histories, and stories throughout the curriculum to build strong connections to the land we live and play on, while also respecting individual's journeys towards Reconciliation. The First Peoples Principles of Learning are woven into all aspects of programming, with an emphasis on supporting all aspects of well-being and of learning being holistic, reflexive, experiential, and relational. This lens allows us to best serve all students equitably and to honour each of their unique identities.

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

Since we are entering a new phase of the School Learning Plan, we, as a staff, aligned with the Vancouver School District goal of improving student achievement in Literacy. We also decided to switch gears to emphasize reading proficiency, versus the previous goal of writing proficiency. There will be content taught and support provided for writing, in tandem with reading proficiency. As a collective, we are putting efforts and professional development into current and innovative ways of teaching students how to read and into finding ways to gain a better understanding of phonemic awareness, phonological awareness, phonics, vocabulary, and comprehension. The district has provided Literacy guides and the VSB Responsive Literacy Framework, which is explored in this [VSB Responsive Framework media post](#). The primary years of schooling are integral to building a foundation for the rest of a student's education, as reading and writing are paramount for student achievement.

As a staff, we analyzed schoolwide data to see where there were gaps in student achievement. It was evident that we needed to bolster and find alternative pathways to providing the best possible chance for student success within the realm of reading and reading comprehension. There were many initiatives we did as a staff to plan for student success:

- Encouraging staff to attend workshops around Literacy, and more specifically on reading, on Professional Development Days
- Attending school district provided Literacy Days throughout the year
- Inviting colleagues and specialists in and attending Literacy mentor workshops at the school
- Standardizing and streamlining assessment practices to align with each other so we have common language from year-to-year and reduce the vagueness of reading levels for students
- Reporting student results about performance, well-being, and other outcomes to the community, and using this data to improve the quality and effectiveness of the programming and support provided to students
- Using guided reading groups in the classroom
- Using vocabulary enhancement programs that include introduction of new and sight words, and incorporating these into writing exercises
- Refreshing the Tecumseh Annex library with current and exciting materials to read
- Providing weekly access to school library books and book exchange
- Providing digital content and levelled reading stories that can be read at any time with a device (tablet, computer, etc.), by purchasing licenses for each student at the school (Learning A-Z – RAZkids)
- Celebrating reading by having a 'Reading Day' featuring a variety of ways to represent reading and having fun at the same time
- Using the B.E.A.R. reading club (Be Excited About Reading) and handing out recognition ribbons to students when they read 100, or even 200
- Using levelled books for home reading that are sent home by the teachers to encourage additional reading practice at home

Improve equity

With the advent of the VSB Education Plan, there is a focus on creating equity within the school and within the school district. Tecumseh Annex is a school where diversity and inclusion are valued. We celebrate and honour such events as Black History Month, Asian Heritage Month, Pride Month, National indigenous People's Day, Diwali, and other important cultural celebrations and events to ensure that all members of our community have the opportunity to be celebrated. We also host weekly whole school sing-alongs, with music chosen to feature singers, songwriters, and musicians from a variety of backgrounds and cultures, to highlight special events throughout the year. These actions are having a direct impact on our students' feelings of belonging and connectedness to the school. We hope that these sustained and focused actions will continue to empower students and increase their levels of engagement, satisfaction, and belonging within the school community, and ultimately contribute to their social emotional learning and well-being.

Additionally, we are working to ensure that resources and supports are being distributed in a manner that will allow all students the best chance to be proficient in their learning, and especially in Literacy. Regular check-ins for reading level, standardized and streamlined assessment practices, and using enriching reading programs, allow us to home in on what each student needs to be pushed to the next level and to best utilize and target the supports and resources we have available to us. We use Augmentative and Alternative Communication (AAC) systems, along with paired songs, books, journals, and words of the week, to promote literacy skills for some of our students with emerging communication skills. We have taken steps to increase interest in reading for all, ensuring everyone has access to the library, that there are books that all students can connect with and see themselves in, and that students have access to texts that are suitable for their reading level both at school and for at home reading practice.

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

At Tecumseh Annex, we strive to develop staff and student understanding and appreciation for Indigenous knowledge, histories, and stories. We work to use the First Peoples Principles of Learning to guide our daily lessons and activities, with an emphasis on learning supporting all aspects of well-being and of learning being holistic, reflexive, experiential, and relational. Some of the ways that we do this are:

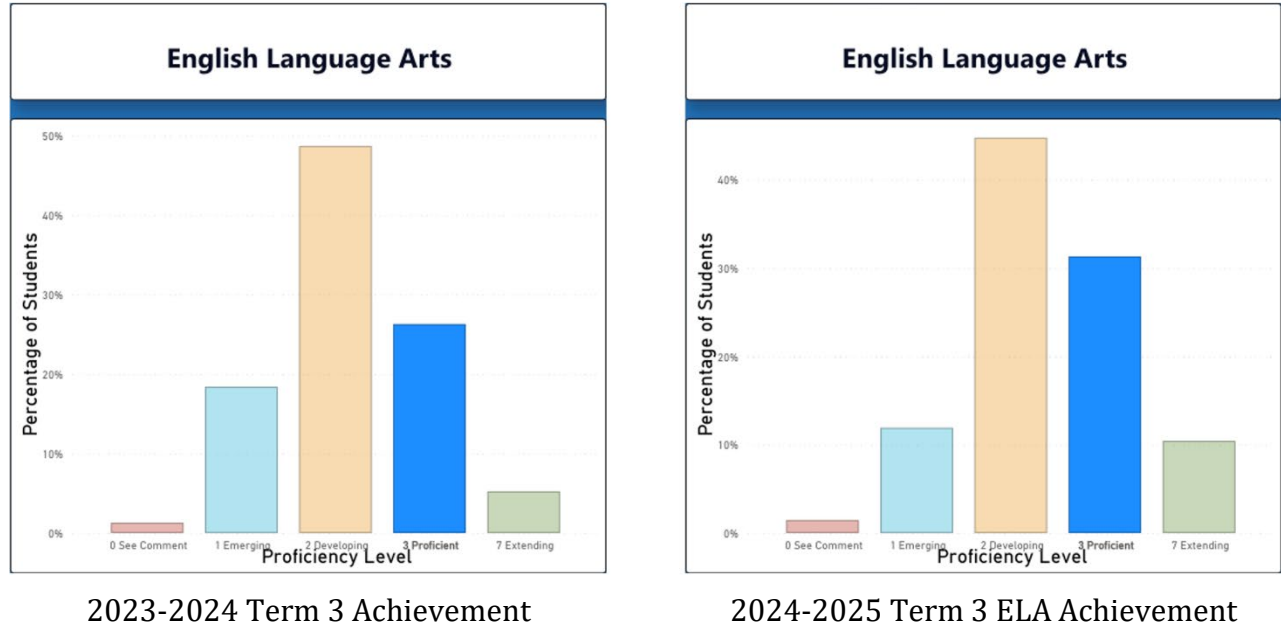
- Sharing a Daily Land Acknowledgement during morning announcements, and including one in special events, such as assemblies
- Introducing many initiatives throughout the year, including bringing in additional Indigenous resources in classrooms and in the library, trying authentic Bannock, hosting performances in the gym, and classroom teaching done with the Indigenous Education Worker and classroom teachers
- Having BC Indigenous maps on display in classrooms and in the library
- Having First Peoples Principles of Learning posters on display in classrooms and in the library
- Participating in gratitude circles and learning about spirit animals
- Several classes using levelled early Literacy books written by Indigenous authors with Indigenous themes (i.e. Eagle Crest Books)
- All students watching and discussing *Raven Tales: The Movie*
- Recognizing Orange Shirt Day and having students presenting work at our assembly
- Students and families attending a staff member-led ceremony and talking circle for the National Day for Truth and Reconciliation, including stories and playing of an authentic Indigenous flute
- Honouring Indigenous Veterans Day and sharing stories of the sacrifices Indigenous soldiers made for us
- Hosting an Earth Day concert that drew focus to Indigenous teachings
- Teaching lessons leading up to National Indigenous Peoples Day in June
- Basing kindergarten student self-reflections in the year end summary of learning on Indigenous animals and their character traits
- Creating art inspired and/or led by elders
- Gaining art appreciation by sketching Indigenous art, now on display in school
- Creating and colouring animals inspired by Haida art
- Beginning plans for a Tecumseh Annex mural project with an Indigenous focus
- Studying Indigenous history and understanding of Science topics, such as the sun and the moon
- Incorporating Indigenous understanding of Math topics into lessons and activities, such as counting, patterns, and problem-solving
- Learning about residential schools
- Listening to animal legends and the connection between local Indigenous cultures and animals

It is our hope that by continuing to place an emphasis on First Peoples Principles of Learning and by utilizing an Indigenous lens to frame our pedagogy, we will ensure all students belong, all students are properly supported, and we are all moving in a good direction in our Reconciliation journeys.

HOW WILL WE KNOW WE'RE ON TRACK?

Tecumseh Annex teachers use a variety of means to track student achievement in English Language Arts (ELA), including reading and writing skills. Measures such as the Fountas & Pinnell Benchmark Assessment System (BAS), Dibels, the VSB Kindergarten Screener, and elements of the VSB Kindergarten Protocol are all used to inform teaching practice and to create an overall snapshot of student learning and progress in the Summary of Learning. A system has been set up to pass on students reading records to the next classroom teacher, including when grade 3 students transition from Tecumseh Annex to Tecumseh Elementary. This allows reading assessment scores to be standardized between the locations and teachers to see gaps in learning and plan for targeted reading intervention when necessary.

As seen in the year-over-year data below, the efforts of staff to improve literacy scores are proving effective.



Tecumseh Annex students have made great strides in their ELA scores. In the 2023-2024 school year, 32% of students achieved proficiency level or higher in ELA, whereas in the 2024-2025 school year, 41.79% of students achieved proficiency level or higher in ELA.

Over the course of the year, the Tecumseh Annex staff have prioritized equity for students. This year, the staff worked to ensure teaching and library materials meet the needs of and represent current students. The teachers now have access to new, contemporary reading group materials based on structured literacy, which will support our early and struggling readers. The library has many new books featuring different faces, backgrounds, histories, cultures, and traditions. In time, these resources will be built out even further.

The Tecumseh Annex staff also strive to ensure that all students feel welcome, included, and supported. Amongst Tecumseh Elementary’s grade 4 students who completed the Ministry of Education’s Student Learning Survey, many of whom have recently made the move to the Main School from grade 3 at the Annex, 85% feel welcome at school, 93% feel they belong, 92% feel

they get the extra help they need, and 88% feel students are treated fairly. Moving forward, the Annex staff will work to collect local data to reflect how grade 3 students experience these measures of equity, prior to their move to grade 4.

Reflecting on our journey of reconciliation, amongst Tecumseh Elementary's grade 4 students who completed the Ministry of Education's Student Learning Survey, 94% identified that they are learning about Indigenous Peoples and over 85% reported that they are learning about local First Nations. This learning is being done in part while the students are in grade 3 at Tecumseh Annex and was supported this school year through the acquisition of new materials created and written by Indigenous peoples, which include curriculum resources (ie. Cedar School Decodables) along with library books.

There is still work to be done though, with only 20% of Tecumseh Elementary's grade 4 students who completed the Ministry of Education's Student Learning Survey reporting that they participate in Indigenous activities. In an effort to increase meaningful engagement in Indigenous activities, the Tecumseh Annex Professional Development Committee has committed to strengthening staff understanding, appreciation, and use of Indigenous knowledge, histories, and stories. In the fall, they will be joining Tecumseh Elementary for a professional development opportunity with Takaya Tours. The Committee is also working to secure a winter workshop with an Indigenous focus and presenter, with the goal of also hosting workshops for students. We are confident that our teachers and staff will continue to incorporate Indigenous perspectives, learning, and activities in all they do and that we will be able to improve this momentum, in the present and in the future.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Tecumseh Elementary is honoured to be learning and unlearning on the ancestral, unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations.

Located in the vibrant Kensington–Cedar Cottage / Victoria–Fraserview neighbourhoods of East Vancouver, Tecumseh Elementary is a culturally rich school community that has proudly served local families for over 113 years. Our student population of approximately 400 students reflects broad linguistic, cultural, and socio-economic diversity. Over 40% of our learners are English Language Learners, and students speak more than 30 home languages.

Tecumseh is home to 17 regular divisions (K–7) and a district program supporting gifted learners: the MACC (Multi-Age Cluster Class) enrolling program for intermediate students across the district. The school is committed to offering students enriched learning opportunities both inside and outside the classroom. These include athletics (e.g. volleyball, basketball, cross-country, badminton), a strong fine and performing arts program, and clubs like choir, spirit committee and the Red Cedar Book Club. We host a school-based Artist in Residence Studio Program (AIRS) that supports arts-based learning across all divisions.

Through our partnerships with the South Vancouver Neighbourhood House, Kensington Community Centre, David Thompson Community Schools Team, and the YMCA, we provide a range of after-school and family programming that extends learning and support beyond the classroom. We are also proud of our work on the Vivian Jung Legacy Project, which celebrates resilience, leadership, and social justice, and connects students to local history and changemaking.

Our school values equity, inclusion, and community. We strive to make learning joyful, accessible, and meaningful for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners reflect a mosaic of identities and life experiences. Many come from homes where English is not the primary language spoken, and several students are newcomers to Canada. In many families, childcare is provided by elders or extended family members who may not speak English fluently or have direct ties to the school. While students are enthusiastic and eager to engage in school life, some have limited access to extracurricular activities or educational experiences outside the school setting.

The Middle Years Development Instrument (MDI) data shows that some of our students experience challenges related to optimism, prosocial behavior, and emotional well-being. In particular, some students have identified feeling uncertain about peer relationships and belonging, which aligns with feedback gathered through student learning surveys, classroom-based conversations, and leadership opportunities.

We also serve many students with a variety of Ministry designations requiring additional supports. Our inclusive education model and school-based team processes are constantly being reviewed and refined to meet the complex needs of our learners.

The school team uses a combination of classroom-based assessments, Provincial assessments and surveys, Fountas & Pinnell Benchmarking, student voice, and ongoing observation to understand and support learning needs.

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.

Our focus continues to be on strengthening literacy, particularly reading fluency and comprehension across the grades, with attention to oral language development in the early years.

Actions:

- School-wide use of the Fountas & Pinnell Benchmark Assessment to inform instruction and track progress.
- Literacy scope and sequence development supported by Professional Learning Community (PLC) Mentors.
- Re-evaluation of reading assessment and instructional practices through collaborative professional development.
- Enhancement of classroom libraries and digital literacy resources.
- Daily guided reading, vocabulary building, and regular access to the library.
- Emphasis on staff collaboration and alignment of literacy practices.

Belonging and Well-being:

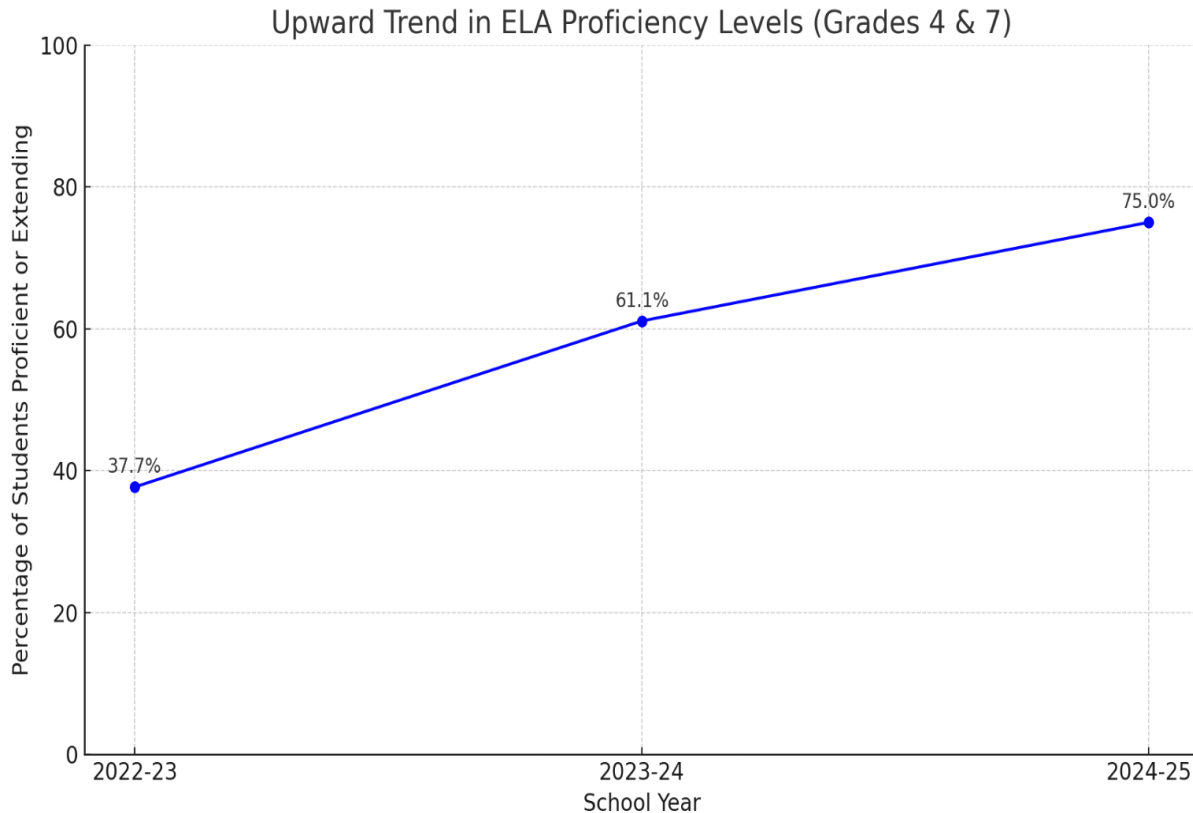
- School-wide events and celebrations that reflect and affirm student identities (e.g. cultural holidays, Pride, Black History Month).
- Student leadership and buddy programs promote connection and responsibility.
- Focused SEL support and inclusive classroom practices to support well-being.

In regard to improving student achievement in literacy and numeracy, physical and mental well-being, and belonging, Gr 4 & 7 students who were surveyed in the SLS report that 87.5% of them feel they are being taught to improve how they learn. 71% of students feel they are getting better at reading and 70% feel they are getting better at writing. 93% of students surveyed said they feel like they belong at school with 88% feeling that adults value and welcome their questions. 79% feel they are being taught how to care for their physical health while 72% feel they are being taught how to care for their mental health.

Measuring literacy data of our English Language Learners shows that the number of students who were either beginning or developing in their Language Arts proficiencies dropped from 19% in term 1 down to 14% by Term 3. An additional 11% of these learners were able to increase their proficiency rating to that of Bridging and Consolidating over the year, showing that our reading intervention strategies are working.

Our school wide CSL Report Card data shows that students from K-Gr 7 have also increased their proficiency in English Language Arts over the year. Term 1 of this school year had 39% of students school wide demonstrating Proficient or greater. By the third term our percentage had increased to 45%.

Examining the data from the Provincial FSAs for Gr 4 & 7 students we can also see upward trends in proficiency levels for English Language Arts and Literacy. The percentage of students who are Proficient or Extending in English Language Arts has risen from 37.7 % in 2022-23, to 61.1 % in 2023-24 to 75% in 2024-25.



Improve equity

We are critically reviewing our supports and structures to better serve priority learners.

Actions:

- Reallocating resource teacher and support staff time based on student data—not by division.
- Revisiting School-Based Team (SBT), Response to Intervention (RTI), and Universal Design for Learning (UDL) practices.
- Engaging in staff learning to shift mindsets from equal to equitable support.
- Promoting identity-affirming experiences, including inclusive curriculum resources and cultural celebrations.
- Equity is woven into the fabric of Tecumseh, where we strive to provide fair learning opportunities, targeted support, and an inclusive atmosphere that nurtures every student. We celebrate the diverse needs and backgrounds of our learners by ensuring equitable access to resources and opportunities—an approach that informs our curriculum, teaching strategies, and school policies. Our focus on equity and inclusion is reflected in student feedback: **95.5%** of Grade 4 and 7 students reported receiving the help they need at school, **94.5 %** believe that all students in their class get a fair chance to learn, and **87%** say they feel included and supported by their teachers and friends. These results highlight

our ongoing efforts to build a compassionate, supportive school community where every student feels valued, empowered, and able to thrive."

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

Our school community is committed to deepening our understanding of Indigenous worldviews and embedding Indigenous perspectives throughout the curriculum.

Actions:

- Daily student-led land acknowledgements.
- Use of Indigenous-authored texts and early literacy readers
- Visual representation of First Peoples Principles of Learning in classrooms and common areas.
- Observances and lessons around Orange Shirt Day, National Indigenous Peoples Day, and other significant dates.
- Integration of Indigenous content in art and science through AIRS and environmental learning projects.

Staff engage in ongoing professional development and reflective practice to ensure that reconciliation is not a "moment," but a continuous commitment. This focus is reflected in student feedback through the Student Learning Survey: **88%** of Grade 4 and 7 students reported they are being taught about Indigenous Peoples in Canada at school and **78%** reported that they are being taught about local First Nations at school. In contrast, only about **22%** reported that they participate in any ongoing Indigenous activities outside of school. These results highlight our ongoing commitment to deepening our understanding of Indigenous worldviews through direct instruction and embedding it into the curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

Monitoring Progress:

- Use of school-wide literacy assessments (e.g. Fountas & Pinnell) to establish baseline and track growth.
- Year-over-year comparisons of report card data in English Language Arts and student well-being indicators.
- Ongoing student voice and teacher observations to assess sense of belonging and social-emotional health.
- Documentation of equitable allocation of support services and intervention success.
- Staff reflections and check-ins to monitor reconciliation learning and classroom practice.

Touchpoints:

- Fall, Winter, and Spring literacy benchmarking windows.

- Monthly SBT meetings to review support effectiveness.
- Term professional learning community check-ins.
- Learning celebration events (e.g. AIRS celebration, TEChella, student showcases, classroom visits, school wide concerts) to highlight progress and engage families.

Resources:

- VSB Literacy Mentors and District Literacy Days
- Fountas & Pinnell Assessment Kits
- Licenses for digital reading platforms
- Responsive Literacy Framework tools
- Indigenous education consultants
- Community partners: South Vancouver Neighbourhood House, David Thompson Community Schools Team, AIRS, Arts Umbrella, UBC, Vancouver Coastal Health

2024-2025 School Learning Plan

SCHOOL STORY

“With deep gratitude and respect, we 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).”

Templeton Secondary School’s catchment area falls within the Hastings area of Vancouver, which is also referred to as the East Village. The school itself sits within the main city roadways of Hastings to the north, Victoria Drive to the west, and Nanaimo to the east. The catchment area includes some industrial waterfront areas, New Brighton Park, Hastings Park (including the Pacific National Exhibition grounds), and 7 elementary schools. Most of the area is zoned for single-family residential and multi-dwelling apartments. The Templeton catchment is the most north-eastern in the school district.

Templeton has 90 staff members working with approximately 970 students to create a vibrant and diverse community. The student body is multicultural, with about a quarter of the students speaking a language other than English as their first language. Notably, one-third of the students speak Chinese at home. Indigenous students make up seven percent of the population. Templeton caters to a wide range of academic abilities, from gifted learners to those with learning challenges, with over fifteen percent of students supported by Individual Education Plans. The student population reflects the socio-economic diversity of the Hastings community, bringing a rich variety of backgrounds and abilities to Templeton. Templeton is a comprehensive secondary school that provides students with opportunities to reach their potential in Mathematics, Sciences, English, Social Studies, Modern Languages (French, Mandarin, Spanish), Physical Education, Fine Arts and Applied Skills. The past few years have seen outstanding initiatives implemented by the professional staff and energetic students at Templeton Secondary. Our STEM Program combines Science, Technology, Engineering, and Math and applies them towards learning how to solve problems in innovative ways. Our Fine Arts program produces professional quality theatre and film productions throughout the year. There is also a vibrant and competitive Robotics club that consistently participates and places in regional and international competitions.

Templeton has two distinct levels of support to better meet the needs of students identified by the Ministry of Education as Special Education students, and for non-designated students who may need added support. The District Learning Support Program (LSP) is an adapted program in which a small cohort of students work with a small number of teachers for the academic subjects of English, Social Studies, Math, and Science in the junior grades. The students’ elective courses are in

the regular program. Priority learners are supported through the Learning Hub, a resource center that offers support for students to build their organizational and educational skills while getting more directed instruction on certain homework and classwork assignments.

The school has three additional district programs on site: Mini School, Strategies and Life Skills. The goal of the District Mini School Program is to offer enrichment to students and to develop their full potential academically and personally through interdisciplinary studies, outdoor education, cultural experiences, and community service. Strategies is a small program with a maximum of 15 students from grades 8 to 12. Students in this program have learning needs that go beyond a mainstream classroom, but it provides the necessary academic rigor that can lead to a Dogwood Diploma. The Life Skills Program, a small supportive class for students with moderate to severe intellectual disabilities and/or autism, is designed to improve functional academic skills, improve communication skills, and teach appropriate behavior and social skills.

These programs enhance the diversity within the Templeton school community, as they contribute to its overall culture. The school also has administrative responsibility for two other programs. Sunrise is a grade eight and nine program designed to re-engage students in school. The Sunrise program focuses on creating a safe, supportive learning environment where academics are developed in conjunction with social-emotional skills. Templeton also supports a Provincial Resource Program (PRP): Peak House. The academic programming for Peak House students occurs in a classroom at Templeton. Peak House is a short-term residential alcohol and drug rehabilitation facility. Students continue the academic studies that they were working on at their former school.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As of September 2024, Templeton's population increased to 954 students. Over the past five years, each cohort of grade 8s coming into Templeton has exceeded the number of outgoing grade 12s, and this trend is continuing into the 2025-26 school year.

- 7% of our population identifies as Indigenous.
- 19% of our population currently have a Ministry Designation (ranging from A to R)
- 32 students are enrolled in Learning Services-based programs and 137 in Secondary Choice Programs.

Strengths:

Templeton is known for its welcoming and inclusive community, which attracts students, especially those passionate about Fine Arts such as Theatre and Film, due to the high-calibre, industry-standard programs offered. Most students at Templeton perform well in both Literacy 10 and Literacy 12 assessments. However, there are varying levels of family support, engagement in student learning, and parental or guardian involvement, influenced by socio-economic disparities and families' comfort levels in engaging with school personnel. Despite these challenges, our Parent-Teacher Conferences are highly popular, often filling up within hours of registration opening. Additionally, our school population is inclusive of diverse learners, evident in classrooms, the office, hallways, and shared spaces.

Stretches and Areas of Focus:

Templeton is facing challenges with increased absenteeism and missed classes, often linked to substance use such as vaping. We have evidence of a decreased sense of belonging among some of our students. Surveys and anecdotal evidence indicate that a portion of the student population does not feel a sense of belonging to Templeton and lacks a connection with an adult who genuinely cares for them. Additionally, student learning surveys and informal classroom surveys reveal that many students spend considerable time on online devices or watching TV, which may impact their engagement and academic performance.

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.

Through improving student attendance and engagement in school, we believe we will see an increase in literacy and numeracy scores. **Our goal is to improve student achievement through improving the educational environment to increase student engagement.**

Why did we select this goal?

Based on attendance records and student survey results, the focus for this goal is around rebuilding a sense of ownership and increasing engagement amongst and between staff, students, and the community. A noticeable increase in absenteeism post-pandemic requires us to investigate the root causes of student disengagement. Student disengagement inevitably has an impact on assessment rates, including literacy and numeracy assessments.

What are we doing to address this goal?

Action #1 (continue from 2023-2024): Promote synergy within Templeton's Student Support Team.

Through weekly meetings with an emphasis on student achievement and well-being. Action items vary from one-on-one check-ins with students, team meetings with family and interagency supports, communication to teachers and ways to support both the student and family, along with a host of other interventions and strategies. The support team consists of Administration, Counsellors, Safe and Caring Schools Worker, Resource Teacher(s), Community Schools Team Coordinator and Youth and Family Worker, Vancouver Coastal Health School Age Children and Youth worker, Indigenous Support Worker and Teacher, Leadership and Resiliency Program, and the School Liaison Officer. This group will be focusing on attendance rates to identify students who require intervention, along with the traditional referrals from staff and families.

Action #2: Realigning assessment across departments.

Creating direct connections to curricular content and competencies is another approach to supporting literacy and numeracy rates for students. These conversations have taken place during Department Head meetings, Collaboration Time, and Staff Meetings. The intent is to create a consistent experience for students when it comes to assessment and expectations, so a student

moving from year to year will know what the classroom expectations are and how they will be assessed.

Action #3: Shift student support to a Learning Hub Model.

Supporting students with diverse learning needs through the Learning Hub Model, a resource centre that can offer push-in and pull-out support. With two teachers, the ability to provide small group instruction as well as collaborate with classroom teachers to adapt resources will be an expectation moving forward. This will not only support students academically but also provide another means for students to connect with caring adults positioned to help them with their learning.

Action #4: Structuring FIT sessions to support student ownership over learning.

Creating a structure to allow students to select a teacher to work with during FIT and to also report FIT attendance home to families. This will allow students to make an informed choice about their FIT sessions and allow families to see how students are using their time during FIT. Ultimately, providing more information to students and families will help them create the best possible plan to support learning.

Action #5: Communication with Students and Student Voice

Having timely communications with students to let them know what is happening within the school and how they can be a part of various events. Using a Week At A Glance provides helpful information to students about the week ahead and also serves as a reminder for important events.

How did we come to the specific actions we plan to undertake to address the goal?

Through staff collaboration, these actions were identified as being actionable first steps to address both student engagement and academic achievement.

Reference literacy/numeracy or achievement data

We understand that the learning environment has a significant impact on a student's engagement, which also positively affects their academic achievement. To support this, we will continue to monitor our students' literacy and numeracy results annually. Additionally, we will continue to use student voice events and surveys to determine if there is a correlation between student achievement and our efforts to improve engagement.

Improve equity.

Improving equity among students involves addressing disparities in access, resources, and opportunities. We will focus on inclusion policies and practices. **Our goal is to improve access to resources and opportunities for priority learners.**

Why did we select this goal?

We chose the goal of improving access to resources and opportunities for priority learners to ensure that every student receives the support they need to succeed. Through these comprehensive strategies, Templeton Secondary aims to create an equitable environment where all students feel valued, supported, and maximally included, thus promoting equity in educational experiences.

What are we doing to address this goal?

Action #1: Creating a Learning Hub that is easily accessible to all students

The Learning Hub prioritizes students with the greatest need for executive functioning and academic support. Students will have access to the Learning Hub throughout the day and will receive learning support. Students with ministry designations will be supported by the team of Resource Teachers, who will case-manage students with IEPs throughout the year. Students with exceptional needs will be encouraged to access the support of their subject-area specialist during FIT (Flexible Instructional Time) periods, and regular communication between the classroom teacher and case manager and family will create wrap-around support. This model will also increase student self-advocacy skills.

Action #2 (continue from 2023-24): Maintain a robust Peer-Tutoring Program

We will continue to facilitate a Peer Tutoring Program, where students will support their peers in academics under the guidance of the Resource Teacher Team. Peer tutors will use the Learning Hub as their home base and will work closely with Resource Teachers to guide their efforts. This model will increase the connection between students in different grades, as peer tutors will be in grades 11 or 12, and their efforts will focus on supporting junior students.

Action #3: Rebuilding an ELL Program

Putting structures in place to have a functioning ELL program that directly addresses the needs of reception-level ELL students was a priority for this year. We will continue to use available staffing and resources to ensure that students requiring ELL service, especially those students transitioning from elementary to secondary school, are provided language instruction and have pull-out support.

How did we come to the specific actions we plan to undertake to address the goal?

Through these strategies, we can continue to work towards an equitable environment where all students feel valued, supported, and fully integrated into the school community, promoting equity in educational experiences.

Reference literacy/numeracy or achievement data

We will continue to monitor student access of the Learning Hub, literacy and numeracy results year to year, and student learning updates to identify correlations between student achievement and our equity actions.

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

Templeton will continue its journey of reconciliation with First Nations, Métis, and Inuit communities requires a comprehensive and sustained effort by including Indigenous Perspectives in all areas of the curriculum, so all students can celebrate Indigenous excellence and Indigenous students feel a greater sense of belonging to the school community. **Our goal is to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions among all learners.**

Why did we select this goal?

Incorporating Indigenous perspectives across all areas of the high school curriculum is a crucial step in the journey of reconciliation with First Nations, Métis, and Inuit communities. This approach not only promotes a more accurate and inclusive representation of Canada's history but also fosters cultural understanding, respect, and a sense of belonging among all students.

What are we doing to address this goal?

Action #1: Integrate Indigenous Ways of Knowing Across Subjects Extracurricular Events

Templeton teachers will continue to infuse Indigenous perspectives, history, and contributions into subjects such as history, literature, science, and mathematics. For example, the Templeton English and Socials departments incorporate literature written by Indigenous authors and storytellers in all grade levels and the library is focused on expanding its collection of Indigenous literature, both Canadian and international. This provides students with diverse perspectives and helps break stereotypes and misconceptions. It is important to ensure that Indigenous knowledge is not limited to specific courses but is seamlessly integrated throughout the curriculum. Further, supporting staff with weaving Indigenous ways of knowing into their courses.

Action #2: Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

School routines, such as daily announcements, assemblies, staff meetings, graduation ceremonies, and athletic events have incorporated Indigenous Land Acknowledgements into the routine. We can continue this practice at Templeton and respect the pace at which staff and students strive to pronounce the three nations' names - x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) properly. Templeton's daily acknowledgement is read in hə́nqəmiṇə́m. In addition, Indigenous content and perspective should be included in major assemblies such as Remembrance Day assemblies and graduation ceremonies. Whenever possible, Indigenous content should be presented by students or Elders.

Action #3: Supporting the Indigenous Enhancement Team in their work with students and families

Templeton's Indigenous Enhancement Team (IET) consists of a teacher and a support worker who are at Templeton three days a week. The majority of their role is supporting students academically and culturally in the Sacred Room, a space for Indigenous and non-Indigenous students to celebrate, collaborate, and build relationships. Creating spaces and places for the IET to connect with students and their families is important work. This year, through the IET, Templeton has hosted sharing circles and other parent events.

How did we come to the specific actions we plan to undertake to address the goal?

Our goal aligns with the district Education Plan objective and the Aboriginal Education Enhancement Agreement (AEEA) Culture and Community goal, as well as BCTF Professional Standard 9, and the BCPVPA Leadership Standards. At Templeton Secondary, there is a strong and growing interest in Indigenous histories, traditions, cultures, and contributions within our community. Both students and staff are actively engaged in reconciliation through action. The numerous actions taken in this regard over the past several years reflect our ongoing commitment to this important work.

Reference literacy/numeracy or achievement data

Templeton Secondary's Student Support Team will continue to collaborate to support our Indigenous students and monitor their literacy and numeracy results annually. Having sharing circles with families provides another opportunity to obtain anecdotal feedback. We plan to add additional questions to the 2025 Student Learning Survey to determine if there is a correlation between our School Learning Plan actions and Indigenous student achievement.

HOW WILL WE KNOW WE'RE ON TRACK?

To assess the effectiveness of our actions, we will compare baseline student data from the 2023-2024 and 2024-2025 academic years, including the Student Learning Survey and Family Belonging Survey. We will be exploring correlations between student achievement and student engagement through this data. We will focus on students' self-reporting around engagement and equity, and their understanding and appreciation of Indigenous cultures. We will also be accessing student voice through a student forum – this will help inform practice through the stories and perspectives of students.

We will continue to share news, activities and events that connect to our School Learning Plan with the broader Templeton community in the monthly Family Bulletins, PAC meetings, and school website. Communication continues to be something that we are refining to better meet the needs of all members of the community.

Similar to the triangulation of product, observation and conversation used to assess students, there can be similar data collection with students, staff, families, and community connections. These will provide evidence of learning and growth in the Templeton school community and will direct further efforts.

The following actions will require additional progress checks:

Belonging

Action #1: Promote synergy within Templeton's Student Support Team.

- Student Learning Survey Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.
- Attendance records for targeted student groups, as well as the overall student population. These are currently being reviewed on a bi-weekly schedule.

Action #2: Realigning assessment across departments.

- Surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.
 - Collaborative sessions that highlight school learning plan goals and provide opportunities for teacher feedback

Action #3: Shift student support to a Learning Hub Model.

- Learning update data will also be used to track performance trends of students and allow for 'on the fly' adjustments during the school year.
- Literacy and Numeracy Assessment results - these results will help us assess whether the students who have previously achieved a lower mark are having greater success.

Action #4: Structuring FIT sessions to support student ownership over learning.

- Tracking FIT attendance data to see how students are using this time

Action #5: Communication with Students and Student Voice

- Survey of parents/caregivers on perceived levels of belonging for students

Reflections – May 2025

Throughout the year, significant initiatives were implemented to enhance student support, realign assessment practices, and foster a sense of belonging. Promoting synergy within the Student Support Team led to an increased sense of belonging and improved attendance rates among targeted student groups. Realigning assessment practices heightened teachers' awareness of students' coping mechanisms and their commitment to integrating Indigenous perspectives. The shift to a Learning Hub Model allowed for timely adjustments to support strategies, resulting in improved student performance, particularly in literacy and numeracy. Structuring FIT sessions encouraged student ownership of learning, evidenced by high attendance rates and positive feedback. Enhanced communication with students and their families revealed an increased perception of belonging. These initiatives have collectively strengthened the school community, and continued focus on these areas will be essential for sustaining and building on the progress made. Moving into next year, the focus will be on the structures, culture, and practice within the school and how each plays a part in the academic lives of students.

Equity

Action #1: Creating a Learning Hub that is easily accessible to all students

- Student forum results (anecdotal evidence)

Action #2 (continue from 2023-24): Maintain a robust Peer-Tutoring Program

- Student Learning Survey Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.

Action #3: Rebuilding an ELL Program

- AIP data and literacy assessment data

Reflections – May 2025

Significant initiatives were implemented to enhance student support and foster a sense of belonging. The creation of a Learning Hub provided an accessible space for academic support, which was well-received by students. The continuation of the Peer-Tutoring Program increased students' sense of belonging and effectively addressed their academic and emotional needs. Rebuilding the ELL Program led to a more targeted approach to language learning. These actions collectively contributed to a more inclusive and supportive learning environment, highlighting the importance of maintaining and expanding these initiatives to meet the evolving needs of students. Using parent feedback, student voice, and collected data helped to shape the responses and interventions that we employed and will continue to be an integral part of our planning moving forward.

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

Action #1: Integrate Indigenous Ways of Knowing Across Subjects Extracurricular Events

- Surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.

Action #2: Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

- Targeted Professional Development opportunities to further enhance Indigenous Ways of Teaching and Learning

Action #3: Supporting the Indigenous Enhancement Team in their work with students and families.

- IIMS data as well as anecdotal data from family circles

Reflections – May 2025

We continue to refine the ways we weave Indigenous Ways of Knowing and Teaching into our practice. Teachers reported increased awareness and commitment to incorporating Indigenous perspectives into their subjects and extracurricular activities. Targeted professional development sessions equipped teachers with practical strategies for integrating Indigenous content into daily routines. Additionally, the Indigenous Enhancement Team received support, leading to positive outcomes in student engagement and family involvement. These actions collectively fostered a more inclusive and respectful learning environment, highlighting the importance of continuing these initiatives to further enhance Indigenous education and support.

2024-2025 School Learning Plan

SCHOOL STORY

École Lord Tennyson Elementary is a single-track French Immersion school on the West side of Vancouver with approximately 400 students in kindergarten to Grade 7. *We are honoured to be working and learning together on the traditional, ancestral, and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).*

Our families apply to the program in either Kindergarten or Grade 1 (up until the end of September for Grade 1). Students receive approximately 100% of their instruction in the French language from kindergarten to Grade 3 and up to approximately 80% of the instruction in French from Grades 4-7. While the majority of students are from the Kitsilano/Fairview and False Creek neighbourhoods, we have students from a variety of areas in Vancouver. Most of the students choose to continue in the French Immersion program at either Kitsilano Secondary or Churchill Secondary, depending on their secondary school catchment area. Tennyson is part of the Kitsilano Family of Schools.

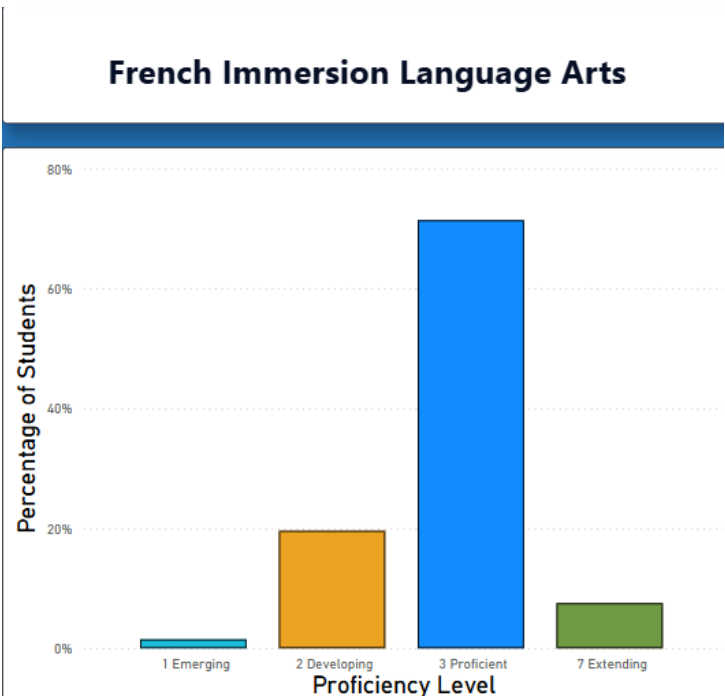
Our passionate and skilled staff are dedicated in their goal of assisting and guiding students to achieve their best through immersion in the French language. Tennyson is part of the VSB Early Literacy Initiative, and we have the French Reading Recovery Program (EPLE) and the accompanying CLIP program to support early learners in the primary grades. Several primary classes are exploring a play-based approach to early learning, and there is a commitment to deepening our understanding of the current curriculum to foster and facilitate an inquiry-based approach to learning across the school.

Students at the upper intermediate level are engaged in leadership activities such as peer tutoring and book buddies with our early primary level students. We offer a variety of team extracurricular activities such as soccer, volleyball, basketball, cross-country, and track and field. There are staff-led noon hour or before and/or after school activities such as Kilometer Club, IDA Club (Inclusion, Diversity and Allyship), and the Environmental Club. Activities will vary across the years depending on student and staff interests.

Our parent community is involved in the school with an active and supportive PAC. They organize and host several traditional events in the school which continue to build community involvement such as the “Hallowe’en Howl” and “Spring Fling.”

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

In our updated data from the Communicating Student Learning Summary of Learning Reports for the 2024-2025 school year, we found that most of the primary students, 91 %, were in the Developing to Proficient range for Literacy (see graph below). This continues to show that we are on the right track with our interventions and targeted instruction. EPLE, the French Reading Recovery Program, combined with Primary Resource, and a balanced literacy approach all contributed to our Primary Learners’ progress. The District French Consultant is also a part of the Tennyson team.

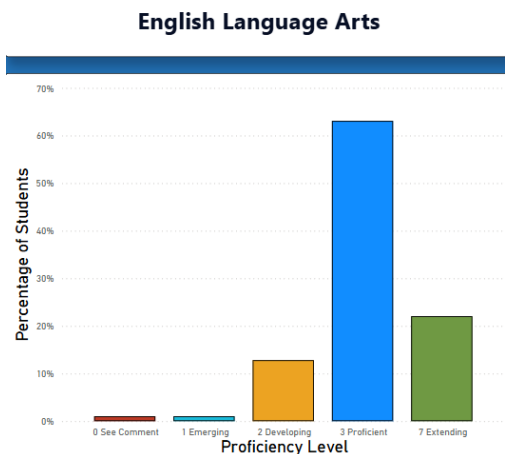


French Language
Communicating Student Learning Summary Report Results

- Emerging:** Less that 10 students
- Developing:** 39 students, 19.60%
- Proficient:** 142 students, 71.36%
- Extending:** 15 Students, 7.54%

Looking at our literacy results for Grades 4-7, our students are making great progress in their English language studies. For our Intermediate students, Communicating Student Learning Summary Reports show that **76%** of these learners are assessed between Developing and Proficient for English Language Arts. If we include Extending, our Grade 4 -7 Learners **98%** of our learners are on track. (See the graph below.)

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English Language Grades 4 – 7
Intermediate Communicating Student Learning
Summary Results

Emerging: Less than 10 students

Developing: 25 students, 12.82%

Proficient: 123 students, 63.08%

Extending: 43 students, 22.05%

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 our literacy results. In the upcoming school year, the staff are interested in working towards numeracy goals. Our school has an outstanding number of students who participate in Cross Country, Track & Field, Volleyball, and Basketball. Both staff and parents volunteer countless hours to make sure Tennyson students have opportunities for physical activities throughout the year. After school, outside agencies offer soccer, hockey, badminton, and volleyball for further experiences. Bursaries can be provided for these after-school programs when needed.

Numerous clubs such as the IDA Club (Inclusion, Diversity, and Allyship) offer a meeting place for students and encourages members to be leaders in our school. They organize our Pride Parade and create fundraising activities for worthwhile local IDA aligned non-profits.

Students often participate in multicultural activities that are organized, in part, by students. At Tennyson we acknowledge Christmas, Hanukkah, Lunar New Year, Eid al Fitr, Nowruz, Diwali – just to name a few.

This year Tennyson had a significant number of new students – primarily in grades K and 1. Staff made a list of these students. Everyone, teachers, SSAs, Supervision Aides, and Office staff, went out of their way to target and support these students to help them thrive in their new surroundings. A sense of belonging increases well-being which in turn supports learning.

Improve equity

As noted above, efforts towards meaningful inclusion and community are essential in the path equity. Our efforts to move toward a more collaborative assessment approach is also an important way to improve equity opportunities for all students.

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

We will continue to highlight school wide activities focused on Indigenous Day at the school and at the VSB. Orange Shirt Day is a week-long focus for all grades. This year we had guest speakers in individual classrooms and performances such as Tribal Vision Dance at Tennyson. A growing number of students are feeling more comfortable giving the Land Acknowledgement in both English and French.

Our library collection continues to expand its fiction and non-fiction Indigenous resources in both English and French. We have started a kindergarten Garden with Indigenous plants as the students learn more about being stewards of the earth. Intermediates all have participated in workshops, Elder visits, and fieldtrips that have highlighted Indigenous history and continued contributions to modern day society in Canada.

HOW WILL WE KNOW WE ARE ON TRACK?

We will continue to review Communicating Student Learning (CSL) data, Student Learning Surveys and Middle Years Development Index data to determine if our efforts are helping more students achieve success. In addition, we will look at:

- Offering more opportunities for students to speak and write in French – PA announcements, assembly participation, and newsletter contributions
- Increased use of French in the school by students, inside and outside the classroom, as indicated by observation and report card comments
- Increased positive attitude/reaction across the grade levels, particularly in the Intermediate grades, as indicated by observation, MDI data and parent and student responses from the Student Learning Surveys
- A deepened understanding and awareness, evidenced through discussion, class and project work of First Nations, Metis and Inuit culture, principals of learning, histories and reconciliation.
- Indications, through students' comments in the Student Learning Survey, that they are learning about Indigenous Peoples and Reconciliation.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətał (Tsleil-Waututh Nation).

Šx^wəx^waʔəs (sa-kwa-us) Thunderbird Elementary is a designated Enhanced Services school in the northeast quadrant of Vancouver, residing on the ancestral and unceded territories of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətał (Tsleil-Waututh Nation). Šx^wəx^waʔəs Thunderbird has a significant Indigenous population and a long, rich relationship with the land it resides on, holding a strong commitment to truth and reconciliation.

For 2024-2025, Šx^wəx^waʔəs Thunderbird has 185 students from diverse cultural, linguistic, and economic backgrounds. Approximately 50% of our students are English Language Learners, with many newcomer families. Additionally, 12% of our students meet Ministry standards for requiring specialized support for their learning needs.

Šx^wəx^waʔəs Thunderbird has a Youth and Family Worker, Neighbourhood Assistant, and a Curriculum Enhancement Teacher to provide equitable access to supports and enriched learning opportunities. There is also an onsite food services coordinator, offering breakfast and lunch programs. These programs provide a variety of healthy snacks and meals to all learners. The hot breakfast program regularly serves over 30% of the school population, and the hot lunch program provides lunch to approximately 70% of the students. Additionally, Šx^wəx^waʔəs Thunderbird has a Strong Start site offering programming for preschool-aged children and a partnership with KidSafe, which provides out-of-school programming for school-aged children during school breaks, such as winter, spring, and summer.

The school shares the site with the Thunderbird Community Centre and works closely with community staff to plan after-school programs and day camps during breaks and professional development days. The community centre also provides before and after-school care services for Šx^wəx^waʔəs Thunderbird students, as well as a preschool program. Further, Šx^wəx^waʔəs Thunderbird collaborates with the Community Schools Team and other community organizations to forge partnerships that benefit students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners represent a vibrant tapestry of cultural, spiritual, linguistic, and socio-economic diversity. Approximately half of our students speak a language other than English at home, qualifying them for additional English Language Learner (ELL) support.

ᓄᓂᓄᓂᓄᓂ Thunderbird is proud to have a significant Indigenous student population, deeply connected to place and culture. We collaborate closely with our Indigenous Enhancement Worker and external Indigenous partners to deepen our knowledge, awareness, and appreciation of Indigenous histories, traditions, cultures, and contributions. Through diverse cultural and historical teachings, we strive to foster respect and understanding.

Guided by the First Peoples Principles of Learning, ᓄᓂᓄᓂᓄᓂ Thunderbird is committed to reconciliation, embedding these principles into our daily practices and long-term goals.

Academically, we recognize the need to improve Language Arts outcomes, particularly in reading and writing, where scores currently range from low to moderate. This presents an opportunity to focus our collective efforts on strategies that support literacy development for all learners.

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

Our goal is to increase reading fluency and comprehension. As a staff, we are examining literacy strategies that introduce explicit instruction in phonics, reading, and writing. We are exploring best-practice strategies to learn and implement as a staff to increase student learning and achievement in reading.

Teachers are exploring approaches that highlight the importance of foundational skills such as phonemic awareness, phonics, language, and vocabulary, with an emphasis on these skills in primary grades (K-3) to ensure a strong foundation for reading. These goals are integral to the VSB Responsive Literacy Framework K-7.

In response to the English Language Arts (CSL) and Reading data, we are focusing on student learning and achievement in the core curricular area of Language Arts. Specifically, we are looking at reading scores and exploring reading instruction and intervention that is both universal and targeted.

This goal links to the Vancouver School Board's Education Plan to improve student achievement, physical and mental well-being, and belonging by:

- Encouraging students to reach beyond previous boundaries in knowledge and experience.
- Increasing literacy, numeracy, and deep, critical, and creative thinking.
- Ensuring the alignment among school, district, and provincial education plans.

- Reporting student results about performance, well-being, and outcomes to the community and using the results to improve the quality and effectiveness of the education and support provided to students.

This goal aligns with the First People's Principles of Learning in the following areas:

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)
- Learning involves patience and time
- Learning involves recognizing the consequences of one's actions.

Additionally, it connects to the Aboriginal Education Enhancement Agreement:

- The Vancouver Board of Education will provide equity of opportunity for Aboriginal students and be committed to the ongoing development of best-practice strategies for instruction, improvement, and inclusion.

Improve equity

Our equity goal is to help eliminate gaps in achievement and outcomes among students who are struggling in reading, focussing on early intervention in kindergarten and grade one. This all aligns with the Vancouver School Board's Education Plan 2026 to increase equity by eliminating gaps in achievement and outcomes among students.

Through strategic and targeted intervention for vulnerable learners we will:

- Support learners using our Curriculum Enhancement Teacher support and resource team to provide targeted instruction, such as one-on-one support, small group instruction, and literacy-rich activities.
- Provide reading recovery support to grade one students who are identified at risk using the Kindergarten Protocol, Observation Survey, and classroom assessment data.

We will measure success using data from Collaborative Early Literacy Intervention (CELI) data. This data will give us a longitudinal look at our interventions, provided to identified students and track their success and learning overtime.

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

At Šxʷəxʷaʔəs Thunderbird, our goal is to enhance knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions through diverse cultural and historical teachings. We aim to actively involve students in these efforts, encouraging their participation and engagement in learning and sharing these important aspects within our school community.

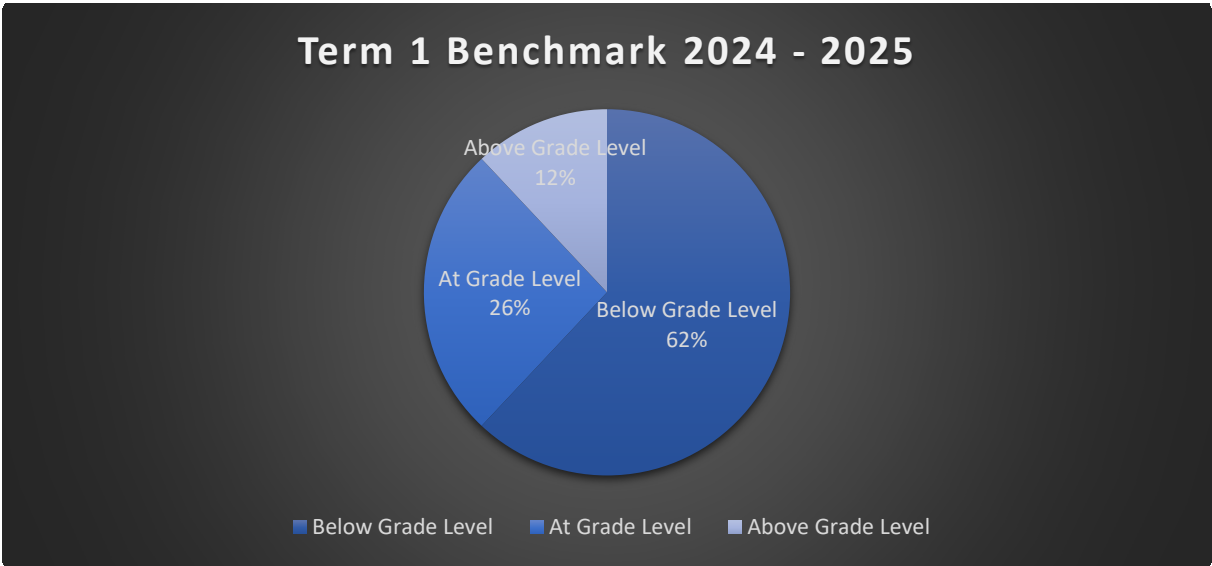
This goal aligns with the District's objectives but holds particular significance in our community, where many families are of Indigenous ancestry. We practice this goal daily through various

activities, engaging with community and district resources to deliver a comprehensive program. The First Peoples Principles of Learning remain central to all our efforts.

We have explored and provided a variety of experiences for students and the community to promote reconciliation and Indigenous enhancement. These include observing Orange Shirt Day to raise awareness of residential schools and the stories of survivors, and listening to and sharing personal stories. Students lead daily Indigenous acknowledgements at the beginning of the day, during whole school events, assemblies, and meetings. We also learn the Calls to Action from the Truth and Reconciliation Commission of Canada in child-friendly language, focusing on key messages during assemblies. We have purchased Indigenous resources and books to share with staff and students, and held assemblies for Truth and Reconciliation Day and National Indigenous Peoples Day. The First Peoples Principles of Learning are incorporated into all we do. Additionally, we drum the Coast Salish Anthem, maintain an Indigenous Garden, and develop and review Indigenous Success Plans for Indigenous students regularly in Grades 1, 2, 4, and 6.

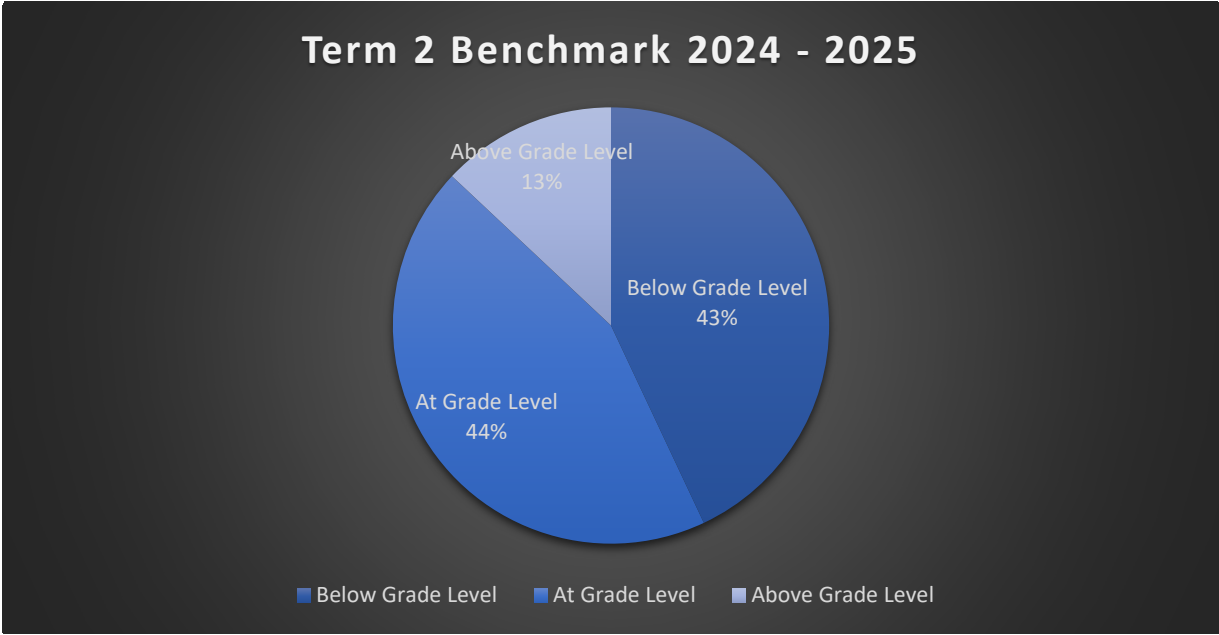
HOW WILL WE KNOW WE'RE ON TRACK?

Through the collection of year-over-year Learning Update data and the Fountas and Pinnell Benchmark Assessment, we will create a baseline for achievement in reading scores and English Language Arts and examine subsequent scores to analyze and gauge student learning and progression throughout the year, and year-over-year, at šxʷəxʷaʔəs Thunderbird.

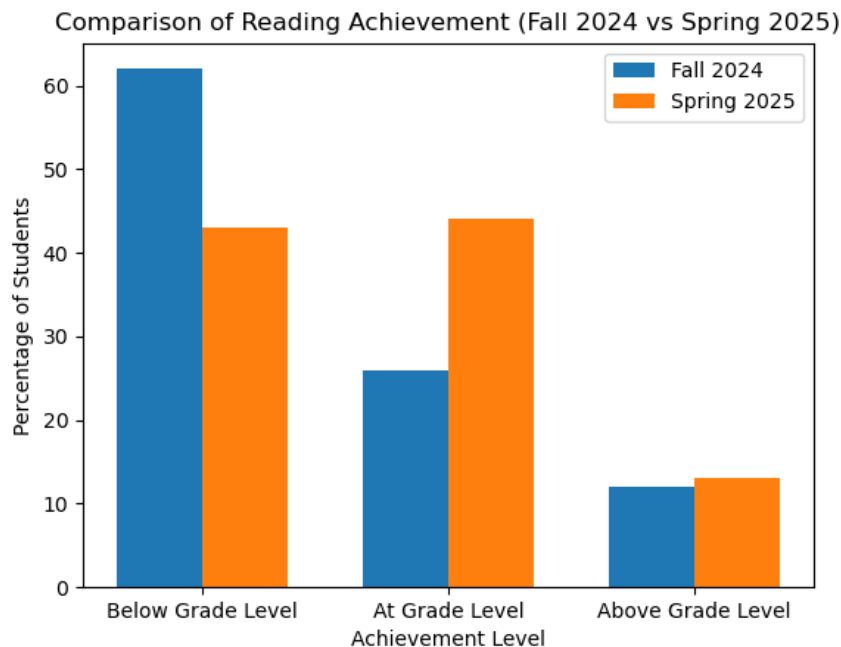


As we transition into a new reporting format, we examined our reading levels through the lens of the standardized assessment, the Benchmark. Using this tool, we had an accurate understanding of our students, baseline achievement, and how to implement strategies to move them towards developing the skills they need in language arts.

When examining Fall 2024 reading achievement using the Fountas and Pinnell Benchmark Assessment, we found that 62.0% of students were below grade level expectations, 26.0% of students were at grade level, and 12.0% of students were above grade level, during the same period. The data indicates a need for targeted and consistent efforts in literacy instruction and best-practice strategies. Knowing this data, we are working using multiple strategies to help kids move forward in their learning. As a school, we have early literacy intervention through our Reading Recovery Program, focused resource support for students who are needing extra help, and are working to implement the science of reading to compliment what is currently being done in classrooms.



Reviewing Spring 2025 reading achievement, using the Fountas and Pinnell Benchmark Assessment, we found that 43% of students were below grade level expectations, 44% of students were at grade level, and 13% of students were above grade level.



Examining baseline data from fall 2024 to spring 2025 for the 2024-2025 academic school year, we can see there is a significant decrease in the percentage of students below grade level expectations, from 62.0% in Fall 2024 to 43.0% in Spring 2025. This indicates a positive trend in reading achievement over the year. Further, the percentage of students at grade level increased from 26.0% in Fall 2024 to 44.0% in Spring 2025. This suggests that many students improved their reading skills to meet grade level expectations. We also observe that the percentage of students above grade level expectations increased slightly from 12.0% in Fall 2024 to 13.0% in Spring 2025. While the increase is modest, it still indicates progress in higher reading achievement.

Overall, the data shows a positive trend in reading achievement over the year. The significant decrease in students below grade level and the increase in students at grade level suggest effective interventions and improvements in reading instruction. The slight increase in students above grade level also indicates that some students are excelling beyond expectations.

Improve equity

šxʷəxʷaʔəs Thunderbird's School Learning Plan and the VSB Education Plan both focus on creating equity within the school and the school district at large. At šxʷəxʷaʔəs Thunderbird, in line with the Vancouver School Board, we aspire to increase equity by eliminating gaps in achievement and outcomes among students, eliminating racism and discrimination in all forms, evaluating and renewing plans for the improvement of Indigenous learners' education, and improving stewardship of the district's resources by focusing on effectiveness, efficiency, and sustainability.

While keeping all of these goals in focus, we are examining strategies to eliminate gaps in achievement and outcomes among students at risk, specifically looking at reading in the early years. To help achieve greater success in outcomes, the school is provided with a curriculum enhancement teacher to help with skills and strategies for all students in English Language Arts and a Reading Recovery teacher who specifically works with younger students. With this help, our teachers offer initiatives and opportunities targeting literacy throughout the year. Examples of these are Family Literacy Night and Books for Breakfast, which engage both students and caregivers and are intended to increase the joy of reading and help parents engage in strategies at home. Additionally, we provide equal and equitable access to books in the library and an online reading program, IXL, to track student progress.

The Reading Recovery program is a cornerstone of our support for students identified as at risk entering grade one. In kindergarten, students are assessed using the kindergarten protocol to determine who is at risk for not meeting early literacy skills. These identified students receive pull-out support to build their capacity.

Through the work in kindergarten and the Grade One Observation Survey, as well as teacher evaluation, students are identified and offered extra support through one-to-one instruction in the grade one year. Follow-up reading assessments are repeated with these students in grades two and three to track progression and student outcomes. Students not receiving one-to-one reading recovery support, who are below grade level, are supported through small group instruction.

Using the most current Collaborative Early Literacy Intervention (CELI) data from 2023-2024, we see that scores in reading for grade one students receiving one-to-one support through reading recovery were initially well below grade level expectations (level 0) at the beginning of grade one. After reading recovery instruction, scores indicate that 50% of the students are solidly at grade level, and the other 50% are just shy of grade level expectations (levels 16 and 14, respectively).

The data also indicates significant growth in students that receive small group pull-out support. Initially, these students were at level 0. After small group support, 88% of students in this group were at or near grade level reading expectations.

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

We are committed to deepening our understanding of Indigenous perspectives and knowledge by actively seeking opportunities to collaborate with local Indigenous people and experts. Their guidance will help us expand our knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. We will continue to align our efforts with the Aboriginal Education Enhancement Agreement, First Peoples Principles of Learning, Truth and Reconciliation Calls to Action, and the VSB's Education Plan 2026 to advance reconciliation at Šxʷəxʷaʔəs Thunderbird.

As a school, we have committed to increasing education around Indigenous cultures and incorporating the First Peoples Principles of Learning as a cornerstone for lessons across the

curriculum. By analyzing Student Learning Survey data, we can stay on course and understand where our students are in their learning journeys.

Currently, our understanding of Indigenous worldviews and knowledge is reflected in student self-reports from the 2024 Student Learning Survey. According to the survey, 82% of grade 4 students and 49% of grade 7 students recognize that they are learning about Indigenous people at least some of the time. These figures indicate that while we have made significant strides—such as engaging with storytellers, creating Indigenous art, and exploring Indigenous culture and ways of knowing—there is still much work to be done. We are committed to continuing this engagement and weaving Indigenous perspectives into all aspects of our education, particularly among our intermediate students.

Over the past three years, from the 2021-2022 school year to the 2023-2024 school year, we see a general trend indicating that students are seeing themselves as learners of Indigenous culture, local First Nations, and are more aware that celebrations, activities, and reconciliation are embedded in the daily learning we do. When asked at school regarding their learning about Indigenous and First Nations, students reported over the three-year period that they are learning about Indigenous people's education approximately 56% of the time in 2021-2022, 43% of the time in 2022-2023, and 65% of the time in 2023-2024. This shows an increase in student awareness regarding the teaching of Indigenous and First Nations education.

As a school, we will continue to support and work on increasing and deepening our understanding of Indigenous perspectives and knowledge with efforts to enhance Indigenous education. Indigenous education is woven into the fabric of all we do.

2024-2025 School Learning Plan

SCHOOL STORY

Tillicum Community Annex is located on the unceded, traditional lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) Nations and respects and supports Indigenous ways of knowing and learning. Tillicum is part of the dynamic Hastings Sunrise neighbourhood in East Vancouver. It is under the umbrella of the Templeton family of schools. We are home to a catchment that is comprised of two schools; Hastings Elementary and Tillicum Community Annex. Presently, Tillicum has 100 students and 6 divisions. The school population has remained steady in the last few years. The students come from diverse backgrounds with 11% Indigenous ancestry, 16% as identified ELL, and 19% with a Ministry designation. Tillicum school staff are committed to supporting the meaningful inclusion of all the students in all aspects of school life.

Tillicum Annex has additional supports such as a part time Youth and Family Worker (YFW), Indigenous Enhancement Worker (IEW), and a hot lunch program available to all students who self-identify as needing this support. The Community Schools Team (CST) serves our school community by connecting families to various programs offered in our area; many of those programs are subsidized for our students.

Tillicum school has maintained a strong list of returning volunteers; some have been volunteering their time for over 20 years. We welcome various programs such as One-to-One Literacy, Book Buddies, and Books for Me to enhance our literacy programs. Kiwassa Neighbourhood House is our closest community partner and neighbour, situated directly behind the school. Kiwassa offers numerous afterschool programs some free of cost for families that may require this service. Kiwassa hosts a free breakfast program every morning and a low-cost produce market for everyone to benefit from. Tillicum is supported further for food insecurity with programs such as weekly Backpack Buddies, Snacks for Kids Firefighters charities, and Cause we Care Holiday Hampers.

Our school excels in the teaching and modeling of social responsibility, self-awareness, and social emotional learning. The development of self-regulation strategies is integrated throughout all activities at Tillicum Annex. Each student's ability to engage in classroom learning is enhanced when paired with strong self-regulation skills. Schoolwide Jumpstart, Mind-Up, and silent lunch are offered daily at the school to support the development and awareness of self-regulation.

Tillicum Annex staff and students are committed to Truth and Reconciliation and continue to add authentic voices to our library collection that represent all students, by caring and learning about our Indigenous Garden, and continuing to learn with the IEW regarding Indigenous ways of knowing.

Tillicum students have an opportunity to take active pride in their school and community as they volunteer for leadership opportunities offered throughout the year, such as contributing to assemblies as presenters for Black History Month and Remembrance Day, Green Crew, Library Monitors, Tech helpers, Peer Helpers and Buddy Readers. We also celebrate student success and achievement throughout the year at Student of the Month Assemblies. Our staff strives to involve families in school activities to promote continued growth in student learning. Activities such as BINGO night, Talent Show, Performances, Be Excited About Reading (BEAR) events, and Student-Led Conferences have all been well attended. Tillicum Annex has a committed and active Parent Advisory Council (PAC) who enrich the school experiences for students through fundraising and collaborative efforts.

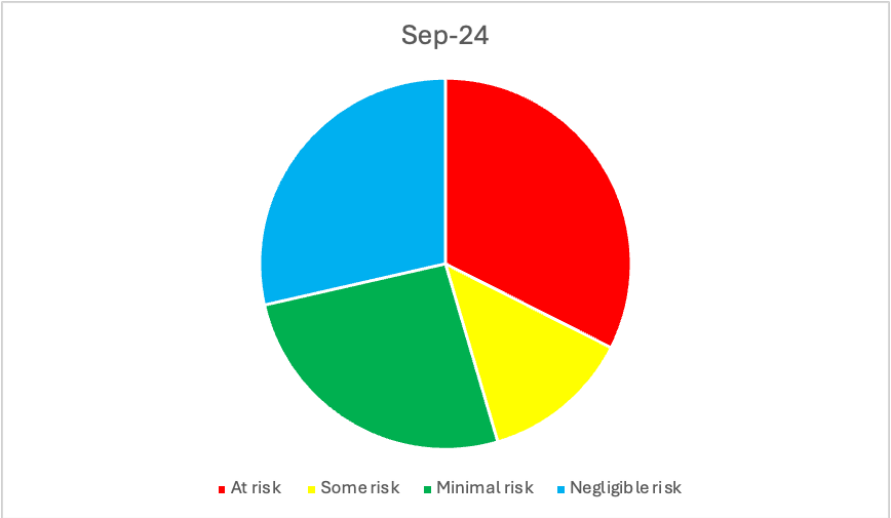
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners are a diverse group of students who have many strengths. As a group, they are curious, caring, hard-working, creative, and willing to learn. They are developing strong self-regulation behaviours that are continually reinforced and supported through daily activities and visual and common language to convey expectations. As individuals, they range in need, with a significant number identified as At-Risk learners who benefit from extra learning supports. This is particularly evident in literacy.

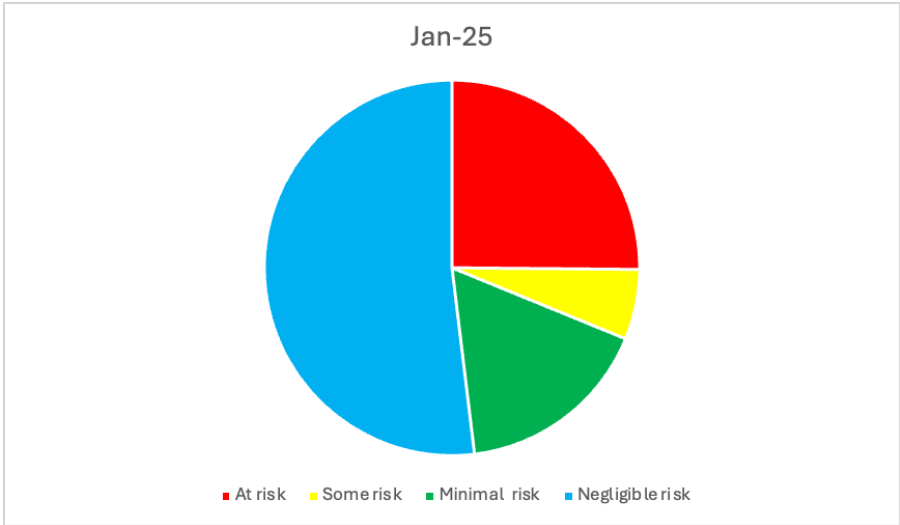
For reading, we assess students three times per year using the DIBELS (Dynamic Indicators of Early Literacy Skills) assessment for grades 1-4 and twice per year beginning in January for the Kindergarten students. In this assessment, the critical skills necessary for a successful beginning reading include phonemic awareness, phonics, fluency, vocabulary, and comprehension. This data will provide us with information on whether students are on track for reading success.

The DIBELS literacy screener provides a quick and insightful snapshot of a child's current literacy skills. While it effectively highlights areas needing improvement, it's important to remember that literacy development is multifaceted. Children may demonstrate strengths in other aspects of literacy which might not be fully captured in this brief assessment. This screener is just one tool among many to help educators and parents support a child's journey towards literacy success.

September Reading Data



January Reading Data



Blue - Negligible risk: Students with negligible risk are on track for reading success and should continue to receive the instruction they are getting – sometimes called “Core Support.” We might call these students "Above Benchmark."

Green - Minimal risk: Students with minimal risk are on track for reading success and should continue receiving the instruction that they are getting – sometimes called “Core Support.” We might call these students "At Benchmark."

Yellow - Some risk: Students with some risk may be struggling with one or more components of reading. They need additional instruction, usually in a small group setting. Their progress should be monitored in the area in which they are struggling. In other words, these students need "Strategic Support."

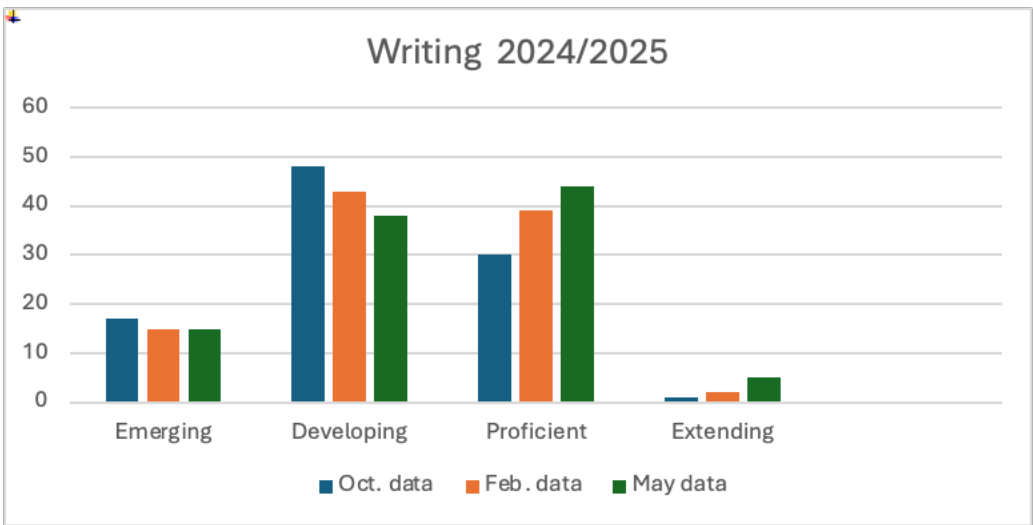
Red - At risk: Students at risk are struggling with reading, either scoring well below the benchmark or struggling with more than one component of reading. They need extra instruction in a small group or one-on-one setting. Their progress should be monitored in the areas in which they are struggling. In other words, these students need "Intensive Support."

For students who score in the red or yellow category, targeted support is essential to help them achieve more success. Utilizing skill-based literacy groups allows educators to address specific areas of need in a collaborative setting, fostering peer learning and engagement. Additionally, one-to-one intensive instruction provides personalized attention, ensuring that each student's unique challenges are met with tailored strategies. Together, these approaches create a comprehensive support system that empowers students to achieve literacy success.

The above data shows progress in a reduction of students at risk and an increase in students acquiring necessary skills to become confident readers as evidenced by a notable improvement in overall literacy scores across the assessed grade levels.

[\[1\] University of Oregon Center on Teaching and Learning](#)

Writing data is reviewed from 3 School Wide Writes per year.



The above data indicates a marked improvement in writing skills across grade levels. Over the course of the year, students have demonstrated steady progress, with many advancing in their ability to express ideas clearly and effectively. This growth in writing achievement complements the gains seen in literacy, reflecting a broader development in students' overall communication skills.

Tillicum staff recognize that learning can only occur if students feel a deep sense of belonging in a safe setting before academics can develop. Student voice has informed our trajectory on many levels. According to our Student Learning Survey data (see responses below), students overwhelmingly indicated that they feel welcomed, safe and have a sense of belonging to the school. They also know where to go for help if they need someone.

Student learning Survey data 2024/2025

If you have a problem, can you get the help you need from adults at your school? 100% responded positively that they can get help from adults at school.

Do you feel welcome at your school? 85% responded positively that they feel welcome.

Is school a place where you feel like you belong? 95 % responded positively that they feel like they belong

Do you feel safe at school? 100% responded positively that they feel safe at school

Our staff continues to see increases in anxiety and the need for social skill development for many of our students. The lingering effects of the COVID-19 pandemic years are still apparent for our grade 3 students through gaps in learning and anxiety. Staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Furthermore, our parent community supports our learning endeavours by being available to volunteer at our literacy events.

Tillicum staff remain committed to our reconciliation journey, and through community events, weaving cultural teachings and practices into daily lessons, increasing our collection of Indigenous resources in the library, and providing access to cultural experiences through guest speakers and performances, we continue to foster a deeper understanding, respect, and connection to Indigenous histories, perspectives, and ways of knowing within our school community.

A comparison of our Student Learning Survey data from the 2023/2024 and 2024/2025 school years reveals encouraging growth in students' understanding of Indigenous content. This year, 90% of students reported learning about Indigenous Peoples (First Nations, Inuit, Métis), up from 86.7% the previous year. Notably, 44% of students indicated they were learning about local First Nations languages, a significant increase from just 6.7% last year. Additionally, 100% of students reported learning about local First Nations, compared to 78.6% in 2023/2024.

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

Student achievement in literacy for all learners is a focus that brings our staff together for constructive conversation that leads to action in the classroom.

- Enhance literacy instruction- implement research-based literacy strategies and interventions and explore the Responsive Literacy Framework to visit strategies in oral language, elements of structured literacy, storytelling, and representing knowledge in different ways.
- Creating a culture of reading and writing with school wide literacy initiatives e.g. school wide writes, books 4 me, one to one readers, buddy reading.
- Professional development- with a Universal Design for Learning (UDL) focus
- Utilizing data- we will notice trends in student data and find ways to bridge learning
- Community engagement- collaborating with parents/guardians to encourage literacy development at home.
- Utilize/Implement the Universal Design for Learning Framework
- Inclusivity- diverse texts, differentiated instruction, access to literacy

Improve equity

Literacy is a transformative tool that fosters equity among all learners. It ensures that every student has access to the information and resources essential for their learning and personal growth. Literacy empowers students to express themselves, advocate for their needs, and engage fully in society. By incorporating diverse texts and perspectives, literacy education promotes cultural understanding and respect, creating an inclusive environment where all students feel valued and understood. Enhanced literacy skills also boost critical thinking, enabling students to analyze information, make informed decisions, and solve problems effectively. Furthermore, literacy is linked to greater educational and economic opportunities, providing all students with the chance to succeed. It also promotes social inclusion by enabling effective communication and relationship building. By prioritizing literacy, Tillicum can cultivate a more equitable learning environment where every student has the opportunity to thrive.

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

In the Aboriginal Education Enhancement Agreement one of the tenets states: a focus on belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. We will continue to provide all opportunities for students to be seen and heard as individuals through an equitable lens. Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into the daily activities and across curricular areas such as weaving, salmon study, field studies in land-based learning, and traditional hoop dancers.

After examining the gaps that exist in our teachings of Indigenous culture in our Student Learning Surveys, there is an increased level of awareness to promote Indigenous languages and integrate these teachings in our curriculum. Tillicum is committed to learning from the Indigenous

community and will consciously look for opportunities to invite local Elders and Wisdom Keepers into our school to share that learning is embedded in memory, history and story (First Peoples Principles of Learning). Tillicum school takes great pride in learning through our Indigenous plant garden and focuses on how traditional plants are used for food and healing around the seasons. Moving deeper into this study, Tillicum can enrich this experience by including a traditional healer or Elder to have this knowledge imparted from an authentic source.

- Tillicum continues to work on deep and impactful work during the Indigenous Focus Day as a team of dedicated educators.
- Students have learned to respect the roles of Indigenous women as mothers, daughters, sisters and warriors through authentic texts and artwork
- Tillicum dedicates a month-long in-depth student of residential schooling, Truth and Reconciliation Day, and Indigenous Excellence in September
- Staff are working on expanding their own Land Acknowledgements that represents their commitment to Truth and Reconciliation and the Calls to Action
- Staff has weeded out outdated and inauthentic representations of Indigenous culture in the library and brought in new titles and Indigenous decodable books to expand and diversify literacy instruction.
- Staff continues to collaborate with our IEEW on a weekly basis to integrate customs, traditions, texts, art and teachings into the classroom
- Staff are working on teaching the Coast Salish Anthem to sing at assemblies.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to review a plethora of data to examine our strengths and our stretches including:

- CSL data to see how we can support our students' mathematics and literacy needs
- DIBELS data 3 times per year to determine areas of need for literacy based on skills.
- We will continue to test where students are early in the fall to determine a course of student need specific instruction.
- SLS data can help track student Social Emotional health and well-being
- The EDI for Kindergarten level students and the Kindergarten Protocol will continue to provide us with vital data on our early learners.
- Student-led conferences will continue to have students take the lead in their trajectory of learning, highlighting their growth, passions and potential for improvement.
- We will continue to share data and student growth with student celebrations and with our school community through PAC meetings, numerous annual events and newsletters.

2024-2025

School Learning Plan

SCHOOL STORY

Trafalgar Elementary School provides educational instruction for students from kindergarten to Grade 7, with an enrollment of approximately 470 students. Nearly two-thirds of the student body are in French Immersion programs, including Early French Immersion (K-7) and Late French Immersion (grade 6-7). The remaining one-third of students are in the English stream. The inaugural cohort of grade 7 Late French Immersion students has completed their final year of elementary school in June 2023, having commenced the program in September 2021. This program is now well established in our school.

The French immersion program continues to demonstrate stability, with the majority of students coming from English-speaking households, as well as from a rich variety of cultural backgrounds. In the English stream, approximately 60% of students are either currently learning or have previously learned English as an additional language. These diverse groups include many Mandarin speakers, along with students who speak Cantonese and various other languages. Trafalgar School boasts a robust parent community that collaborates closely with the school staff to enrich the overall educational experience of students. Generally, the students have a well-developed background knowledge and are familiar with having conversations and asking questions. The parents are actively involved in the education of their children and have expectations for academic achievement. Trafalgar is dedicated to fostering inclusivity, and a key objective is to celebrate the diverse backgrounds within the student body while nurturing a strong sense of community within the school premises.

Trafalgar Elementary is an early intervention school (CELI/CLIP) which focuses on early literacy development and interventions for struggling learners. We have 2 reading recovery programs, English and Early French immersion, supported this year by a District Literacy Teacher. This complements the work of the resource teacher team, the speech-language pathologist, the district psychologist, and the student support workers.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The learners in our community have high energy and represent diversity in identity and learning. Trafalgar has high achieving students and engaged learners. Students are eager to learn and have a strong desire to succeed. Students demonstrate a sense of pride in being involved in the life of the school and the community. Students are exposed to the world and have a great deal of worldly knowledge.

Trafalgar students are engaged with their learning and enjoy being at school. They eagerly participate in a variety of extra-curricular activities provided throughout the year, including school teams in Cross-Country, Volleyball, Basketball, Badminton, and Track and Field. Students also have the opportunity to engage in other activities such as painting, drawing, and playing chess.

Students are also actively involved in taking on leadership opportunities and making positive contributions to our school (e.g. Library and Daily Announcements Monitors, Assembly Leaders, Student Council, lunch monitors, Dungeons and Dragons club, Knitting club). Students demonstrate a high level of participation in leadership activities (assemblies, buddy classes, school ground cleaning, UNESCO-related activities). We can count on a larger group of grade 6-7 students due to our LFI program to support these opportunities.

We were able to use data from different sources, including MDI results, class reviews, updates, and report cards to support our interventions. From reviewing the data, we know that most of our students are in the *Proficient* category for all subjects.

During the last years, we continued to work closely with all staff members to identify and prioritize relationships and offer self-regulation strategies for all to use -students, staff and parents. This would include an exploration of the Mind Up program, and continuous implementation of the Zones of Regulation program to foster self-regulation strategies and support all learners' social- emotional needs.

Staff worked to develop and provide learning opportunities that highlighted cultural awareness, athletics, and the arts. As a school, we needed to provide education, support and guidance for families in understanding how self-regulation may impact learning. We also considered anecdotal data by staff, parents, and students; we cannot underestimate the value of data related to students, staff, and parents/families sharing their stories related to the school. Research supports the notion that schools have a climate that can be felt, and this climate (also known as *organizational school culture* or *organizational health*) occurs through our daily interactions with one another.

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

Our role as educators is to continually support ways of “getting there”. Based on CSL Tool, MDI, and School Survey data from 2019-2024, Trafalgar students demonstrate a high percentage of “Proficient” level in Literacy in French, English, and Numeracy. As a group, our staff would like to pursue a specific learning goal in literacy and continue to build students' capacity in writing. We are working towards seeing an increase of 2% in our SLS (Student Learning Survey) data at the end of next year.

To determine how we can best support these students, we will collaborate and engage in professional development discussions about instructional and intervention strategies, and resources to enhance the students' literacy skills (e.g. assessment to inform and guide instruction; consistent and cohesive writing, phonics and reading comprehension instruction/strategies at the primary and intermediate levels).

As a school, we offer the Reading Recovery program (both in English and French), and our primary staff worked together to support and implement learning strategies to the benefit of our learners. The primary team is committed to the CLIP and CELI programs. The intermediate teaching team continues to collaborate on a regular basis to maintain and sustain a wide variety of learning opportunities and activities for our students' population.

School staff thoughtfully adapt their strategies to ensure that planning remains both manageable and realistic for students. In addition, we will continue to collaborate closely with district resource teachers to strengthen our assessment practices and implement targeted strategies that support each learner's educational journey.

Improving equity

Trafalgar School is committed to continuing our journey in enhancing equity for all learners. Our teachers, support staff, and administrators work to make sure that every child and their family have access to learning resources and opportunities to succeed.

The Trafalgar educators continued to provide equitable support to all students in their daily practice and assessment. Some of these strategies included implementing adaptations and accommodations in class to enhance student learning either individually or in groups, understanding students' learning preferences, meeting with students individually to support/discuss their learning, using multiple ways to evaluate students' understanding, creating classroom rules collaboratively with students, seeking multiple perspectives and different answers to questions, acknowledging every student's perspective, comment or response, and offering accessible resources and materials. Resource teachers and Student Support Workers collaborate with classroom teachers to ensure that equitable support is provided for a diverse range of students, meeting their needs through individual or small-group support.

Thanks to the dedication and hard work of our teachers, students receiving resource support demonstrated steady academic growth throughout the school year:

- In English Language Arts, we saw a notable shift, with proficiency rising from 40% in term 1 to 53 % in term 3, and a corresponding decrease in students at the developing level.
- In French Language Arts, we saw improvement, with proficiency increasing from 26% to 38% over the year, from term 1 to term 3, while the percentage of students at the developing level gradually declined.
- In Mathematics, proficiency rose from 46% to 53%, with a consistent reduction in students obtaining a developing level at our performance scale.

These gains reflect the impact of targeted support and collaborative instructional practices.

During this school year, our staff's commitment to equity has been demonstrated through multiple activities and events outside of their everyday teaching. Some of the highlights of these activities include the weekly meetings of the Rainbow/SOGI club, monthly assemblies that promote important values of anti-racism, anti-bullying, respect, cultural diversity, and the Pride Month celebration days. The Diversity, Equity, Inclusion Community Day took place on March 7th with strong involvement of parents and engagement of staff.

While continuing our learning journey, Trafalgar staff work closely with parents, providing them with valuable opportunities to participate and enhance our educational practices. In conjunction with staff, the parents organized the Spring Festival and the multicultural dinner, highlighting the variety of cultures and ethnicities at the school.

We continue to prioritize our students' social-emotional development by fostering a respectful and caring school environment. Our counsellor works closely with every division and individual student, offering support and assistance.

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

The Trafalgar school community is committed to enhancing awareness of First Nations perspectives and cultures. Teachers are regularly exploring First Nations stories and are completing art projects and studies with an Indigenous focus. The teacher-librarian has continued to build our collection of First Nations books and documents. The Earth Bites gardening program included lessons on native plants, including edible plants. Staff continue to provide opportunities to raise awareness of the journey of reconciliation. We continue to offer professional development opportunities with Indigenous content and by Indigenous speakers.

Our school had the honour of hosting Christine Mackenzie, a distinguished artist and activist from the Kwakiutl Nation. She led a full-day professional workshop for staff, followed by a series of engaging classroom sessions. Through these workshops, students gained meaningful insights into First Nations art and culture, deepening their understanding and appreciation of Indigenous perspectives.

Embedding these initiatives and practices into the fabric of the school has contributed significantly to the awareness of the students of Indigenous knowledge, culture, and history. We will continue to find opportunities to enhance the students' learning.

HOW WILL WE KNOW WE'RE ON TRACK?

During the school year, we have observed and documented different meaningful initiatives that reflect our commitment to fostering a positive school climate and a strong sense of belonging. There were more opportunities to have collaborative activities between divisions and programs. For the past two years, we successfully held a District Diversity, Equity, and Inclusion Day led by students and teachers. This initiative will continue in schools and classrooms in the future.

In collaboration with PAC, we offer before and after school activities with high student participation (band, choir, sports, clubs, leadership groups, etc.). The school enhances learning through school-wide activities (UNESCO projects, Sports Day, Bike to School Week, etc.). We maintain a strong relationship with PAC executives and volunteers, synchronizing our efforts, such as publishing a bi-weekly newsletter and planning initiatives together.

We continue to determine the success of our measures and practices through anecdotal data and survey results (e.g. MDI, SLS surveys), which indicate that students continue to feel safe, welcomed, and have a sense of belonging at the school. This data also reflects growth in students' social-emotional skills and their awareness, appreciation, and understanding of Indigenous knowledge, culture, and history. Additionally, Learning Updates demonstrate an increased number of students on track with their academic skills and consistently demonstrating proficiency in French Language Arts, English Language Arts, Mathematics and other subject areas.

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

Pierre Elliott Trudeau Elementary School is a Kindergarten to Grade 7 school with over 240 students and 38 staff members. It is in the south-east area of Vancouver near Marine Drive between Fraser and Main Street. Many families have relatives in the immediate area, giving our school a strong, vibrant, and stable community base.

Trudeau offers various academic, physical, artistic, and social programs that support students and their families. In addition to school programs, there are strong, ongoing links with community organizations like One-to-One Reading, Books for Me, the Vancouver Public Library (VPL), the YMCA which provides out-of-school care, and South Vancouver Neighbourhood House. We have Chinese and Punjabi after-school programs and the Vancouver Extracurricular Music Society (VEMS) Band Program operating in school at Trudeau, reflecting the needs and wishes of the community. Other community and school-based volunteers have offered their time and expertise to further support student learning and success. Also, the John Oliver Community Team has organized or provided various programs for students after school which include Science World workshops, Geering Up, Sportsball and Yoga Buddies. The programs are well attended and appreciated by parents. The Team has also provided opportunities for some students during Winter and Spring Breaks. Moving forward, we continue to strengthen ties with outside agencies and provide various after-school programs on-site at Trudeau.

Trudeau has a diverse, multi-cultural population with many of our families speaking additional languages at home. Within our school, we have over 28 different language groups represented. They include English, Tagalog, Punjabi, Cantonese, Spanish, Hindi, Tamil, and Vietnamese. Some of our students have a Ministry of Education and Special Education Plan that represents their learning needs. Trudeau hosts a Vancouver School Board District Program called CORE (COmmunication and REgulation) and a District Mandarin Bilingual Program giving beginner language students an opportunity to learn Mandarin daily.

The rich, diverse, exciting cultural population supports the school's belief in global citizenship and the interconnections of the world. We maintain that students demonstrate an enthusiasm for

learning how to be socially responsible. From Kindergarten onward, we encourage students to build positive and respectful relationships with each other and staff, engage in all learning activities, and to develop self-regulation skills and social emotional awareness.

At Trudeau, emphasis has been placed on increasing awareness of numeracy, applied skills and to developing an increasing passion for learning by becoming fluent, proficient readers, writers, and speakers of English. It is our hope and goal that we provide students with the skills to be responsible citizens. With support from our Parent Advisory Council (PAC), we are endeavouring to improve the technology available to students in the school to better reflect equity of opportunity at Trudeau.

Enhancing learning and broadening the scope of possibilities for success for each student involves a collaborative and reflective approach. As a result, staff provide a variety of engaging learning experiences in different curricular areas with the use of technology and inquiry infused into the teaching and learning that takes place every day. The staff work also collaboratively together as a group in a variety of curricular areas and demonstrate interest in improving their practice as demonstrated by their input on this plan, through a book club and by engaging in numerous professional development opportunities that become available. Several teachers work closely with the Teacher-Librarian to enhance their students' learning experiences. Field Studies provides students with learning opportunities that are not otherwise possible for some students. Our Parent Advisory Council is very supportive in funding trips for our students.

Staff and students work successfully to live up to the standards outlined in our school Code of Conduct and summarized in the acronym T.R.U.E. - Trust, Respect, Understanding, Empathy. At Pierre Elliott Trudeau School, our goal is to create a safe environment that promotes positive academic, social, and emotional development. It is each student's responsibility to follow the Code of Conduct and school rules at school, while going to and from school, and while attending school curricular and extracurricular activities at any location. We want students to learn to take responsibility for their behaviour. Racism will not be tolerated at Trudeau.

Environmental awareness experiences include regular school clean-up and neighbourhood walks. Gardening projects by several divisions will continue in the future giving students the opportunity to put into practice the notion of "Taking Care of This Place." The outdoor classroom is unique and provides teachers and students with an opportunity to learn in a natural setting.

We are proud of the multi-sensory room that helps students become ready and prepared to work on their individual education goals. The staff is in the process of creating a calming, quiet place for students to visit when needed. We value our school as a safe, caring, and engaging learning place for all students and families. We feel fortunate to have our Artist in Residence Studio (AIRS) Program that provides all students with socially relevant, equitable, high quality and consistent access to visual arts education. Each year, at the end of the residency, we celebrate our successes by highlighting the work done throughout the year. By bringing outside performers into the school, we provide students with opportunities to engage and even participate in musical, dramatical, and cultural experiences. Along with a variety of performances, we try to focus on Indigenous themes.

There is an involved, dedicated Parent Advisory Council (PAC) executive who works toward developing an inclusive environment through a variety of PAC sponsored events. Plans this year included activities such as Spring Dance and Sports Day involvement. In December we had a successful Movie Night with over 200 people attending. To enhance the connectiveness of parents, we hope to start Friday morning coffee and tea once a month. Thanks to PAC fundraising, the school was able to book a weeklong school-wide pickleball program that supported our equity goal of giving students opportunities to participate in new activities.

Presently, student leadership opportunities have included student-led assemblies and monitoring volunteerism. Student voices are considered an essential element in the school. A Student Leadership Group has been created to further extend leadership opportunities throughout the school and to provide a forum for student voice. Over thirty enthusiastic students have joined the Group and are sharing ideas and organizing and implementing events at the school spirit days and assemblies.

The school encourages physical education and healthy living through participation in the Terry Fox Run, pickleball lessons, and extra-curricular activities such cross-country, basketball, volleyball, badminton, and track and field. Open gymnasium times provide extended opportunities for physical fitness thanks to the support and supervision of school staff.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Trudeau, the students express a keen sense of acceptance and empathy towards others. Kindness is a term used by many staff members when describing the students at the school. School is a place with a sense of safety, warmth, and a caring community. Overall, social emotional regulation is a strength. Issues on the playground are usually minor in nature and quickly solved and remedied. Students can be seen in the classrooms helping each other and are eager to help where needed. Trudeau has a diverse group of learners with many recently immigrated families and those with various levels of community connection.

There is leadership across the grades resulting in a strong connection between children on the playground and during multi-grade activities. Overall, the students are well motivated towards their learning and show enthusiasm when sharing their projects. Artistic expression is a strength of many students, as evident by their creative and thoughtful pieces of art proudly displayed in the hallways. They look forward to the art celebration later in the year.

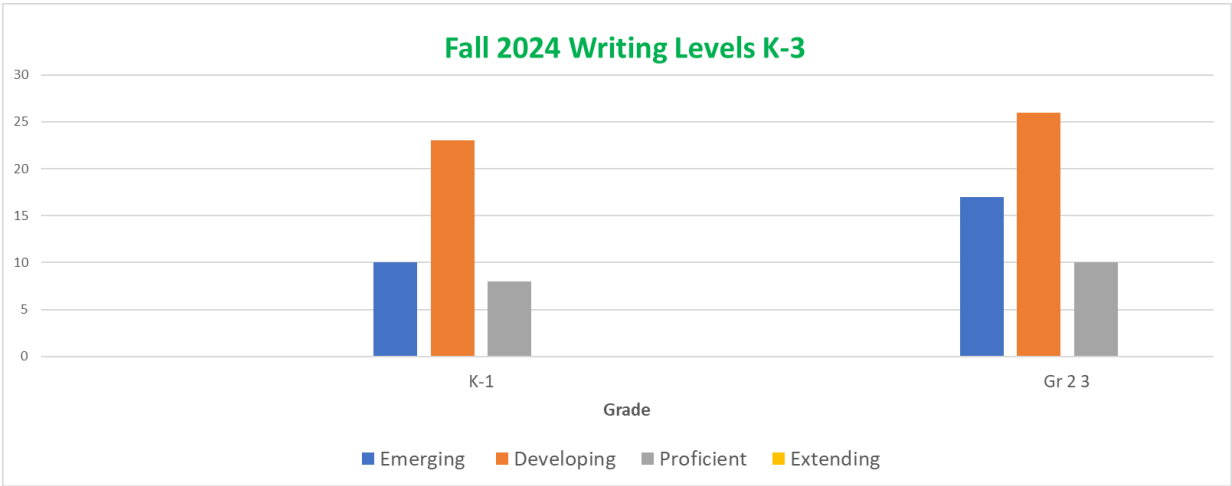
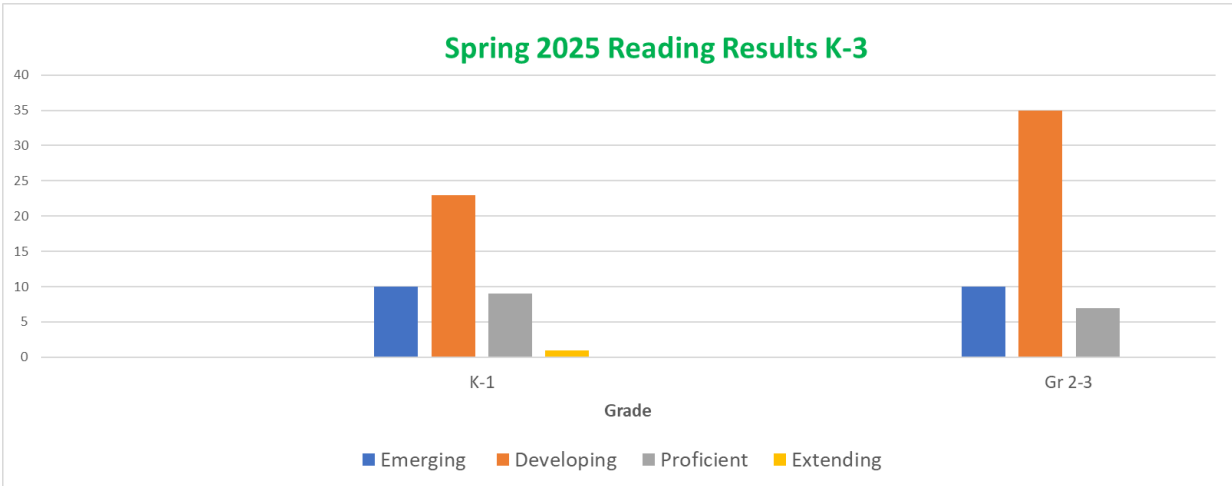
Indigenous learning remains a focus for the school. With ever increasing resources available in our library and district, our teachers and students can draw upon a richer, more authentic connection to Indigenous history. In the next section is some data on the thinking of our students regarding their learning of Indigenous cultures.

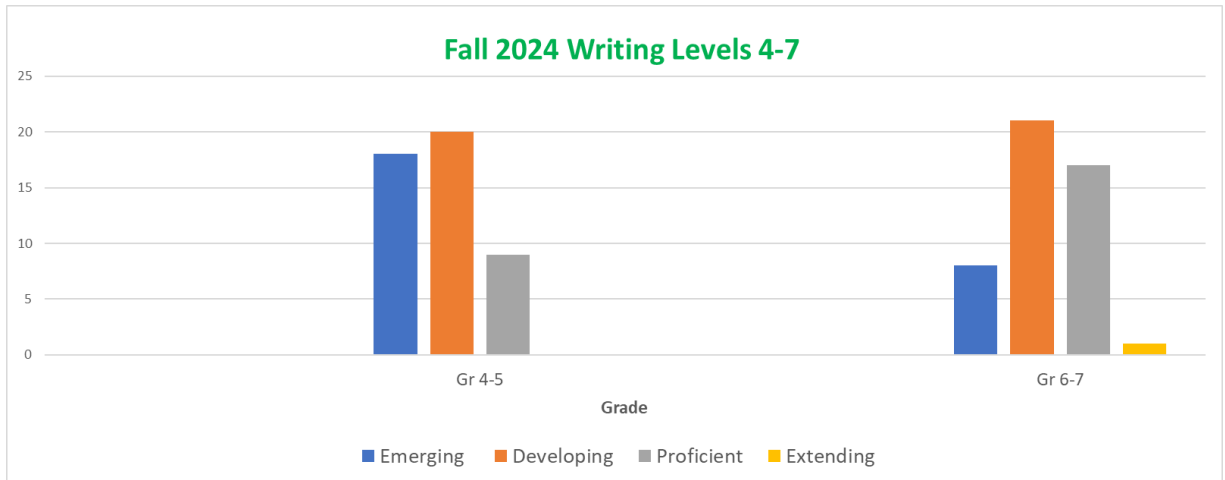
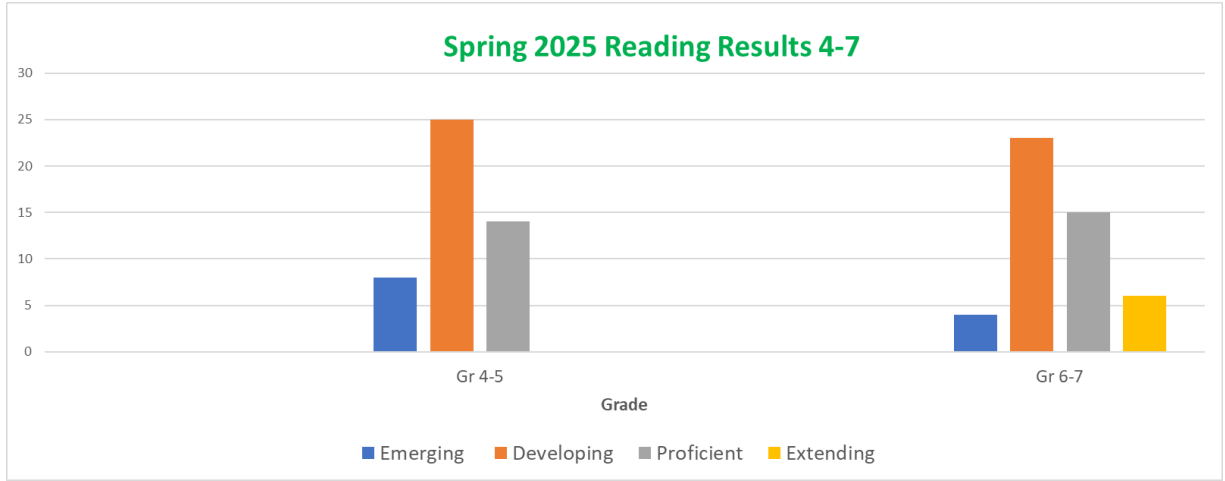
As in any educational setting, the needs of the students vary, but a few themes are emerging over time as per staff observations and conversations. The steady increase in our English Language Learner (ELL) population at the school is leading staff to reflect and re-evaluate on how best to provide curricular experiences in an inclusive and meaningful manner. Staff has identified a need

to develop stronger critical thinking, problem solving and independent thinking skills amongst our students. These are key components in the curriculum’s Core Competencies. Coupled with low literacy scores, an increase in reluctant readers and writing remaining a major challenge for many students, literacy connected to critical thinking development will be the focus of staff conversation, collaboration, and professional development over the next few years.

Encouraging a growth mindset among our students and supporting parents in understanding how we approach such an outcome is also key for the direction we plan to take moving forward.

Below are the current overall results of our students’ reading and writing levels. We can also look at individual results for even greater clarification. This data helps guide our focus and identify which learners require the most intervention.





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

There are a variety of strategies Trudeau staff will continue to follow in supporting our school literacy objectives and goals as well as innovative approaches to consider and implement. We decided to maintain our participation in the Collaborative Early Learning Inquiry project (CELI) that targets direct support for our students in grades K-3. We have created a structure and purchased assessment tools that track student literacy development from K-7 in reading and writing. As represented in the charts above, attention will continue to be given to identifying student reading levels and therefore, staff can pinpoint instruction strategies in a focused manner across the grades, supporting all students at their current level. For example, staff will use this

information to plan how best organize literacy groups during collaborative release time. Below are action items to support the approach we are taking to improve literacy at Trudeau Elementary.

Action Items currently in practice:

- Continue with Reading Recovery
- Guided Reading groups across the Intermediate grades
- Support for Learning Assistance and English Language Learners separately
- Increase engagement with through staff book discussions and a Kids Book Club
- Bring experiences into the school along with field studies opportunities
- Create a safe place for students to share thinking
- Create an organized staff resource sharing channel in Microsoft TEAMS
- Purchase more reading materials that reflect student cultural contexts
- Play and risk-taking activities in literacy/assessment language around risk taking
- Use literacy mentors/Lunch & Learns/Professional Development Days with full staff level engagement

Action Items to pursue in 2025 - 2026:

- Greater use of technology to support literacy development
- To understand and use the Critical Thinking Set of Profiles
- Regular timetable collaboration time each month
- Develop literacy scaffolding expectations across the grades
- Hold a PAC session on how parents can be reading with kids
- Use Reading Power in Intermediate – consistent, explicit reading strategies
- School wide activities/celebrations around literacy

Improve equity

In its foundational statements, the Vancouver School Board commits ‘to creating an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves.’ Ever mindful of this statement, Trudeau Elementary staff are continuously looking for ways to support all students in their academic and social development through a particular focus on literacy and subsequent activities and strategies that give students opportunities for success. The above-mentioned action plan will help us support and define equity for our students along with a parallel, concerted focus on maintaining and improving the technology in the school. Developing strong skills around technology will give our students better opportunities and open doors for them in their future endeavours. Also, staff are exploring, along with our literacy goal, ways to more fully incorporate Universal Design for Learning (UDL) strategies and approaches in our classrooms and ways of teaching. UDL is a framework for designing curricula that aims to be inclusive and accessible to all learners by providing multiple ways for students to engage with, represent information, and express what they know. UDL recognizes that learners have diverse needs and preferences, and it moves away from a "one-size-fits-all" approach to teaching and learning. We are having discussions on a definition of inclusion and asking ourselves “what are the different pathways of learning particularly for our newcomers to the country and students who struggle with reading comprehension. Continued attention to sensory needs and social emotional requirements of our students will be pursued with the use of our unique Sensory Room and new Calming Room. Events

like our Pink Shirt Day assembly provide opportunities for staff and students to reflect and celebrate the diversity in our community and identify ways to be more inclusive. Next year, we will collect data to help inform us and guide us in achieving success for all our students at Trudeau.

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

We desire to see a greater number of school and class-wide activities that have an Indigenous focus next year. The goal to embed Indigenous Principles of Learning and perspectives into all curricular areas will be a focus for discussion and implementation. Examples of Indigenous Education-focused activities that we would like to see more of at our school next year include:

- Include time for discussion and reflection on Indigenous content and education at Staff Meetings, particular focus on the ‘First Nations Principles of Learning.’
- Incorporate time on a Professional Development Day around Indigenous content
- Field trips to the Museum of Anthropology and Grouse Mountain (one led by an Elder)
- Performances such as those offered by 3 Crows Productions who came this year, and an Elder Storyteller.
- Outdoor education on Indigenous viewpoints on the land and indigenous plants
- Urban hikes to connect to traditional stories about the territories we are living on
- Continuation with the procurement of additional library and class resources

Below is some current data on Intermediate student understanding and thinking regarding Indigenous culture and traditions. In the fall, staff will review this information and determine further ways and opportunities to improve student understanding of indigenous culture and traditions.

Sample: Intermediate students	Spring 2025 – Indigenous Education Student Self-Assessment
I have an understanding of Indigenous culture and traditions.	2025 - 33.1 % responded “a fair bit or a lot” and another 43% stating “some understanding.”
It is important to learn about Indigenous culture, traditions, and histories.	2025 – 77.7 % responded “agree” or “strongly agree” while another 16% stating “some importance.”

HOW WILL WE KNOW WE’RE ON TRACK?

As we move forward with our literacy goal next year, we will continue to monitor our progress and approaches through a variety of means such as the following:

- Reading Assessments: Kindergarten Protocol/Development Reading Assessment (DRA)/Benchmarks (Primary)/Gates-MacGinitie Assessment (Intermediate)
- School-Wide Writes in the Fall and Spring
- Collaborative Early Literacy Intervention (CELI) data
- Class Reviews
- Learning Updates data collection and review with staff using POWER BI
- Student Self-evaluations
- Profiles rubric/reading rubrics
- One to One Reading Program results
- Speech Language Pathologist support and assessment
- School Based Team conversations and student reviews

2024-2025 School Learning Plan

SCHOOL STORY

Sir Charles Tupper has a population of over 1100 students. Our school population is ethnically diverse, with home languages that include English, Tagalog, Cantonese, Mandarin, Vietnamese, Amharic, Farsi, and Arabic. Six percent of our students are enrolled in English Language Learner (ELL) classes, and we work with fifteen International Students from various countries. We also have a cohort of thirty-seven students with Indigenous heritage representing three percent of our total student population. In addition to a broad array of regular programming in the core academic and elective subject areas, Tupper offers several district educational programs for students with distinctly identified learning needs. These programs include:

- The Tupper Mini Program access to accelerated and enriched core academic studies for 150 students from grade 8 through 12.
- The Learning Support Program for a cohort of fifteen grade 8 and 9 students with learning designations and an IEP which supports their learning by providing access to an adapted curriculum in a supportive setting.
- The Junior Literacy program for twenty students with interrupted education from across the district in grades 8 through 12. Each student works on building English language skills to then successfully transition into ELL studies. Students are also provided many opportunities to help learn about life as a Canadian citizen.
- The Senior Literacy Program for eighteen ELL students who are 15 years or older who have experienced little success in school and continue to struggle with English acquisition.
- The Tupper Tech Program focuses on trades-based careers and pre-apprenticeship training for twenty grade 12 students from across the VSB.
- Two Life Skills Programs for up to thirty grade 8 through 12 students from across the district with moderate to severe cognitive difficulties, or autism.
- The Tupper Alternate Program (TAP) is located on-campus for twenty grade 8 and 9 students who require support for social-emotional, behavioral or mental health reasons.

Tupper benefits from a wide range of community partners (including Little Mountain Neighbourhood House, Mount Pleasant Neighbourhood House, Hillcrest Community Centre, and Mount Pleasant Community Centre) who offer educational support and extracurricular activities

for our students. In addition, our Community Schools Team offers direct support to vulnerable youth, allowing them to participate in activities both during and after the school day. These activities include athletics, camps, clubs, field trips, homework support, and mentoring opportunities. Student participation in these activities correlates with overall student success through measures such as school connectedness, social equity, student conduct, and successful grade-to-grade transitions.

Our Code of Conduct adheres to the VSB Code of Conduct in language and application. In addition, Tupper reinforces certain values with the ROARS (Respect, Ownership, Attitude, Responsibility, Safety) philosophy, which influences the culture at Tupper. The school-wide positive behaviour support program is well established and embedded in the operations and philosophy of our school. Each year, we have one half day, school-wide ROARS Day that focuses on certain aspects of ROARS. Staff meet to identify the year's theme and aspects they want to focus on during these school-wide events. This decision is based on what conversations staff have with students about the ROARS ethos. Additionally, staff use collaborative planning time to reflect on the overall climate in the school and then plan grade assemblies to address the positives and negatives and to provide direct instruction and feedback on the skills we want students to develop.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Strengths:

- Students are coming to Tupper with more well-developed fine arts skills and abilities because of outside extracurricular experiences.
- Tupper students score above the district average in the Proficient/Extending range in all Provincial Assessments, although there is still room for improvement
- We are experiencing widely varying levels of family support, engagement in student learning and parental/guardian involvement in students' lives.
 - Our Student Learning Conferences are well attended. Online access to Student Learning Conferences appears to have increased parent/guardian engagement.
- Surveys showed students trended toward being more likely to report spending time with friends in person at school.
- We are witnessing a growth in volunteerism and service, particularly among the junior (grades 8 and 9) students.
- Our school population is inclusive of diverse learners (in classrooms, office, hallways, shared spaces).

Stretches and Areas of Focus:

- We have evidence of a decreased sense of belonging among some of our students. This is indicated by an increase in the following behaviors:
 - Ongoing absenteeism and tardiness.
 - Vandalism. This behaviour is often accompanied by missed classes.
- Surveys show that a significant portion of the student's population do not feel that school is preparing them for a job in the future.
- COMPASS survey revealed a significant portion of students spend more time on online devices or watching TV as compared to other students across the country.

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

Based on staff and parent input, student voice, identified areas for growth, and the VSB Education Plan, our goal is to increase students' sense of belonging to the school community.

Student belonging is foundational to successful learning outcomes. We will focus our efforts on students who experience the greatest challenges, including exceptional learners (identified through IEPs), Indigenous students, and students transitioning to the secondary system (grade 8s). Our aim is to increase belonging and academic success with caring, wrap-around support for students.

We will use the following strategies to achieve this goal:

- **Teacher Collaboration Time**

Teachers will form learning groups that will address school goals of belonging, equity, and our journey of Reconciliation. Teachers will self-select an area for professional growth, such as Assessment and the BC Reporting Order, Reconciliation. Collaboration Time is called Tupper Instructional Planning (TIP) and happens eight times per school year for eighty minutes. Teachers will share resources and strategies, try new methodologies in their classrooms, and then report back to their collaboration group.

- **Threaded Professional Learning**

Identifying themes within professional development that can run throughout the school year, within staff meetings, professional development days and teacher collaboration.

- LINK Crew

Already well established, the LINK Crew will foster belonging through targeted events and interactions between senior students on the crew and all grade 8 students. These interactions begin with a tour of Tupper when the younger students are in grade 7 and continue throughout the grade 8 year.

Improve equity

To improve student sense of belonging, we must address equity. Tupper's goal to improve equity is to review how students with diverse learning needs are supported.

We will focus our efforts on students who experience the greatest challenges, including exceptional learners (identified through IEPs), Indigenous students, and students transitioning to the secondary system (grade 8s).

Improving equity among students involves creating innovative systems to address disparities in access, resources, and opportunities. We will focus on inclusion policies and practices.

1. Tupper Learning Centre (TLC):

The redesign of Learning Strategies classes involves creating TLC blocks (Tupper Learning Centre) that prioritize students with the greatest need for executive functioning support and learning strategies to be successful in school. These classes will be small, and the curriculum will be the students' IEP goals and executive functioning skills. All students with designations will be supported by the team of Resource Teachers and/or Counsellors, who will case-manage students with IEPs throughout the year. Students with exceptional needs will be encouraged to access the support of their case manager or subject teacher during FIT (Flexible Instructional Time) periods and regular communication between the classroom teacher, case manager, and family will foster wrap-around support. This model will also develop student self-advocacy skills.

2. Flexible Instructional Time Strategy:

Students and teachers will maximize engagement and utilization of Flexible Instructional Time. Students will be encouraged to access their subject teachers during FIT, and communication home will inform families about the need to access greater academic support. Students who do not utilize their FIT blocks effectively will be directed to specific learning spaces.

By incorporating these strategies, Tupper can create an equitable environment where all students feel valued, supported, and fully integrated into the school community, promoting equity in educational experiences.

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

Sir Charles Tupper's goal is to include Indigenous perspectives in all areas of the curriculum and school community, so all students can celebrate Indigenous excellence, and Indigenous students feel a greater sense of belonging to the school community.

The journey of reconciliation with First Nations, Métis, and Inuit communities requires a comprehensive and sustained effort. Incorporating Indigenous perspectives across all areas of the high school curriculum is a crucial step in the journey of reconciliation with First Nations, Métis, and Inuit communities. This approach not only promotes a more accurate and inclusive representation of Canada's history but also fosters cultural understanding, respect, and a sense of belonging among all students. Here are ways in which this can be achieved:

1. Integrate Indigenous Content Across Subjects

Tupper teachers will continue to infuse Indigenous perspectives, history, and contributions into subjects such as history, literature, science, and mathematics. For example, the Tupper English and Social Studies departments incorporate literature written by Indigenous authors and storytellers in all grade levels. The library is focused on expanding its collection of Indigenous literature, both Canadian and international. Tupper's ADST department has provided robust opportunities in weaving, red dress projects, and other projects in consultation with our Indigenous Education Teacher. Integrating Indigenous perspectives provides students with diverse perspectives and helps break stereotypes and misconceptions.

It is important to ensure that Indigenous knowledge is not limited to specific courses but is seamlessly integrated throughout the curriculum.

2. Integrate Indigenous Content Across Daily School Routines and Extracurricular Events

School routines, such as daily announcements, assemblies, staff meetings, graduation ceremony, and athletic events have incorporated Indigenous Land Acknowledgements into the routine. We will continue this practice at Tupper and respect the pace at which staff and students to strive to pronounce the three nations names - x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation) properly. One of this goal's objectives is to ensure the actions are authentic and not performative. In addition, Indigenous content and perspective should be included in major assemblies such as Remembrance Day assemblies and graduation ceremonies. Whenever possible, Indigenous content should be presented by students or Elders.

HOW WILL WE KNOW WE'RE ON TRACK?

Measuring progress towards the three school goals outlined in a one-year school plan can be achieved through quantitative and qualitative methods.

We will compare baseline data to data gathered throughout the year, using:

1. Student Learning Survey (SLS) Results – comparing results from spring 2024 to spring 2025, this survey can include school-specific questions about belonging, support for vulnerable students, utilization of FIT, and negative coping habits that may arise from a lack of belonging.

- While the SLS results for 2025 were not available at the time of completion of this report we did have an increase in the completion rate of the survey with 80% of Grade 10's, 85% of Grade 11's and 67% of grade 12's completing the survey. Next year we will analyze the difference between the 2024 and 2025 surveys.

2. Literacy and Numeracy Assessment results - these results will help us assess whether the students who have previously achieved a lower mark are having greater success.

- Our Numeracy 10 Results increased to 56.31% achieving a Proficient or above in 2024/25 from 43.75% the previous year
- Our Literacy 10 Results stayed around the same at 76.53% achieving a Proficient or above in 2024/25, while it was 77.9% the previous year
- Our Literacy 12 Results were also around the same at 82.5% achieving a Proficient or above in 2024/25, with 81.5%
- All of the Tupper results are above District and Provincial Averages but can also be improved upon which is what we will continue to strive to do.

3. Attendance records for targeted student groups, as well as overall student population

- School teams work working with individual students and families to improve attendance. This will involve counselling, re-configuring of courses, custom programming and guidance on alternative settings and program, surveys with teachers, asking them to reflect on their practices, and set goals for future practices and projects. These surveys can focus on their individual perceptions of students' coping mechanisms, as well as ideas for incorporating Indigenous Ways of Knowing into their subject area.
- Department anecdotal surveys state that we do have a fair amount of tardiness and absences and that we need all in the school community to assist in getting students to school on time for the classes. At school, we will look to make some changes to encourage students to attend class on time and will track how this helps over the coming year.

4. Department anecdotal information and data collection -- Just as teachers assess learning through products, observations, and conversations, there can be similar data collection with students, staff, families, and community connections. These will provide evidence of learning and growth in the Tupper school community and will direct further efforts.

- Many of our departments focused on instilling a sense of belonging in students by creating expectations, safe spaces for conversations, discussion of our ROARS code of conduct, etc.
- All our departments incorporated some Indigenous Ways of Learning into their classroom discussions whether it be through projects, speakers, or studying Indigenous authors, artists, business owners, etc.

2024-2025

School Learning Plan

SCHOOL STORY

Tyee is a dedicated Montessori school that fosters an engaging, supportive, and emotionally safe learning environment. As a District Choice Program, we proudly serve 190 students across eight divisions, using multi-aged classrooms for Primary 1/2/3 and Intermediate 4/5/6, while Kindergarten and Grade 7 have their own dedicated cohort.

Our students thrive by working independently, in small groups, and as active contributors to the broader school community. The devoted teaching staff at Tyee creates a vibrant learning atmosphere grounded in Montessori principles and aligned with the Ministry of Education curriculum. Collaboration among educators ensures students' continuous progress toward their personal and academic goals. Our learning philosophy emphasizes social and emotional learning, individual project-based learning, and the development of critical and creative thinking skills.

At the heart of Tyee's philosophy is a commitment to sustainability programs that promote environmentally sustainable living, understanding food cycles, and encouraging healthy lifestyles. We emphasize hands-on experiences, such as maintaining a school garden, engaging in outdoor learning opportunities, participating in community clean-ups, and exploring connections to Indigenous ways of learning. We integrate arts education and various outdoor experiential learning opportunities. Our philosophy also includes a commitment to Peace Education and addressing social justice issues. We guide students to acquire knowledge, values, and skills that empower them to live harmoniously with themselves, others, and the environment. This commitment reflects the core tenets of Montessori philosophy and methodology.

Active parental involvement is a cornerstone of Tyee, with parents contributing to the Montessori program through community-building events, parent education, fundraising initiatives, and volunteering.

Tyee Montessori embraces multicultural and diverse perspectives, recognizing the value of a rich and inclusive learning environment. We remain dedicated to providing a holistic and enriching educational experience for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students come from diverse backgrounds and abilities, united by a shared interest in our Montessori program. Our school community includes learners with diverse needs, including Indigenous and English Language learners. Typically, our students are known for their curiosity, creativity, enthusiasm, and independence. With the freedom inherent in the Montessori curriculum, they learn to plan their own work cycles and are empowered to be critical thinkers and problem solvers who take ownership of their learning journey.

Literacy

Our dedicated staff is committed to fostering literacy skills from kindergarten to Grade 7. By closely aligning our teaching with the developmental stages of reading and writing, we aim to establish a solid literacy foundation. We prioritize enhancing our staff’s understanding of reading traits and creating instructional goals at each stage of a student’s reading journey.

Tyee students have demonstrated strong proficiency in literacy, as evidenced in the following:

Foundation Skills Assessment Results 2023/2024

Grade 4: 100% of students who completed the assessment were on track or extending.

Grade 7: 80% of students were on track or extending.

Student Learning Survey Data 2023/2024: Grades 4 & 7

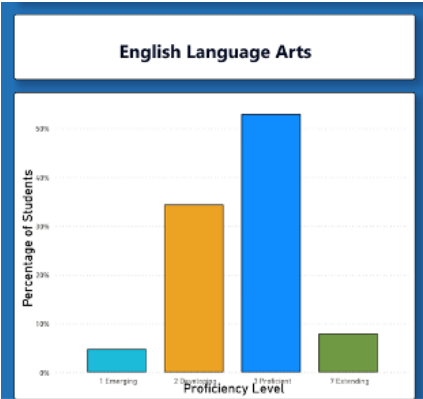
Grade 7: 75% agree they are getting better at reading

Grade 4: 82% agree they are getting better at reading

Grade 7: 71% agree they are getting better at writing

Grade 4: 78% agree they are getting better at writing

Schoolwide English Language Arts Results for June 2025 on our CSL Report summary show that the majority of Tyee students are demonstrating proficiency in this area of learning:



Numeracy

Within our community of learners, we’re fortunate to witness strengths that contribute to our numeracy goals. Through ongoing observations, discussions, and relationship-building, we have gained valuable insights into our students’ numeracy journeys. Students eagerly collaborate, exploring mathematical concepts with kindness and independence. Their openness to new numerical ideas fosters inclusivity and open-mindedness during numeracy experiences. We celebrate their curiosity and willingness to share numerical insights, recognizing these traits as essential to their growth in this area. We cherish our supportive school culture, enriched by parental involvement and students’ natural numerical curiosity. As we strive for improvements in numeracy, we remain mindful of areas for growth, such as cultivating critical thinking skills and fostering resilience in numeracy challenges.

Foundation Skills Assessment Results 2024/2025

- Grade 4: 88% of students who completed the assessment were on track or extending.
- Grade 7: 60% of students who completed the assessment were on track or extending.

Student Learning Survey 2024/2025

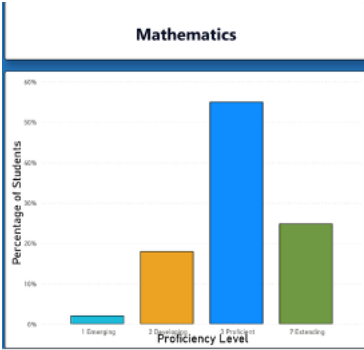
- 61% of Grade 4 students reported that they are getting better at math.
- 87% of Grade 7 students reported that they are getting better at math.

Mathematics FSA data from the past three years for Grade 4 students shows steady improvement in perseverance, problem-solving, and overall math skills. This target group has benefited from focused support and skill development in these areas.

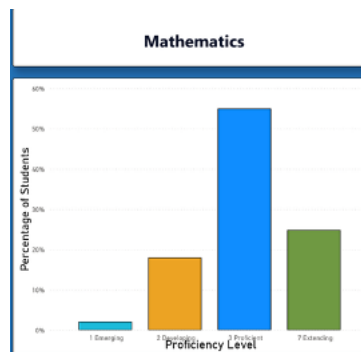
Math Results

Total	Pro_Ext		School % of Pro/Ext	District % of Pro/Ext	School Year
16	14		87.5	75.0	2024-2025
28	23		82.1	66.0	2023-2024
23	16		69.6	60.3	2022-2023

Schoolwide mathematics results from the December 2024 CSL Report (Term 1) indicate that 53% of students are performing at a proficient level in math.



Schoolwide mathematics results from the June 2025 CSL Report (Term 3) show that 55% of students are performing at a proficient level, reflecting growth and improvement over the school year.



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

Our Goal:

We aim to cultivate resilience and confidence, inspiring students to embrace challenges. By integrating open-ended discussions and number talks, we aim to enhance critical thinking and numerical fluency. We want to work to expand learning opportunities beyond traditional textbooks, encouraging diverse responses. We are working to build our classrooms to be vibrant spaces where teamwork, exploration, and the celebration of student success thrive.

Our Actions:

- Providing opportunities for students to participate in open-ended problem solving.
- Stretching students' mathematical problem-solving skills through encouragement and giving them time to think.
- Holding Math Festivals so students and staff can practice a variety of open-ended tasks in a fun way. Build Math Game tubs to extend this learning throughout the year.
- Holding Family Math Night to show families what open-ended and engaging math activities look like.
- Working on our "Building Thinking Classrooms" inspired by Peter Liljedahl's book, with the goal of moving beyond rote memorization to engage students in deep mathematical thinking. We bring tasks that promote critical thinking and problem-solving in math into the classroom.

Improve equity

We are dedicated to creating an inclusive and supportive learning environment for all students. Through our focus on Universal Design for Learning (UDL), we embrace collaborative, inclusive approaches that recognize and celebrate students' unique strengths, abilities, and learning preferences. By utilizing a variety of educational materials, methods, and assessments, we strive to meet the diverse needs of all learners.

To address these needs, we begin each school year with class reviews to identify overall classroom requirements using the RTI (Response to Intervention) model. Regular meetings with parents foster collaboration in supporting students, while individualized and small-group assistance from support staff and resource teachers provides additional accommodations. Ongoing School-Based Team meetings allow us to strategize and allocate resource time to address classroom and individual needs effectively.

We have enhanced our classrooms with flexible seating options and created dedicated spaces equipped with specialized tools and sensory equipment to support our diverse learners. By sourcing specialized tools, equipment, and technology, we offer both universal and targeted support to aid student learning. Our partnerships with specialists—including SLPs, AAC SLPs, school psychologists, district resource teachers, and VCH staff—enable us to meet students' specific needs more effectively.

Collaboration with the Community Schools team further enriches our students' learning experiences. Programs like Rec N' Read address specific learning needs, and we actively share information about these programs to connect families with additional community resources. We have student affordability funds from the Ministry of Education to help offset costs for families, covering field trips, school supplies, nutrition, and clothing for students in need.

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

At our school, reconciliation means fostering understanding, respect, and empathy toward Indigenous peoples and their cultures. We work toward this by integrating Indigenous perspectives into learning through culturally responsive content and land-based activities. This helps students understand not only what they are learning, but why it matters—connecting each experience to our broader goals of reconciliation and inclusion.

One of our key initiatives is the Indigenous Garden, where students and staff learn about Indigenous plants and their cultural significance. Through planting, maintaining, and studying the garden, students connect Indigenous knowledge with ecological stewardship. We also explore our local community, identifying Indigenous plants and landmarks, and discussing farming, waterways, and land development in historical and cultural contexts.

We collaborate with Indigenous communities and cultural organizations to provide authentic learning experiences. Students engage in drumming ceremonies, language lessons, art workshops, and storytelling, gaining insight into Indigenous traditions and lived experiences. These opportunities help students reflect on values such as respect, inclusion, and reconciliation.

Reflection and dialogue are central to our approach. Students participate in reconciliation projects that encourage critical thinking about their roles in promoting understanding and respect. These

projects help them articulate how Indigenous culture and history influence their learning and community.

Our staff also model this commitment through ongoing professional development, including district Indigenous focus days. This ensures Indigenous content is integrated meaningfully and respectfully across the curriculum. By sharing our learning with students, we foster a transparent and collaborative environment.

Cultural traditions are woven throughout the year. We sing Indigenous songs, participate in schoolwide drum and rattle ceremonies, and read from a diverse selection of Indigenous literature providing students with tangible connections to reconciliation.

Grounded in reflection, dialogue, and culturally responsive practices, our efforts create an inclusive and vibrant learning environment. Students leave with a deeper understanding of reconciliation and are empowered to build respect, empathy, and cultural awareness.

A comparison of our Student Learning Survey results from 2023 to 2025 for Grade 4 and Grade 7 students demonstrates a meaningful increase in students reporting that they are learning about local First Nations and Indigenous Peoples. This upward trend reflects the growing impact of our intentional efforts to integrate Indigenous perspectives into the curriculum. At Tyee Elementary, Grade 4 students showed a significant rise in awareness, with positive responses increasing from 22% in 2022/2023 to 52% in 2024/2025. Grade 7 students also demonstrated steady growth, with 67% reporting learning about Indigenous Peoples and local First Nations by 2024/2025. These results affirm that our students are recognizing and valuing the learning opportunities provided, and they highlight the strength of our ongoing commitment to Indigenous education.

HOW WILL WE KNOW WE'RE ON TRACK?

With continued attention to individual student performance both in the classroom and through formal data collection at the Ministry, school-wide, and individual classroom levels, we can track progress and better understand learner engagement.

Established math routines have helped students develop consistent learning habits. We are seeing students independently choose math activities and show increased interest, confidence, and enjoyment in mathematics. Socially and emotionally, students are more willing to engage with math, reflecting a positive shift in their attitudes toward learning in this area.

We will carry these goals forward into the next school year, building on our current practices to further support student growth and success in their learning.

2024-2025 School Learning Plan

SCHOOL STORY

University Hill Elementary School, located in Pacific Spirit Park near Acadia Beach and the University of British Columbia (UBC), is a Kindergarten to Grade 7 school with a population of 382 students. *We are honoured to work, learn, and play on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) Nation.*

The student population is composed of permanent residents in the catchment, as well as children of UBC employees, students, and visiting professors. It includes English Language Learners, as well as International and Indigenous students. Many of the students are multi-lingual and the school population has 33 different home languages. The cultural diversity of the school lends itself to meaningful, cultural learning. We are very proud of the diversity that exists in and enriches the school community and are committed to creating an inclusive environment.

Generally, the students have well developed background knowledge and are familiar with adult negotiated conversations and ask a lot of questions. The parents are actively involved in the education of their children and have high expectations for academic achievement.

The Parent Advisory Committee (PAC) is very active with an elected executive that is committed to providing amazing opportunities for the students. The PAC holds parent education sessions on various pertinent topics and spearheads initiatives throughout the year to not only help support the learning of the students, but also the families in the school community. Volunteers are plentiful in the school and students benefit from the many learning opportunities and the sense of community.

The school offers unique learning spaces for students. Located in Pacific Spirit Park, University Hill Elementary School has direct access to a network of trails in the forest, a freshwater salmon stream, and Acadia Beach. We have two outdoor classrooms with large rocks arranged in a circle. These spaces are used to help facilitate class meetings, drama activities, cooperative games, and other activities. We have a Ready Bodies Learning Minds space, five small breakout spaces, and a calming room. As a school we recognize that students learn differently, and these spaces help provide students with the opportunity to regulate and be better prepared to learn.

The school also has an All Nations Room. This room is a breakout space for the Indigenous learners, a space for the Indigenous Education worker, and for Indigenous cultural teachings. We have a redesigned library, which is a modern learning space with flexible furniture, open space, large whiteboards for ideation, and technology to support inquiry-based learning. The diverse learning spaces are conducive to place-based learning, self-regulation, and implementation of an

inquiry model of teaching and learning. Students are invited to ask curious questions to drive their learning and understanding of the world. The teachers provide opportunities for students to refine their questions to engage students in making observations, predictions, creating and testing hypotheses, and using a variety of language skills to communicate understandings. They also provide opportunities for the students to participate in a variety of school programs, clubs and sports, such as cooking classes, Drama and Student Council, and Cross Country, Volleyball, Basketball, Rugby, and Track and Field, for example.

The proximity of the school to UBC and downtown Vancouver provides easy access to extension opportunities at educational venues, as well as mentorship opportunities. This creates a multitude of unique conversations and learning opportunities. Mentors have included faculty from the Faculty of Education/Outdoor Education and Biodiversity Genetics Department at UBC, as well as a former Canadian World Cup Soccer player. Community partners include the Vancouver Public Library, Pacific Spirit Coastal Health, University Endowment Lands, and various organizations at UBC.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at University Hill Elementary School are engaged with their learning and enjoy being at school. They eagerly participate in a variety of extra-curricular activities provided throughout the year, including Cross-Country, Volleyball, Basketball, Badminton, Track and Field, and the Rugby and Drama Clubs. The students are also actively involved in taking on leadership opportunities and making positive contributions to our school (e.g. Library and Daily Announcements Monitors, Assembly Leaders, Student Council). Based on data obtained from last year’s Student Learning Survey (SLS), they also believe our school is a welcoming and safe community. *79% of Gr. 4 and 87% of Gr. 7 students feel welcome at school most of the time or all of the time, while 84% of Gr. 4 and 91% of Gr. 7 students feel safe at school most of the time or all of the time.*

Data from last year’s Learning Updates also reveals that the students possess very strong numeracy skills.

Mathematics Written Learning Update Data			
	Term 1	Term2	Term 3
Emerging	3 %	3 %	3 %
Developing	22 %	18 %	14 %
Proficient	54 %	57 %	55 %
Extending	16 %	20 %	26%

*The above graph shows excellent progress in the year. In **Term 1**: 70% of school is Proficient/Extending; **Term 2**: 77% of the school Proficient/Extending; and in **Term 3**: 81% of the school Proficient/Extending.*

Data also indicates that many of the students are on track with their literacy skills.

English Language Arts Written Learning Update Data			
	Term 1	Term2	Term 3
Emerging	10 %	9 %	7 %
Developing	43 %	40 %	35 %
Proficient	37 %	40 %	45 %
Extending	5 %	8 %	12 %

*The above graph shows in **Term 1**: 43% of the school Developing and 42% Proficient/Extending; **Term 2**: 40% of the school Developing and 48% Proficient/Extending; **Term 3**: 35% of the school Developing and 57% Proficient/Extending)*

This data is further reflected in SLS responses, where students expressed that they are continuing to improve in math, reading, and writing (72% of Gr. 4 and 72% of Gr. 7 students feel they continue to get better at math; 66% of Gr. 4 and 77% of Gr. 7 students feel they continue to get better at reading; 68% of Gr.4 and 83% of Gr. 7 students feel they continue to get better at writing). However, there are still some students who are not yet consistently proficient in English Language Arts (**Term 1**: 10% of school Emerging; **Term 2**: 9% of school Emerging; **Term 3**: 7% of school Emerging). Therefore, as a staff our goal is to determine how we can best support these students who are emerging to strengthen their literacy skills. The students and staff have also identified that learning can be impacted by social-emotional challenges.

In addition to literacy and numeracy, the students at University Hill Elementary School continue to engage in activities which foster a deeper appreciation and understanding of Indigenous knowledge, culture, and history. For example, students write their own land acknowledgments, explore place-based learning through regularly scheduled outdoor learning opportunities, and participate in Orange Shirt Day and Red Dress Day. Even though the students have shown growth in developing a deeper appreciation and understanding of Indigenous knowledge, culture, and history, feedback from the SLS suggests they may not always be aware when they are learning about Indigenous peoples so we need to make their learning more explicit (48% of Gr. 4 students and 55% of Gr. 7 students feel they are learning about Indigenous Peoples at school most of the time or all of the time).

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

Because anecdotal data and information obtained from the SLS and teacher led surveys the previous year revealed the students needed to develop a deeper sense of belonging and their social-emotional skills, this was what we worked on in the 2023-2024 school year. To develop the students' deeper sense of belonging, Student Council organized a variety of events to build a sense of community, and to create a positive, welcoming, and inclusive school environment (e.g. theme days, and movies, face painting, dance party, and sports activities during Magic Mondays).

We also formed a Community and Belonging Committee, which coordinated a week-long series of activities connected to our Code of Conduct (Be Kind to Yourself, Be Kind to Each Other, Be Kind to This Place, Hold One Another Up). Student-led assemblies were also held every month to acknowledge and celebrate the wonderful learning and fantastic activities that took place at our school. During these assemblies, students shared, for example, projects they worked on, sports teams and field trips they participated in, and actions they took to follow our Code of Conduct.

While we were encouraged to see that the majority of the students reported a sense of belonging as a result of these initiatives, data from last year's SLS also showed that there were still a significant number of students who did not yet feel connected (*64% of Gr. 4 and 64% of Gr. 7 students feel they belong at school most of the time or all of the time; 27% of Gr. 4 and 25% of Gr. 7 students feel they belong at school sometimes*). This tells us that while our efforts to create an inclusive and welcoming environment are having an impact, there is more work to do. Consequently, our goal this year has been to continue to deepen implementation of these initiatives and to further enhance the students' sense of belonging.

To develop the students' social-emotional skills, we incorporated our Code of Conduct into various facets of the school last year (e.g. daily morning announcements, school-wide assemblies and events, including Be Kind to Each Other and Be Kind to This Place week). The students were also provided the opportunity to refine their social-emotional skills through leadership opportunities, such as being Library and Daily Announcements Monitors, Assembly Leaders, and part of Student Council, for example. Most importantly, established social-emotional programs were explicitly taught to them and intertwined in activities throughout the curriculum, and they also received targeted lessons focusing on the big ideas and curricular competencies from the Physical and Health Education (PHE) curriculum.

Although students showed growth, both they and the staff recognized that social-emotional challenges can affect learning. Therefore, in order to further expand their social-emotional skills, we have continued to implement the aforementioned practices with the addition of the staff exploring the use of a common and consistent social-emotional program at both the primary and intermediate levels and providing more lessons focusing on the PHE curriculum this year.

Improve equity

Although last year's Learning Updates showed that many University Hill Elementary students are on track with literacy skills, they also showed there are some students who are not yet proficient in English Language Arts. The literacy and equity focus this year has been to decrease the achievement gap for students in literacy at University Hill. To determine how we can best support these students, this year, we will collaborate and engage in professional development discussions about instructional and intervention strategies, and resources to enhance the students' literacy skills (e.g. assessment to inform and guide instruction; consistent and cohesive writing, and phonics and reading comprehension instruction at the primary and intermediate levels; intervention strategies/learning support).

We are also committed to creating an inclusive school community that promotes respect for diversity. The students and staff will develop and demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminating actions.

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

We have been working to support the students in developing a deeper appreciation and understanding of Indigenous knowledge, culture, and history:

- Embedded Indigenous knowledge and perspectives into all curricular areas
- Indigenous Land Acknowledgement at the beginning of daily morning announcements, assemblies, formal meetings, and other events
- Embedded Musqueam knowledge into our Code of Conduct and using it as a framework to guide our practice
- Explored place-based learning through regularly scheduled outdoor learning opportunities
- Created two outdoor learning spaces, which include a circle of 12 stones to provide seating for a class of students to explore the power of using a circle for sharing, medicine wheel teachings, and other aspects of Indigenous culture
- Planned field trips to The Museum of Anthropology and Reconciliation Pole
- Collaborated with our Indigenous Education Worker to develop learning opportunities for students and staff on Indigenous themes
- Participated in National Truth and Reconciliation Day, Orange Shirt Day, Red Dress Day, and National Indigenous Peoples Day
- Purchased books and resources with Indigenous authors, illustrators, and information to support teaching and learning

Embedding these initiatives and practices into the fabric of the school has contributed significantly to the growth of the students having a deeper appreciation and understanding of Indigenous knowledge, culture, and history. We will continue implementing these practices and seek other ways to enhance student learning, especially by explicitly highlighting lessons on Indigenous peoples to strengthen their knowledge and understanding.

HOW WILL WE KNOW WE'RE ON TRACK?

As we reflect on our progress toward this year's school goals, we can see areas of success, as well as areas where we still have work to do. Our work on fostering a greater sense of belonging among the students was very encouraging. The initiatives we implemented, ranging from Magic Mondays hosted by Student Council to student-led monthly assemblies to extra-curricular activities, including sports teams and various clubs, had a noticeable impact. This is supported by the results of the SLS this year, which showed an overall increase in students reporting that they feel a sense of belonging at school in comparison to last year.

Is school a place where you feel like you belong?					
2024 - 2025			2023 - 2024		
	Gr. 4	Gr. 7		Gr. 4	Gr. 7
Sometimes	7 %	13 %	Sometimes	27 %	25 %
Most of the Time	52 %	46 %	Most of the Time	43 %	33 %
All of the Time	32 %	26 %	All of the Time	21 %	31 %

The above graph shows:

2024-2025 SLS: 84% of Gr. 4 and 72% of Gr. 7 students feel they belong at school most of the time or all of the time, 7% of Gr. 4 and 13% of Gr. 7 students feel they belong at school sometimes, VS

2023-2024 SLS: 64% of Gr. 4 and 64% of Gr. 7 students feel they belong at school most of the time or all of the time, 27% of Gr. 4 and 25% of Gr. 7 students feel they belong at school sometimes

Our equity goal, particularly around reducing discrimination and promoting respect for diversity, also yielded positive results. School-wide education, including the implementation of social-emotional programs and more lessons focusing on the PHE curriculum, the reinforcement of our School Code of Conduct in various facets of the school, and workshops taught to the students and staff by District Staff, for example, helped strengthen a culture of respect and safety. This was reflected in the results from this year's SLS (52% of Gr. 4 and 88% of Gr. 7 students feel students treat each other with respect most of the time or all of the time; 87% of Gr. 4 and 81% of Gr. 7 students feel safe at school most of the time or all of the time).

However, when it comes to decreasing the achievement gap for students in literacy, a comparison of the Learning Updates from this year and last year indicates little change. The data shows that a large number of the students at University Hill are on track with their literacy skills, but there are still some students who continue to not be consistently proficient in English Language Arts.

English Language Arts			
2024 - 2025		2023 - 2024	
	Term 3		Term 3
Emerging	8 %	Emerging	7 %
Developing	37 %	Developing	35 %
Proficient	44 %	Proficient	45 %
Extending	10 %	Extending	12 %

The above graph shows:

2024-2025 Term 3: 37% of school Developing, 54% of school Proficient/Extending, 8% of school Emerging, VS.

2023-2024 Term 3: 35% of school Developing, 57% of school Proficient/Extending, 7% of school Emerging. Similarly, our work around reconciliation did not result in significant changes. Even though we continued to embed initiatives and practices into the fabric of our school to support the students in developing a deeper appreciation and understanding of Indigenous knowledge, culture, and history, including making it more explicit to the students when they are learning about Indigenous peoples, the data from the SLS suggests we have yet to make meaningful progress in this area.

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?					
2024 - 2025			2023 - 2024		
	Gr. 4	Gr. 7		Gr. 4	Gr. 7
Sometimes	52 %	35 %	Sometimes	43 %	35 %
Most of the Time	30 %	46 %	Most of the Time	35 %	35 %
All of the Time	12 %	6 %	All of the Time	13 %	20 %

The above graph shows:

(2024-2025 SLS: 42% of Gr. 4 students and 52% of Gr. 7 students feel they are learning about Indigenous Peoples at school most of the time or all of the time, VS

2023-2024 SLS: 48% of Gr. 4 students and 55% of Gr. 7 students feel they are learning about Indigenous Peoples at school most of the time or all of the time

As we look forward to the upcoming school year, we will continue to implement and build on the initiatives and practices that have brought positive results, particularly in fostering a sense of belonging among students and in our efforts to reduce discrimination and promote respect for diversity. At the same time, we recognize that there are areas where we still have work to do. We will continue to focus on narrowing the achievement gap in literacy and on deepening the students' understanding and appreciation of Indigenous knowledge, culture, and history. We will continue to work towards creating an equitable and inclusive learning environment for the students at University Hill.

2024-2025 School Learning Plan

SCHOOL STORY

University Hill Secondary School is situated on the traditional, ancestral, and unceded territory of the x^wməθk^wəyəm (Musqueam) Nation. We are a multicultural, diverse, and inclusive community nestled in the Wesbrook Village area of the University of British Columbia's South Campus. We are made up of approximately 960 learners and 90 educators, and support staff who are committed to the pursuit of achievement, well-being, belonging, equity, and reconciliation through teaching and learning based on communication, thinking, and personal and social responsibility. Our relatively new building is designed to inspire and embrace collaboration and innovation. Our traditions and culture are characterized by a strong commitment to academics, as well as active participation in the fine and performing arts, with a growing and flourishing athletics department. We are a cohesive and close-knit school community with learners, families, and educators working together to create and maintain high-quality, well-rounded educational programs in a safe and supportive learning environment. We are on a mission to inspire an ethical and caring community of evolving global citizens who live meaningfully, creatively, and mindfully.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At University Hill Secondary, we utilize the Student Learning Survey and the Youth Development Instrument (YDI), and feedback from our Student Focus Group. We also analyze learning updates and continuously track student attendance, following up with any learners not attending. Our survey results indicate that the majority of our learners feel welcome, safe, and supported at our school. At the same time, the majority of our learners indicated that school makes them feel stressed or anxious. When we asked if they could name two or more adults in our school who believe they will be a success in life, approximately 50% learners said 'yes,' approximately 10% of our learners said 'no,' and approximately 40% of our learners said they did not know. Many learners at UHill are involved in an array of extra-curricular activities. We have over 60 clubs that cover diverse areas of interest, including gardening, history, debating, ethics, culture, tennis, chess, engineering, science, entrepreneurship, music, climate, film, dance, community, and global affairs. The majority of our learners care deeply about their achievement, most graduates will go on to post-secondary studies, and our learners perform well on the Numeracy 10, Literacy 10, and Literacy 12 Graduation Assessments. We have approximately 90 learners in our English Language Learning program, 90 learners with diverse learning needs, 20 learners who identify as Indigenous, as well as approximately 150 learners in the International Education program.

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

Our goal is to foster a sense of connection, well-being, and belonging for every learner in our school. We chose this goal to help our students gain strategies for their wellness, and so that we can welcome all learners to our school community.

- **Action 1:** We will focus on connection and take time to know our learners. During staff collaborative planning time, we will ensure that for every learner in our school, at least one or two educators know their name, know a positive story about them, and know a strength about them.
- **Action 2:** We will utilize Flexible Instructional Time (FIT) to support learning and well-being by enabling learners to have a choice in how, when, and where their learning takes place.
- **Action 3:** We will use the homeroom class structure as a place to connect and create community. Learners will meet in their homeroom classes in September and connect with each other and their homeroom teachers. It is the intent that the homeroom class feels like a 'home' and a place where everyone belongs. Three times over the year, learners will connect with their homeroom teachers during scheduled FIT periods for reflection and goal setting on aspects of the thinking, communicating, personal and social core competencies.

Improve equity

Our goal is to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership over their learning. We chose this goal so that we can help our learners build their reflection, goal-setting and resiliency skills.

- **Action 1:** We will focus on strengths-based descriptive feedback when communicating and reporting on student learning. This will enable our learners to be able to answer the following questions: *Where am I now? Where am I going? How do I get there?*
- **Action 2:** We will coach students on how to reflect and set goals in the communication, thinking, personal, and social core competencies during our school-wide core competency self-reflection and goal-setting activities.

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

Our goal is to encourage land-based learning across the school. We chose this goal as a way to follow the First Peoples Principles of Learning which state that "Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors" and that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)."

- **Action 1:** At every staff meeting and staff collaborative planning time, we will take turns as colleagues to start our meeting with the Indigenous Land Acknowledgement.
- **Action 2:** At every staff meeting, we will learn how to pronounce words in the [hənqəminəm Language](#), following the guidance of the Musqueam teaching kit.
- **Action 3:** We will take classes on local field trips to Pacific Spirit Regional Park, UBC Farm, Wesbrook Village, and UBC Campus.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to participate in the Student Learning Survey (SLS) and the Youth Development Index (YDI). We are particularly interested in the following questions and how the responses may change over time:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Is school a place you feel like you belong?
- Do you feel safe at school?
- How many adults care about you?
- Do you feel welcome at school?
- Does school make you feel stressed or anxious?
- Do you feel good about yourself?
- How would you describe your mental health?
- Can you name two or more adults who believe you will be a success in life?

Final Reflection May 2025

University Hill staff maintained a strong focus on building connections and getting to know our learners. During collaborative planning sessions and staff meetings, intentional activities were implemented to ensure that each student had at least one or two educators who knew their name, could share a positive story about them, and recognized one of their strengths. To further support this work, a guest speaker was invited to share strategies for fostering connection through a trauma-informed lens.

Despite these efforts, Student Learning Survey (SLS) data, shown in the following table from the 2024–2025 school year, indicated a decline in students' perceptions of adult care. Among Grade 12 students, 71% reported feeling that at least one adult cared about them, down from 81% the previous year. Similarly, in Grade 10, the percentage dropped from 66% to 62%. These results highlight the need to continue strengthening relationships and ensuring that every student feels seen, supported, and valued.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025

One or more adults who you feel care about you?	66	62	81	71
Can name two or more adults who believe student will be a success in life?	53	56	54	57

In relation to belonging and safety, Grade 10 students reported a notable improvement in their sense of belonging, rising from 53% in 2023/2024 to 62% in 2024/2025. Feelings of safety also increased significantly from 79% to 86%, while the percentage of students feeling welcome rose slightly from 69% to 71%.

In contrast, Grade 12 students showed a slight decline in their sense of belonging (from 45% to 44%) and feeling welcome (from 64% to 59%), while feelings of safety remained relatively stable, increasing marginally from 71% to 72%.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
Is school a place where you feel like you belong?	53	62	45	44
Do you feel safe at school?	79	86	71	72
Do you feel welcome at your school?	69	71	64	59

With respect to well-being, grade 10 students reported a significant decrease in school-related stress or anxiety, dropping from 36% in 2023/2024 to 27% in 2024/2025 as indicated below. At the same time, more students felt good about themselves (rising from 45% to 51%) and rated their mental health as good, very good or excellent (increasing from 50% to 58%).

In contrast, Grade 12 students experienced an increase in stress or anxiety, rising from 40% to 48%. However, there were modest improvements in self-esteem (from 42% to 47%), while the percentage reporting good, very good or excellent mental health declined slightly from 48% to 45%.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
Does school make you feel stressed or anxious?	36	27	40	48
Do you feel good about yourself?	45	51	42	47

How would you describe your mental health (good or better)?	50	58	48	45

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their own learning:

- At school, are you provided with feedback on how you could improve your learning?
- At school, are you taught to take ownership or control of your learning?

Final Reflection May 2025

In Grade 10, students showed a positive trend in receiving feedback on how to improve their learning, with responses increasing from 57% in 2023/2024 to 61% in 2024/2025. In contrast, Grade 12 students experienced a slight decline in this area, dropping from 55% to 51%, which may point to a need for more consistent feedback as students advance through school.

Regarding ownership of learning, both grades demonstrated improvement. Grade 10 students increased from 44% to 49%, while Grade 12 students showed a more significant gain, rising from 34% to 45%. These results suggest growing efforts to empower students—particularly in senior grades—to take greater control of their learning journey.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
At school, are you provided with feedback on how you could improve your learning?	57	61	55	51
At school, are you taught to take ownership or control of your learning?	44	49	34	45

For our goal to encourage land-based learning across the school:

- At school, are you being taught about Indigenous Peoples in Canada?
- At school, do you go outside and learn about the land?

Final Reflection May 2025

In Grade 10, the percentage of students who reported being taught about Indigenous Peoples in Canada remained steady, with a slight change from 67% in 2023/2024 to 66% in 2024/2025. In Grade 12, there was a modest improvement, increasing from 51% to 56%, suggesting some progress in integrating Indigenous content at the senior level.

When it comes to learning outdoors and about the land, Grade 10 students showed a small increase from 44% to 45%. However, Grade 12 students reported a more substantial rise—from 27% to 43%—indicating a growing emphasis on land-based education in the upper grades.

	Grade 10		Grade 12	
	2023/2024	2024/2025	2023/2024	2024/2025
At school, are you being taught about Indigenous Peoples in Canada?	67	66	51	56
At school, do you go outside and learn about the land?	44	45	27	43

We will also continue to meet with our Student Focus Group to ask about how their learning and well-being are going. In conversations with students, we will ask:

For our goal to foster a sense of connection, well-being, and belonging for every learner in our school:

- Can you name two adults in this school who believe in you? How do they show you?
- How connected do you feel to our school?

For our goal to embrace the new reporting policy and assessment for learning strategies as a way to connect with our learners and empower them to take ownership of their learning:

- What are you learning and why is it important?
- How is it going with your learning?
- What are your next steps?

For our goal to encourage land-based learning across the school:

- At school, do you go outside and learn about the land?

Final Reflection May 2025

The school was not successful this year in organizing a Student Focus Group, and this will be a priority for the 2025-2026 school year.

Parents have received multiple communications regarding the goals of the school learning plan and have been prompted to start conversations with their children regarding all of the questions that were to be asked during the student focus group.

2024-2025 School Learning Plan

SCHOOL STORY

Sir William Van Horne Elementary School is located in a diverse neighborhood in the Oakridge - South Slope area of Vancouver. *It is also on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). The Van Horne Community is honoured and grateful to learn and unlearn on these lands.*

Van Horne hosts about 450 students from Kindergarten to Grade 7 with about one-third identified as English Language Learners. The diversity of our community is acknowledged as a strength.

Van Horne celebrated progress toward the Education Plan Goals of student achievement, physical, and mental well-being, belonging, equity, and reconciliation in 2024/2025 by continuing to highlight community and intentionally supporting equity of access. The school collaborates closely with the Van Horne Parent Advisory Council (PAC) to build a thriving community, focusing on diversity, environmental challenges, and transparent parent-school relationships. Students continued to strengthen citizenship by participating in many leadership activities, including student government, playground leaders, office monitors, library monitors, morning announcements and lunch-time buddies to support quiet lunch. Parents are encouraged to volunteer and lead initiatives, enhancing student experiences.

The school has 45 staff members, including teachers, support workers, and administrative staff, who provide a holistic education. We offer varied learning experiences, including project-based learning and extracurricular activities like sports, arts, and student leadership opportunities. Partnerships with organizations like the YMCA and Little Mountain Neighborhood House further enrich student life.

The guiding value, "Our school is a community," reflects the collaborative spirit of Van Horne Elementary.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at Van Horne have aspired to be productive members of society. They have historically been offered multiple avenues to contribute to the school community via leadership opportunities. The students are supported by active and caring families who place a high value on community building. The students have the support of caring adult staff, from teachers to school and support

workers, and this relationship is evident to them. Adults run after-school athletics, lunchtime clubs, and other whole school activities that bring students together. In Addition, the students enjoy immense support from an organized and active Parent Advisory Council, who maintains a daily presence in the school. Students are aware of many of the members of the school PAC and approach them for support with ease.

Our school code of conduct, in which students had the opportunity to provide input, highlights these values seen across the school:

- Kindness
- Responsible behavior
- Hard work and effort
- Caring and empathy
- Fairness

Through anecdotal conversation with students and staff, it is evident that students at Van Horne: are thoughtful, are kind, want to learn, are willing to participate in co-creating learning environments as well as co-creating community events, advocate for their learning when given the chance (through self-assessment). They enjoy working collaboratively, flourish when in strong relationships, thrive in outdoor learning environments, and respect and celebrate each other's differences.

At our school, the voices of our students are guiding the path forward. Recent surveys reveal that nearly 70% of students feel good about themselves, and a similar number feel a strong sense of belonging at school. Over 80% say they feel welcome and safe, and believe that adults treat them fairly and are there when needed. While more than half of our students are learning how to care for their mental health and have strategies to manage stress, about 40% still report feeling stressed or anxious at school. Peer relationships are generally respectful, but with 1 in 3 students experiencing bullying at least sometimes, we know there's more work to do. Physically, most students are eating well and staying active, though many wake up tired several times a week. These insights show that while many of our students are thriving, we remain committed to strengthening stress management, peer support, and connection for every learner. Together with families, we're using this data to shape a school environment where every child can succeed and feel supported.

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

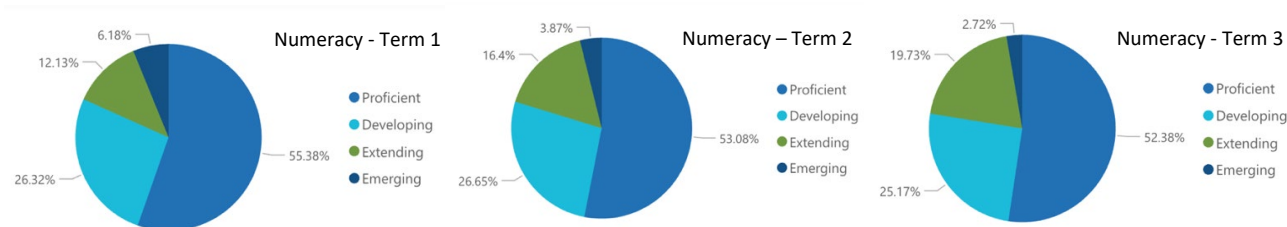
Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

Literacy and Numeracy

As a school community, we are committed to improving student achievement in literacy and numeracy, physical and mental well-being, and fostering a sense of belonging. To achieve this, we have screened all students in literacy, collected and analyzed the data, and developed an action plan to provide targeted support based on individual needs. This includes offering resource support or guided programming to challenge students to help them meet their academic goals. Using a reading screener, we have assessed that although 44% of students are continuing to work

on the reading skills of letter recognition and decoding at the Grade 1 level, by the end of Grade 2, 71% of students are able to read, decode, and comprehend at grade level through guided instruction and resource support. By the end of Grade 3, all students assessed are reading at either a proficient level for Grade 3 or are developing their skills while working on minor areas of improvement. By addressing each student's unique needs, we aim to create an inclusive and supportive environment that promotes overall well-being and academic success.

In numeracy, student progress from Term 1 to Term 3 in 2024-2025 shows steady and meaningful improvement. In Term 1, 6.18% of students were at the Emerging level, 26.32% at Developing, 55.38% at Proficient, and 12.13% at Extending. By Term 2, the percentage of students at the Emerging level decreased to less than 5%, while those at Proficient and Extending increased to 53.08% and 16.4%, respectively. This positive trend continued into Term 3, the Emerging level decreased further, 25.17% at Developing, 52.38% at Proficient, and 19.73% reaching the Extending level. These results reflect the effectiveness of our instructional strategies and targeted supports. To continue this progress, our action plan includes assessing students at the beginning of the school year to gain a clear snapshot of their number sense. This early assessment will inform our planning and help us provide timely and focused support to ensure continued growth in numeracy.



At Van Horne Elementary, a diverse team of approximately 45 school-based staff—including classroom teachers, resource and specialist teachers, School and Student Support Workers, administration, office, and custodial staff—collaborate to create a supportive and inclusive environment for all students. This diversity in roles, interests, and skills enables a holistic approach to student development, fostering both academic excellence and personal growth. Staff work together to understand students' needs and strengths, ensuring that each learner receives the support they need to thrive.

The school emphasizes student belonging and well-being through a wide range of engaging and inclusive learning experiences. These include project- and inquiry-based learning, as well as extracurricular opportunities in the arts, sports, and leadership. Students are encouraged to take on leadership roles through student government, PA announcing, library monitoring, and leading clubs such as origami, Dungeons and Dragons, Magic the Gathering, and comics. Programs like big buddy/little buddy classes further strengthen peer connections and community. These enhance the school's ability to support students' mental health and social development, helping them grow into confident, contributing members of society. The YMCA and Little Mountain Neighborhood House are typical partners of the school who support our community as well.

Improve equity through self-assessment

Katie White frames self-assessment as a powerful act of equity—one that gives all students, especially those who may feel marginalized, the tools to take ownership of their learning. When students identify their own strengths and areas for growth, they're not only engaged in the process but also empowered by it.

This aligns with BC's Student Reporting Policy, which emphasizes that student self-reflection strengthens voice, responsibility, and motivation. Each class embarked on a self-assessment in literacy or numeracy and saw students start to take greater initiative. With rubrics and clearly defined criteria, students set meaningful goals, monitored their growth, and approached revision with more care. Their increased confidence and enthusiasm were evident, especially when comparing early work to more recent work.

Teachers noted that students became more critical, honest, and engaged—qualities that reflect a shift toward learner agency. Though students and teachers sometimes viewed progress differently, those differences offered insights that deepened understanding and fostered dialogue. Students also began to express that success wasn't just about correctness—it was about trying, learning, and improving. Self-assessment didn't just support learning—it helped redefine it through reflection, purpose, and voice.

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

At Sir William Van Horne Elementary, students are immersed in a wide range of Indigenous learning experiences that are thoughtfully woven into their daily education. They explore the rich culture of the different Indigenous Peoples, learning about traditional tools, clothing, food, and beliefs, while also reflecting on their own cultural identities and the origins of the name "Canada." Students engage in storytelling and oral traditions, including the use of talking circles and learning from local Indigenous authors and illustrators. Events such as Orange Shirt Day and National Indigenous History Month are honored through school-wide read-alouds, collaborative classroom projects, and bulletin board displays that showcase student learning. Music and drumming are also central, with students learning and performing songs such as the Cree "Grandmother Song," which encourages daily gratitude. In science and social studies, Indigenous worldviews are integrated through lessons on landforms, legends, and the ecological importance of native plants. Students also explore weaving as a form of storytelling and coding, connecting traditional knowledge with modern learning. Despite this rich and varied programming, student survey responses suggest that much of this learning is so seamlessly embedded into classroom life that students may not always recognize it as distinctly Indigenous education. This speaks to the school's success in integrating Indigenous perspectives in a meaningful and respectful way.

HOW WILL WE KNOW WE'RE ON TRACK?

We are committed to fostering a positive and inclusive school climate where authentic relationships among students, staff, and families signal growth and progress. A vibrant, engaged community reflects that we are on the right path.

To ensure we stay on track, we will gather both qualitative and quantitative data. This includes stories, interviews, and feedback from students, staff, and parents/caregivers, as well as measurable indicators such as:

- Student shared information through surveys such as the MDI and the Student Learning Survey
- School-wide reading and math assessment data
- Sharing the updated land acknowledgement through weekly parent updates, PAC meetings, community gatherings, assemblies, and morning announcements.

By continuously reflecting on these insights, we aim to strengthen our sense of community and enhance student engagement in learning.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation).

Vancouver Technical Secondary School, established in 1916, initially served as a technical school located at 12th and Oak. The current building, constructed in 1928, boasts state-of-the-art technical facilities and originally catered exclusively to male students. However, in 1940, female students were welcomed, and subsequent major additions in 1954 and a seismic upgrade in 2011 have shaped the school's physical space to meet the evolving needs of our community. This year, the student group, Community for Care and Dignity, has been actively engaged in conversations around making the washrooms more welcoming for all students.

Van Tech thrives as a diverse learning community. Approximately 1650 students and over 100 staff members, including office and building support staff, multicultural workers, CST members, and VPD and VCH employees, contribute to its vibrancy. Our student body represents a rich tapestry of ethno-cultural backgrounds, spanning over fifty language groups. The programs and initiatives offered at Van Tech mirror this diversity, adapting to the ever-changing needs and values of our school community. Notably, we maintain strong partnerships with organizations such as Vancouver Coastal Health through our Leadership and Resiliency Program (LRP) and collaborate with Fresh Roots on our school farm. Additionally, our engagement with Frog Hollow Neighbourhood House further supports our students through the Community Schools Team (CST).

Van Tech's comprehensive school programs encompass Jr. and Sr. Learning Assistance (LAC), the Learning Support Program (LSP), Life Skills/DSP, Flex/Humanities Mini School, Summit Mini School, French Immersion, and English Language Learner (ELL) classes. We also welcome international students from Asia, Central and South America, and Europe.

The uniqueness of Van Tech lies in our commitment to social justice and reconciliation. We host annual an Indigenous Celebration week. Our schoolyard garden projects, including the Indigenous Garden, and Garden Club beds in partnership with Fresh Roots, contribute to our vibrant community. Notably, on September 27, 2023, we unveiled artwork by artist Xwalacktun (Rick Harry) at the front entrance—a tribute to the Squamish and Kwakwak'wakw nations. Students create works of art under the guidance and support of Indigenous artist mentors. Our Celebration of Champions recognizes students' Grit, Determination, Diligence, Improvement, Creative Measure, and Class Inclusion and Leadership.

Leadership opportunities abound, both formally through PE Leadership and Mental Health Leadership courses and informally via school clubs and CST and LRP initiatives.

We actively foster community through events like the Grade 8 Family Welcome, program potluck evenings, music concerts, drama performances, Fine Arts week, and athletic events. This year we received a generous grant from the Vancouver Police Foundation to run a free FIT Boxing Program for Grade 8 and 9 students; the intention of the program is to encourage students to be physically active and to foster a sense of belonging. Our commitment to community extends to supporting students from low-income families through the annual Holiday Hamper drive, which receives donations from local charities and Van Tech families. As we continuously seek innovative ways to foster student belonging and empower student agency and ownership, our Student Forum provides a platform for actionable change and student involvement in shaping the school's operations.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Van Tech, 251 of our students have Ministry designations. We support 86 Indigenous students, 30 of whom are in Grade 8, 76 English Language Learners (ELL) students, and 23 international students. This year, we collected student data from:

Van Tech Senior Student Survey – September 2023

- Grades 10 -12s were surveyed as part of our school start-up.

Student Learning Surveys – March 2024

- Completed by Grades 8-12
- We concentrated on the data collected from our Grads of 2025 because this is the only cohort from whom we have two years of data; we examined their responses from Grade 10 and 11.

Student Forum – April 2024

- This event provided an opportunity for students to engage in conversations about their school experiences and the 3 foci of the School Learning Plan.
- We hosted 35 students (invited and randomly selected) to ensure full representation of student intersectionality.

Van Tech student strengths:

- involved in a wide-range of school-based activities (clubs, athletics, events)
- care about the feelings, safety and fair treatment of other people in the building
- value diversity

Van Tech student support needs:

- dealing with mental health and wellness
- more opportunities for student-led initiatives (including during FIT)
- developing a greater sense of agency
- more teacher involvement in clubs and events

The evidence we collected tells us that Van Tech students are socially conscious and have a clear understanding of what they want in and from their school. The themes that emerged from students' voices are what shaped the development of this plan.

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

Our goal is to develop a sense of belonging amongst students and staff of the Van Tech community, working towards an increased sense of belonging. We aim to employ positive and sustainable practices to develop deeper connections, and feelings of belonging for our students and staff.

Why did we select this goal?

This goal is carried over from our 2023-2024 School Learning Plan. It connects to the Education Plan objective of improving school environments to ensure they are safe, caring, welcoming and inclusive places for students and families. A focus on belonging aligns with the Aboriginal Education Enhancement Agreement (AEEA) Belonging goal (to increase students' sense of pride, self-esteem, belonging, place, acceptance, and caring in their schools). The data we collected from students this year indicates a need to continue our pursuit. We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have a significant impact on their academic achievement. Similarly, we believe that a staff community that feels a strong sense of belonging will be better placed to foster a sense of belonging in their classrooms.

What are we doing to address this goal?

Action #1 (continue from 2023-2024): Share and implement classroom strategies that foster belonging.

In March 2024, the staff evaluated over 50 strategies to enhance classroom belonging and agreed on a unified approach to implement for the year's remainder. This involved greeting students by name or with a smile during class transitions. Some educators adopted an additional strategy. Each week since April, a new strategy was included in the WAAG newsletter for those wishing to further this initiative. Informal lunches in April and May allowed staff to exchange insights, which were also discussed at the April staff meeting. At the May staff meeting, feedback was sought through three questions about these efforts: *what did you try, how did it go, and what will you do next?* The feedback from March to May suggests that while there's been short-term success, ongoing and perhaps additional measures are necessary to achieve our objective. We'll be able to assess the long-term impact next year.

Action #2 (continue from 2023-2024): Increase staff's sense of belonging by offering ways for staff to connect.

During our regular monthly staff meetings, we conduct a recognition event called the Van Tech TLC draw. This event honours staff members who have been acknowledged by their peers for contributing to a collegial and positive school climate. The nominees' actions are posted on the staff Team for all to

see. Additionally, in April, we began hosting 'Coffee Chats' every three to four weeks. These informal gatherings held before the start of class are designed to provide a social opportunity for staff members. The number of participants has been growing, and those attending have enjoyed connecting with their colleagues. We plan to maintain this initiative next year.

Action #3 (continue from 2023-2024): Host Student Forums to foster student belonging and develop student agency

Next year, Van Tech will host two Student Forums—one in December and another in April. During these half-day events, approximately 35 students from grades 8 to 12 will participate. The selection process will include both randomly chosen students and those specifically invited to ensure a diverse representation of student perspectives. At the forums, students will discuss their school experiences, highlight priority issues, and provide feedback on the School Learning Plan.

How did we come to the specific actions we plan to undertake to address the goal?

The School Learning Plan team, which consists of a core group of 8 educators with an additional 10 staff joining regularly, met 8 times from December to May. We assessed the effectiveness of our 2024 plan and considered recently collected belonging data to determine these 2025 belonging actions.

Reference literacy / numeracy or achievement data

We know that when students feel like they belong, it positively influences their engagement, motivation, and persistence, and can have significant a impact on their academic achievement. We will continue to monitor our students' literacy and numeracy results year to year and we'll add some questions to the Student Learning Survey to ascertain if there is a correlation between student achievement and our belonging actions.

Improve equity

Our goal is to increase the representation of equity-seeking groups in the school. We define equity-seeking groups (ESG) as those communities that face significant collective challenges in participating in society because of barriers to equal access, opportunities and resources due to disadvantage and discrimination. (Ex: BIPOC, 2SLGBTQ+, persons living with a disability)

Why did we select this goal?

This equity goal is closely tied to the Education Plan's objective of eliminating racism and discrimination in all its forms. It also intersects with our goal of enhancing the sense of belonging for both students and staff. Additionally, it aligns with the AEEA Aboriginal Education Enhancement Agreement goal of Culture and Community (to increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities). Effective strategies to promote equity, diversity, and inclusion include increasing the representation of equity-seeking groups in course materials and display cases. When we intentionally

showcase diverse perspectives, identities, and cultures, it validates students' identities, provides positive role models, and enriches their overall learning experiences. Exposure to different viewpoints fosters critical thinking and empathy. Importantly, when students feel acknowledged, heard, and valued, they are more likely to thrive both academically and emotionally.

What are we doing to address this goal?

Action #1 (optional): Increase the number of staff and classes that create Indigenous-centered displays for the foyer-area display cases.

In September, staff members will receive a reminder about the sign-up process for utilizing the display cases in the foyer area. Additionally, they will be informed about which Indigenous Education Teachers from both the school and district can assist with this initiative. During the October staff meeting, we will engage in discussions about the significance of representation. We'll also share ideas for creating displays and explore potential collaborations with Indigenous Education Teachers. Notably, there is a dedicated group of teachers who consistently showcase their students' work. Among them are educators who teach Indigenous Focused Graduation requirement courses and those who lead student social justice clubs. Their insights and contributions will be invaluable during these conversations.

Action #2 (optional): Increase representation of equity-seeking groups (ESG) in course content and materials.

During the November staff meeting, we plan to explore the district's Equity and Anti-Oppression Sharepoint site alongside school leads or district Equity and Anti-racism DRTs. We will invite interested departments and/or staff to review their collection of ESG resources. If there's interest, after personal and/or department inventories are complete, we will organize an informal session for sharing resources and invite Equity and Anti-racism DRTs to support staff in the collection of further ESG resources.

Action #3: Ensure school announcements highlight topics and events that raise awareness of the history and lived experiences of equity-seeking groups. (e.g. National Truth and Reconciliation Day, Black Excellence Day, International Women's Day, Asian Heritage Month)

This action will be spearheaded by our student communication team and supported by our Administration and other equity-minded staff. The team will meet in June to create a purpose statement and they will meet regularly to select ESG announcement topics.

How did you come to the specific actions you plan to undertake to address the goal?

When the School Learning Plan Team considered actions to build and increase a sense of belonging for all members of the Van Tech community, we considered how to best serve equity-seeking groups. We believe that increasing the representation of ESG in our school community demonstrates our belief that everyone matters and will ultimately improve student engagement and achievement.

Reference literacy/numeracy or achievement data

When students feel seen, heard and valued, they are more likely to thrive academically and emotionally. We will continue to monitor our students' literacy and numeracy results year to year and we'll add some questions to the Student Learning Survey to ascertain if there is a correlation between student achievement and our equity actions.

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

Our goal is to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions among all learners.

Why did we select this goal?

Our goal is the same as a district Education Plan objective. It aligns with the aforementioned Aboriginal Education Enhancement Agreement (AEEA) Culture and Community goal as well as BCTF Professional Standard 9 and the BCPVPA Leadership Standards. Interest in Indigenous histories, traditions, cultures and contributions is strong at Van Tech and continues to grow in our community. Reconciliation - engaging in the work of reconciliation through action - by students and staff is ongoing at Van Tech and the actions they have taken in this regard over the last several years are too numerous to list here.

What are you doing to address this goal?

Action #1: Increase use of First People's Principles of Learning when planning for student learning (curricular & extra-curricular)

In May, staff members were invited to participate in a survey assessing their comfort level and preparedness for utilizing the FPPL in designing learning activities. The data collected from this survey will inform the planning of professional learning opportunities by Indigenous Education teachers, our DRT and administrators. These opportunities will be offered during optional monthly lunchtime conversations and regular mini-learning sessions at staff meetings. Our professional learning initiative will begin in June with the distribution of key resources to staff. In the fall, each staff member will be asked to select one FPPL to explore further and intentionally engage with throughout Semester 1. Teachers will then be asked to plan learning experiences through the lens of this FPPL during Semester 2.

Action #2: Organize an Indigenous Celebration Week to be held in June.

We will build on the 2023-2024 ICW, with an eye to increasing student involvement. June 2024 activities and events included:

- daily announcements with songs by Indigenous musicians and profiles of Indigenous role models;
- display cases highlighting Van Tech's Indigenous Grads, student art work made with the guidance of Indigenous artists, and student research projects;
- in-school field trips to view the display cases and QR codes posted around the school that connect to student projects about Indigenous poets, authors, artists and more, *en français*;
- FIT time activities for all students including Indigenous Math Games, an opportunity to learn the Coast Salish Anthem and the Women's Warrior Song, a tour of Van Tech's Indigenous Garden, an opportunity to hear a TedX talk on the power of Indigenous storytelling, and a chance to plant their very-own "three-sisters";
- classroom events, including Powwow dance lessons in PHE with Nyla Bedard.

In April, we'll strike an Indigenous Celebration week organizing committee and invite Indigenous students to join.

How did you come to the specific actions you plan to undertake to address the goal?

Van Tech teachers prioritize Indigenous knowledge and worldviews and are committed to learning more about culturally responsive pedagogy. Approximately 20 interested staff members received copies of Jo Chrona's book "Wayi Wah!" in November. Additionally, a small group of teachers collaborated with our school's Indigenous Education teacher and a CAM team DRT during dedicated Collaborative time focused on place-based learning. The next beneficial step is to invite all staff members to engage more deeply and plan using the FPPL. The Van Tech staff actively collaborates with Indigenous artists and speakers, fostering whole-school participation. By intentionally involving Indigenous students in the planning and execution of Van Tech's ICW, we aim to amplify their voices and enhance their sense of agency.

Reference literacy / numeracy or achievement data.

When students feel seen, heard and valued, they are more likely to thrive academically and emotionally. Van Tech's Indigenous teachers, Learning Hub teachers, and administrators will continue to work together to support our Indigenous students and monitor their literacy and numeracy results year to year. The additional questions we plan to add to the 2025 Student Learning Survey are intended to ascertain if there's a correlation between our School Learning Plan actions and Indigenous student achievement.

HOW WILL WE KNOW WE'RE ON TRACK?

To assess the effectiveness of our actions, we'll compare baseline student data from the 2023-2024 and 2024-2025 academic years, including the Student Learning Survey and Student Forums. We'll add some questions to the 2025 Student Learning Survey related to student achievement. The purpose is to investigate whether there is a correlation between student achievement and their sense of belonging. We'll facilitate two Student Forums – one in December and another in April, and lastly, a Senior

Student Survey, to be issued in September and April, will focus on students' feelings around belonging and equity and their understanding and appreciation of Indigenous cultures.

We'll continue to share news, activities and events that connect to our School Learning Plan with the Van Tech Community in the monthly Family Bulletins and at PAC meetings.

Some of our actions will require additional progress checks:

Belonging

Action #1: Share and implement classroom strategies that foster a sense of belonging.

- We'll collect staff-generated anecdotal evidence through FORMS at the January and May staff meetings and offer informal conversation opportunities during staff meetings as needed to share ideas and gain inspiration.

Evidence

- Staff surveys conducted in January and May indicate that teachers are generally pleased with the implementation of the school-wide belonging strategy of greeting students at the door. Many staff report feeling positive about the practice, which appears to be used frequently and consistently. Even those who find it challenging express a desire to use it more often.

Action #3 (continue from 2023-2024): Host Student Forums to foster student belonging and develop student agency

Evidence

- Recruiting students for the Student Forums proved challenging, especially in April. Informal conversations between students and some staff suggest two main reasons: students are reluctant to miss class time, and many feel that their participation in the forums does not lead to meaningful change. While the latter is disappointing, it is understandable—many of the topics students have discussed over the past 16 months fall outside their direct control. These include the creation of social spaces within the school, improved bathroom supplies, adjustments to the FIT schedule, and changes to the FIT-freeze process for Core Competency self-assessments.
- Although this year's forums did not appear to significantly enhance students' sense of agency, we have already begun addressing their feedback—particularly concerning the Core Competency assessment process. We have communicated our actions to participants and hosted a thank-you lunch to show our appreciation.

Action #2: Increase staff's sense of belonging by offering ways for staff to connect.

- We'll track staff involvement in both our TLC draw and Coffee Chats over time and adjust accordingly.

Evidence

- Participation in nominating colleagues for the TLC staff draw declined from last year. We believe this may be due to the shift from collecting nominations on paper during staff meetings to using online Forms submitted in advance. We will revisit this action for next year.
- Staff surveys from January and May indicate that the coffee chats are well-received. Attendance remained relatively steady throughout the year, with approximately half the staff participating.

Final Reflection, May 2025

Van Tech successfully met its goal of fostering a sense of belonging among students and staff, likely due to initiatives outlined in the 2024–2025 School Learning Plan. While students’ sense of belonging remained relatively stable, staff belonging showed notable improvement.

Student Belonging

Positive Adult Connections: The February 2025 Student Learning Survey revealed that 90%–96% of students across all grades reported that at least one adult at school cares about them. Similarly, the April 2025 Senior Student Survey showed that 88% of Grade 10–12 students could name two or more adults who care about them and believe in their success—an increase from 79% in September 2024.

Student Perceptions: Feedback from the December 2024 Student Forum and the two Senior Student Surveys indicate that students view staff as friendly, encouraging, and inclusive. They noted that staff check in with them, engage in conversations about their lives, and offer academic support when needed.

Survey Results on Belonging: In the 2025 School Learning Survey, students were asked whether they feel a sense of belonging at school. The percentage who responded “sometimes,” “most of the time,” or “all of the time” were:

- Grade 8: 88%
- Grade 9: 84% (↑ from 81% in 2024)
- Grade 10: 77% (↓ from 82% in 2024)
- Grade 11: 82% (↓ from 83% in 2024)
- Grade 12: 80% (↓ from 81% in 2024)

Survey Results on Feeling Welcome: Students were also asked if they feel welcome at school. The responses were:

- Grade 8: 88%
- Grade 9: 90% (↑ from 88% in 2024)
- Grade 10: 90% (↑ from 87% in 2024)
- Grade 11: 88% (↓ from 92% in 2024)
- Grade 12: 88% (unchanged from 2024)

Staff Belonging

Two unexpected indicators of increased staff belonging emerged this year:

- The revival of the Staff Sunshine Fund, inactive since the COVID-19 pandemic.

- A week-long Christmas game and prize draw, initiated by teachers in the absence of a formal social committee.

Additionally, the May 2025 staff survey showed that interest in joining a staff social committee has doubled—an encouraging sign, especially given the committee’s inactivity in recent years.

Equity

Action #1 (optional): Increase the number of staff and classes that create Indigenous displays for the foyer display cases.

- During the 2023-2024 year, our school’s foyer-area display case, which highlights Indigenous culture, was utilized by five different teachers for four distinct courses and a significant school-wide event commemorating the National Day for Truth and Reconciliation. We hope that the emphasis on the FPPL across the school, coupled with our new Indigenous teacher’s second full year of teaching here, will lead to achieving our goals by June 2025.

Evidence

- The number of Indigenous-focused displays in the large foyer-area display cases increased by two during the 2024–2025 school year, while staff and class usage remained consistent. One display to note is the Indigi-Queer display created for the June Pride season. Happily, Van Tech’s Indigenous belongings are now housed in a permanent display case in the foyer area, ensuring ongoing visibility and recognition.
- A number of bulletin board displays around the school were dedicated to Indigenous content in 2024-2025.

Action #2 (optional): Increase representation of equity-seeking groups (ESG) in course content and materials.

- Interested teachers will use at least one new ESG resource with their class(es), monitor the results, and participate in an informal share-out about their experiences at a time determined by the group.

Evidence

- Although we had planned to explore the district’s Equity and Anti-Oppression SharePoint site during the November staff meeting, this did not take place. However, a Van Tech team did participate in the District Equity Scan. The team— a Social Studies teacher, teacher-librarian, and administrator—reviewed the library’s French collection focused on Indigenous and Asian peoples. This review led to a significant purchase of books by and about French-speaking Asians, supported by a VSB grant.

Action #3: Ensure school announcements highlight topics and events that raise awareness of the history and lived experiences of equity-seeking groups. (e.g. National Truth and Reconciliation Day, Black Excellence Day, International Women’s Day, Asian Heritage Month)

Evidence

- Data from the Student Forum and Senior Student Surveys as well as the two staff surveys indicate that ESG-related announcements have been noticed and appreciated.

Final reflection, May 2025

We achieved our goal of increasing the representation of equity-seeking groups within the school. These equity-focused initiatives likely contributed to a stronger sense of belonging among students. According to the May 2025 Senior Student Survey, 92% of respondents indicated that they value individuals from Equity-Seeking Groups (ESGs), marking a 1% increase since September 2024.

One notable initiative that supported this progress was a highly successful Asian Heritage Month, which played a key role in enhancing visibility and representation.

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

Action #1: Increase use of First People’s Principles of Learning when planning for student learning (curricular & extra-curricular)

- Staff will be invited to informal monthly lunch-time conversations to learn with and from each other and gain inspiration. At the April staff meeting we’ll use a FORM to collect staff-generated anecdotal evidence regarding their experiences.

Evidence

- Discussions about incorporating the First Peoples’ Principles of Learning (FPPL) into instructional planning took place during the October, November, and February staff meetings, rather than over lunch as originally planned. At the February meeting, seven teachers from four different departments shared how they integrate FPPL into their teaching.
- According to our May staff survey, approximately 30% of teachers are intentionally designing learning experiences through the lens of one or more of the FPPL.

Action #2: Organize an Indigenous Celebration Week (ICW) to be held in June.

Evidence

- The 2024-2025 ICW was on par in terms of size and scope to the 2023-2024 ICW. We were unable to engage students involved in the Van Tech Indigenous Leadership group, however we will try again next year.

Final reflection, May 2025

We continue to work towards our goal of increasing knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions among all learners.

Insights from the December Student Forum indicate a strong desire among students to explore a more comprehensive understanding of local Indigenous nations prior to colonization, as well as to learn more about stories of Indigenous resilience. Similarly, the May 2025 Senior Student Survey revealed that 93% of respondents value the histories, traditions, cultures, and contributions of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliwətał (Tsleil-Waututh Nation).

Teachers who incorporated the FPPL into their planning reported positive outcomes. Students demonstrated increased awareness and appreciation of Indigenous ways of knowing and learning, and many developed a deeper understanding of their own roles within the community. The February staff meeting was particularly engaging, with many educators expressing inspiration from their colleagues' shared practices. There is strong interest in repeating this sharing structure in the 2025–2026 school year, and a new group of teachers has already volunteered to participate.

A meaningful addition to our efforts this spring was the offering of weaving and beading workshops for teachers, led by the school's Indigenous Education Teacher and an Indigenous staff member. These hands-on sessions provided valuable opportunities for experiential learning rooted in Indigenous knowledge and practices, likely deepening staff appreciation for these approaches.

Reflection regarding the connection of actions to student achievement, May 2025

We know that a strong sense of belonging positively influences students' engagement, motivation, and perseverance, and can significantly impact their academic success. When students feel seen, heard, and valued, they are more likely to thrive both academically and emotionally. However, it is difficult to make a direct correlation between our belonging, equity and Truth and Reconciliation actions and our students' Literacy and Numeracy Assessment marks.

Van Tech's 2024–2025 results show some modest shifts. For the first time since 2020–2021, the percentage of students scoring Proficient or Extending on the Literacy 12 assessment has dipped below the district average. In contrast, the percentage of students achieving Proficient or Extending on the Numeracy 10 assessment remains slightly above the district average, bucking a trend seen since 2020–2021. The Literacy 10 results have consistently remained slightly higher than the district average over the same period.

Additional questions in the Student Learning Survey aimed at exploring potential correlations between student achievement and our belonging, equity, and Truth and Reconciliation initiatives were not included. This decision was made because such questions would capture students' perceptions of their achievement rather than actual academic outcomes.

2024-2025 Waverley School School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Waverley Elementary School is located in southeast Vancouver, British Columbia. Waverley School enrolls 380 students from Kindergarten to Grade 7. Learners attending Waverley Elementary School have diverse backgrounds and speak many different languages. Waverley School has approximately 60 dedicated staff, and several have worked at the school for many years. Waverley classroom teachers, a Resource Team, and a large team of student support workers work collaboratively to support the inclusion of students with diverse and learning needs. Waverley's Youth and Family Worker (YFW) and Indigenous Education Enhancement Worker (IEEW) work together to support students, families, and staff. Waverley students, staff and community members are expected to follow the School's Code of Conduct – Be Kind, Be Safe, Be Your Best.

Waverley School values strong partnerships with local organizations. These currently include Earthbites, the Artist in Residence Studio (AIRS) Program and Arts Umbrella. South Vancouver Neighbourhood House has an Out of School Care Program at Waverley School and generously provides staffing for extracurricular activities such as the School's Out Program and the Love BC Program. Unique to Waverley is the Taiko Drumming Program. Students involved in this program practice after school and will perform at school gatherings, during the school's annual Terry Fox Run and in local parades around Metro Vancouver.

Waverley School community has many assets. Waverley School has a Strong Start Centre Program, welcoming infants and preschoolers and their caregivers and introducing them to the school community. Waverley School has a garden which actively engages learners, staff, and parents/guardians. Waverley has an active and supportive Parent Advisory Council (PAC). Parents and guardians meet monthly to organize community building activities and fundraising activities to support the school and the school community. The school garden and special events such as Sports Day, and the Grade 7 Leaving Ceremony are strongly supported by Waverley PAC. Waverley School staff endeavors to align its school plan with the VSB's 2026 Education Plan. Waverley School staff is committed to Equity, Student Achievement and Reconciliation, and has been part of the VSB's Collaborative Early Literacy Initiative (CELI) Program for over a decade.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Of the 380 learners at Waverley, 43% are primary students (Kindergarten to Grade 3) and 57% are intermediate students (Grades 4 to Grade 7). At Waverley this year, 37% of learners are identified as English Language Learners, approximately 9% of students have diverse abilities and less than twenty students are identified as Indigenous. Learners at Waverley Elementary are diverse in their cultural and linguistic backgrounds. Many students speak several languages.

Literacy assessments by Waverley classroom teachers and Resource Teachers over the past several years have indicated that Waverley students from Kindergarten to Grade 7 benefit from a focus on improving literacy achievement levels. As a result, Waverley staff have collaboratively agreed to be a CELI school which includes the participation of some primary students in the Reading Recovery Program. In 2022, following the COVID-19 pandemic, Waverley staff identified a reduced connection between students and the school. Furthermore, staff were observing that this sense of disconnection was reducing literacy engagement and achievement levels.

Interestingly, a small snapshot of MDI survey data from 2022-2023 confirmed what the Waverley staff were noticing about the need to enhance a sense of belonging for Waverley students. In 2022-2023, 50% of Grade 6 students indicated a high feeling of peer connectedness and 50% of Grade 6 students indicated a Medium or Low feeling of peer connectedness. The same survey data from 2022-2023 indicated that 49% of Grade 6 students indicated a high feeling of connectedness with adults at school and 51% of Grade 6 students indicated a Medium or Low feeling of connectedness with adults at Waverley school. As such, Waverley staff have been focusing on the implementing school-wide, co-curricular, small group, recess and lunch and after school programs and have been collaborating with Waverley's PAC to improve the overall sense of belonging of Waverley students.

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

Student Achievement in Literacy

Improving student achievement levels in literacy at Waverley was a significant area of focus during the 2024-2025 school year. Different assessments were used to understand improvements in literacy levels for Waverley students. For Kindergarten students, the Kindergarten Protocol Screening Tool was used. For Grades 1-3 students, the Benchmark Assessment system (BAS) was used. For students in Grades 4-7, proficiency scales for English Language Arts and Foundation Skills Assessment data (Grades 4 and 7 only) and BC Ministry of Education Student Learning Survey data (SLS) from the 2024-2025 school year were used.

Kindergarten – Literacy Data

In January 2025, all Kindergarten students were administered a pre-test and post-test of the Kindergarten Protocol Screening Tool. Results of the January 2025 Kindergarten Protocol Screening Tool indicated that 78% of Kindergarten students were identified as 'vulnerable' in terms of their literacy skills. Many literacy strategies were put in place for students between January 2025 and May 2025 to strengthen the literacy skills of Waverley Kindergarten students. These interventions included a continued strong focus on literacy by classroom teachers, engaging parent/caregiver support with daily reading practice, small group support by the CELI teacher, afternoon small group support by the Strong Start Coordinator, reading buddies, language circles taught by a Resource Teacher for students with complex learning needs, and collaborative support from Waverley's Curriculum Enhancement Teacher. These collaborative and intentional literacy interventions had a positive result.

In May 2025, when all Kindergarten students were reassessed, 32% were identified as 'vulnerable' in terms of their literacy skills. In sum, the many interventions put in place at the Kindergarten level decreased the overall literacy vulnerability rate of our Kindergarten students by 46%. This data will be carefully reviewed by Waverley educators in September 2025 as Kindergarten students who were identified as 'vulnerable' in terms of their literacy skills will be identified and targeted to receive additional literacy supports such as the reading recovery program in Grade 1.

Grades 1-3 – Literacy Data

Data from the BAS was used to understand Waverley students' literacy achievement in Grades 1-3. The June 2025 data reveals that approximately 76% of students in Grades 1-3 can read independently at their grade level. Approximately 7% of students in Grades 1-3 can read with support. Approximately 17% of students in Grades 1-3 at Waverley need continued and intensive literacy support.

Waverley primary teachers attribute improvements in student literacy achievement levels in Grades 1 to 3 to using evidence-based classroom literacy instructional strategies. Resource teacher support and small group work, the reading recovery program, the use of the UFL-I program, continued collaborative use of the Story Champs program by Resource Teachers and Classroom Teachers, weekly lessons on fiction, non-fiction and digital literacy in the library, home reading programs, the use of the RAZ kids computer program at home for some students, and buddy reading with intermediate students. Waverley staff report that Waverley K-3 students have continued to benefit from a greater number of donated, up to date and diverse books in their classrooms and the library as well as the Morning Home Reading Program (described in the Equity Section of this report).

Grades 4-7 – Literacy Data

For Waverley students in Grades 4 to 7, proficiency scales for English Language Arts, Foundation Skills Assessment (FSA) – English (Grade 4 and 7 only), and Middle Years Development Index (MDI) survey data (Grade 6 only) were used to identify improvements in literacy achievement levels for Waverley students. Waverley educators suggest that school wide, classroom and resource teacher literacy initiatives have contributed to improvements in student literacy achievement levels in 2024-2025. These strategies include: guided reading groups, literature circles, novel studies, an increase in more engaging and diverse books and novels, weekly lessons in the library by the teacher librarian, field trips to public libraries, targeted use of RAZ kids by certain students, language and literacy groups by resource teachers, the school wide Book Swap,

buddy reading, 'Book Tasting' for Grades 6/7 by the Curriculum Enhancement Teacher and the district teacher librarian.

In terms of Grade 4 Foundation Skills Assessment - English results for 2023-2024, 19% of students who wrote the test scored in the proficient/extending range. In 2024-2025, When Grade 4 Waverley students wrote the FSA English section, 77% of students who wrote the test, scored in the proficient/extending range. This is a significant improvement of 58%. In terms of Grade 7 Foundation Skills Assessment - English results for 2023-2024, 73% of students who wrote the test scored in the proficient/extending range. In 2024-2025, When Grade 7 Waverley students wrote the FSA English section, 88% of students who wrote the test, scored in the proficient/extending range. This is also a significant improvement of 15%.

The BC Ministry of Education's Student Learning Survey (SLS) data is also informative regarding student perspectives on their improvements in literacy. On the Student Learning Survey, in 2023, 60% of Grade 7s reported to be feeling that they "continue to get better at reading". On the same survey question in 2024, 78% of Grade 7s reported to be feeling that they "continue to get better at reading." This is an 18% increase in a year. In terms of writing, the SLS data from 2023 indicates that, 68% of Grade 7s reported that they "continue to get better at writing." On the same survey question in 2024, 78% of Grades 7s reported that they "continue to get better at writing." This is a 10% increase in a year.

Proficiency scale data from English Language Arts for Grades 4 to 7 students informs literacy achievement at Waverley. In June 2025, approximately, 46% of Grade 4-7 students were performing at the proficient/extending levels in English Language Arts and 57% of Grade 4-7 students were performing at the developing/emerging levels in English Language Arts.

In sum, literacy data at Waverley from K-7 indicates that literacy needs to continue as an area of focus for Waverley School for next year. Waverley educators collectively agreed in June 2025, that a focus on improving student literacy achievement levels will continue for 2025-2026. Literacy data at the intermediate level specifically suggests that literacy skill development for Waverley's Grade 5s and 6s will need to be a targeted area of focus next year. Indeed, Waverley staff will need to continue to collectively examine and change classroom literacy practices and resource support models at the outset of the 2025-2026 school year to further improve literacy skills for learners.

Improved Sense of Belonging

Waverley educators have spent a great deal of time and effort in 2024-2025 focusing on improving the sense belonging of Waverley students. School wide activities, leadership opportunities, co-curricular activities, recess and lunch activities, after school activities and Waverley PAC contributions have been continued and expanded this year.

School Wide Activities

School Wide Activities that were implemented to improve a sense of belonging at Waverley included:

- Assemblies or schoolwide gatherings throughout the year (eg. Truth and Reconciliation Gathering, Remembrance Day, and Year End Assembly)
- Terry Fox Run in September 2024
- a Winter Concert in December 2024 involving all classes in Kindergarten to Grade 7
- a Lion Dance for students Kindergarten to Grade 7 in January 2025
- Dance Week for Kindergarten to Grade 7s in February 2025 which culminated in a performance for parents/guardians
- A Book Swap took place in May 2025 where families donated books and then were able to choose the same number of 'new' books as they donated
- Bike or Roll to School Week at the end of May, early June 2025 with over 100 students involved each day – for participants, Waverley came in fourth in British Columbia
- Sports Day was held in June 2025, many parents, guardians, grandparents and caregivers attended
- And, for the first time, one of the Grade 6/7 classes organized Spirit Days at Waverley (eg. Hat Day, Pajama Day).

Leadership Opportunities

Throughout the 2024-2025 school year students in Grades 4-7 have had the opportunity to be involved as Peer Helpers, Equipment Monitors, Library Monitors, Lunch Monitors and volunteers for Picture Days and Immunization Days. This year Waverley has had 65 students in Grades 4-7 volunteer to be Peer Helpers. The Peer Helpers actively support students in Kindergarten to Grade 3 outside at lunch. The Grade 7 Peer Helpers also mentored Grade 4 Peer Helpers who started in the Spring of 2025. The 12 Equipment Monitors help distribute and collect sports equipment for students in K-7 to play with one lunch play time each week. Some student leaders in Grades 1-7 have also had the opportunity to practice their leadership and public speaking skills by helping with school wide PA Announcements.

Co-Curricular Activities

Co-curricular activities which Waverley staff indicated seemed to significantly contribute to developing a stronger sense of belonging with Waverley School were Earthbites, the Artist in Residence Program (AIRS) and the Tim Horton's Camp Program. Earthbites gardening program was in its third year at Waverley and 7 classes of Waverley students and staff continued to learn about growing and caring for plants and eating healthy foods from the garden. This year, the AIRS program expanded and had two professional artists who worked with 9 classes of primary and intermediate students (K-7). One of the artists culminated her sewing work with students by creating a "Garden of Belonging" which was on display for student-led conferences in April 2025. Students presented their sewing art where they sewed in a small piece of paper where they wrote a word that made them feel a sense of belonging into their work. Finally, a new program that Waverley piloted for the VSB this year was Tim Horton's Camp Program. Teachers from 3 classes of students in Grades 4-7 reported that the 6-week program of weekly opportunities provided by

this program in the Spring of 2025 and the skills built by students appeared to strongly contribute to enhancing student belonging.

Recess and Lunch Activities

Several recess and lunch activities have been available for students during the 2024-2025 year at Waverley. These opportunities have expanded this year. In 2024, Waverley started a Singing Club which included about 20 students K-7. The Singing Club practiced at recess and lunch and performed at the Winter Concert, the Volunteer Appreciation Tea and a VSB event. A new collaborative initiative this year at Waverley provided recess and lunch activities to primary and intermediate students by VSB Spectrum Alternative Program staff and students and Waverley's YFW. Spectrum secondary students played games outside with groups of primary and intermediate students in the Fall. Through the Winter and into the Spring, Spectrum students organized boardgames for students.

A weekly lunch hour chess club was started at Waverley this year, which was well attended by students. The Weaving Club also continued at Waverley school this year. LOVE BC program once a week at lunch was a popular program for intermediate aged students that was supported by the Youth and Family Worker and ran all year for the first time at Waverley this year. Open Gym, run by the School Principal, was available on rainy Fridays at lunch. Quiet lunch and Fun Fridays were available for groups of students once a week in Waverley's community room by the Youth and Family Worker.

After School Activities

After School Activities which have contributed to increasing a sense of belonging at Waverley have included:

- Taiko Drumming After School Program
- School Teams – Cross Country, Volleyball and Basketball
- a new Chinese Language Class for students, organized collaboratively by a Waverley parent and the school Principal and supported by Waverley's Youth and Family Worker
- Neighbourhood Art Studio Program for students in Grades 1-4
- Dance Play Program once a week for students in Grades 1-3
- Schools Out Program two days a week for students in Grades 4-7
- After School Spring Grade 4 and 6 Basketball programs, run by parent volunteers
- Learn Develop Succeed (LDS) Society after school reading tutorial, coordinated by Waverley's YFW

Some Waverley students also had opportunities to join Winter, Spring and Summer Camps organized by Waverley's YFW and supported by the Community Schools Program.

Waverley's Parent Advisory Council Contributions

This year, Waverley's PAC - supported by Waverley educators - organized many events. First, the PAC donated beautiful new team jerseys for Waverley teams which enhanced Waverley team spirit tremendously. The PAC organized a sale of Waverley t-shirts, hoodies and hats to promote school spirit. The PAC organized two very well organized and attended community gatherings

which engaged the support of student and parent/guardian/caregiver volunteers. The PAC sponsored a year end dinner for 68 Grade 7s and their parents/guardians who were leaving Waverley. The PAC generously contributed to field trips, hot lunches, the school garden and Sports Day. The PAC actively promoted volunteering this year and engaged many parents to help with school events, field trips, lunch, chocolate and clothing deliveries, and community events.

Improved Sense of Belonging – Data

With the many opportunities for connection available for students, it is interesting to see what data suggests about students and their sense of belonging at Waverley. A comparison of BC Ministry of Education Student Learning Survey (SLS) data for Waverley Grade 4 and 7 students from 2023 to 2024 is revealing. In 2023, 49% of Waverley Grade 4 students indicated that 'school is a place where they feel like they belong' most or all of the time. In 2024, 57% of Waverley Grade 4 students indicated that 'school is a place where they feel like they belong.' This is an increase of 8%. In 2023, 68% of Waverley Grade 4 students indicated that they feel welcome most or all of the time at school. In 2024, 72% of Waverley Grade 4 students indicated that they feel welcome at school most or all of the time. This is an increase in 4%. While the survey data for Waverley Grade 4s indicates a slight improvement in a sense of belonging, it is not as significant an improvement as SLS data indicates for Waverley Grade 7 students. In 2023, 62% of Grade 7 students indicated that 'school is a place where they feel like they belong.' In 2023, 71% of Grade 7 students indicated that 'school is a place where they feel like they belong.' This is an increase of 9% in a year. In 2023, 71% of Grade 7 students indicated that they feel welcome at school most or all of the time. In 2024, 91% of Grade 7 students indicated that they feel welcome at school most or all of the time. This is an increase of 20%.

The Middle Years Development Index (MDI) data from 2022-2023 and 2024-2025 also reveals findings about Waverley Grade 6 students and their sense of connectedness at school. In 2022-2023, 49% of Waverley Grade 6 students indicated that they were feeling a high degree of connectedness with adults at school. In 2024-2025, 58% of Waverley Grade 6 students indicated that they were feeling a high degree of connectedness with adults at school. This is a 9% increase in two years. In terms of peer connectedness, in 2022-2023, 50% of Waverley Grade 6 students indicated that they were feeling a sense of peer connectedness. In 2024-2025, 73% of Waverley Grade 6 students indicated that they were feeling a sense of peer connectedness. This is an increase of 23% in two years.

A profound moment at Waverley School took place in June 2025, when over one hundred babies, toddlers, parents, caregivers and grandparents came out to the school for an end of year Strong Start celebration. The sense of care and connection in the room and regard for the Strong Start Facilitator was palpable. There were also an increased number of parents/guardians who volunteered for field trips, and attended assemblies, the Volunteer Appreciation Tea, Sports Day, and the Grade 7 potluck dinner this year.

In sum, a focus on improving a sense of belonging by Waverley staff is contributing positive change for some students and families at Waverley. However, Waverley staff have continued work to accomplish in this area. More information is needed regarding how children in Kindergarten to Grade 3 are feeling in terms of their sense of belonging at Waverley.

Improve equity

Improved equity for students starts in Waverley classrooms. Access to learning for all and the inclusion of students with diverse learning needs continues to be a priority. Classroom teachers, resource teachers, Waverley's Youth and Family Worker (YFW) and 15 support staff at Waverley work collaboratively and with district staff to ensure the inclusion of students with complex and diverse learning needs in classrooms, outside on the playgrounds and on field trips. Conversations in staff meetings and in committee meetings (eg. technology committee) have continued to be held this year about how to make Waverley school and classrooms increasingly equitable, inclusive and safe for students to speak up, ask questions and take risks with their learning. In addition to classroom approaches to improving equity, several initiatives were continued and enhanced by staff during the 2024-2025 school year to improve equity at Waverley Elementary.

A significant initiative used to improve equity at Waverley was to continue Waverley's Morning Reading Program. This program was initiated in 2023-2024 and developed for primary students needing more 'time with text' and greater time with an adult to listen to them read. This program is a team effort which was run by a Resource Teacher leader and involved the engagement and mobilization of Resource Teachers, Classroom teachers, parents/guardians, support staff and students. This year the program took place from January to March 2025. It served to significantly improve the reading levels of students in Grades 2-4. Student participation in this Morning Reading Program clearly supported improved student achievement in literacy with Grades 2s and 3s this year.

Another major initiative to improve equity at Waverley was to continue to select and purchase more diverse schoolbooks for Waverley's library, classrooms and book room. A continued effort was made this school year to select and purchase books that students could identify with and find meaningful. In terms of more equity of books for learners who are reading below grade level, more books continued to be purchased this year for students to use in Resource Centers, in classes and at home.

Finally, Earthbites Gardening Program and the Artist in Residence Studio program have been important programs which have served to improve equity at Waverley in 2024-2025. This year, seven classes in Grades 1-5 were fully involved with the planting and harvesting of the school garden and participated in learning about gardening and nutrition from Earthbites staff and their teachers. Nine classes K-7 at Waverley had the experience this year of having the Artist in Residence Studio Program. This year the Tim Horton's Camp Program was piloted for 3 classes of Waverley students in Grades 4-7. This program offers camp skills for students who may not have the experience of ever going to camp. Teachers involved in the Waverley's Garden Program, Tim Horton's Camp and AIRS program explain that students who may not be working at proficient levels in areas like reading, writing and numeracy highly engage and excel at these kinds of activities.

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

This year, Waverley staff continued their journey of reconciliation. Waverley educators continued to support learning about Indigenous Peoples across curricular areas and from Kindergarten to Grade 7. Primary teachers and students reported learning much from their work in classrooms with Melissa Yellowknee this year. To support and enhance learning about Indigenous cultures and stories, more Indigenous books were purchased throughout the 2024-2025 school year for Waverley's library and classrooms with donated funds.

At the beginning of the school year, a Grade 6/7 class and their teacher ran a school wide Truth and Reconciliation assembly. This gathering was well attended by students, parents/guardians and staff. This year Waverley included information on Indigenous Veteran's in the Remembrance Day gathering. Many parents commented on their appreciation of this inclusion in the gathering. Indigenous drums were used in both gatherings to "drum out" the audience at the end of the gathering. The school community practiced singing the Coast Salish Anthem with the support of the drums.

Significant efforts were made by Waverley educators to connect students to the land through outings this year. Many field trips and class outings were held at local or regional parks. These included visits to Stanley Park, Capilano Park, Seymour Dam, snowshoeing in local mountains, as well as local parks such as Nanaimo and Norquay Parks. Two classes received grants to travel to and from local BC parks on school buses.

Many Waverley students also had experiences at Waverley with sharing, peace or community circles. Three educators were trained in running the OWN IT program. Three Peace Circles were run weekly in three different classes at Waverley this year. Students were taught skills in listening, empathy, self-awareness and taking responsibility. One grade 6/7 class ran a community circle each week and towards the end of the school year invited district staff member, Kirk Gunnow, to come out and support facilitating a few of the Circles.

Waverley's Youth and Family worker spends much time supporting students and families across the school including Indigenous families. A few times this school year, Waverley's YFW worked with the Indigenous Education Worker to bring families together for lunch. Students and parents/guardians came to the Community Room to connect and to share a meal together.

HOW WILL WE KNOW WE'RE ON TRACK?

Student Achievement in Literacy

Literacy data at Waverley from K-7 clearly indicates that literacy needs to continue as an area of focus for Waverley School for the 2025-2026 school year. Waverley educators collectively agreed in June 2025, that a focus on improving student literacy achievement levels needs to continue for 2025-2026. Literacy data at the intermediate level specifically suggests that literacy skill development for Waverley's Grade 5s and 6s will need to be a targeted area of focus. Indeed, Waverley staff will need to continue to collectively examine and change classroom literacy practices and resource support models at the outset of the 2025-2026 school year to further improve literacy skills for learners. We will know we are on track by collecting and analyzing literacy data. Next year, in addition to collecting and analyzing proficiency scales data, Waverley staff will need to collect more specific literacy data from students in Grades 4-7 (eg. reading levels).

Improved Sense of Belonging

Data on student belonging over the past few years does not capture primary student perspectives on whether they are feeling a sense of belonging at Waverley. Data will need to be obtained in 2025-2026 by asking all students in Kindergarten to Grade 7 the same survey questions to obtain a clearer and more differentiated data set for the school. It would also be important to start

understanding which interventions/strategies and relationships contribute the most to helping a student feel a greater sense of belonging at Waverley. Waverley staff have also indicated that for 2025-2026 that they want to turn their attention to a greater focus on Social Emotional Learning for Waverley students to ensure that students are becoming more self-aware and treating each other and adults in the community with greater degrees of respect and kindness.

Improved Equity

Waverley staff are committed to improving equity. To continue to improve equity at Waverley, Waverley staff will:

- Continue to offer the support of Multicultural Liaison Workers for student and IEP meetings
- Continue to provide the 'Morning Reading Program' for students who need reading support
- find new and creative ways in class and with Resource Teacher and CET teacher support to improve student literacy achievement levels
- Continue to provide Friendship groups for primary and intermediate students
- Continue to hold the Annual Waverley Book Swap for students to access 'new' books
- Improve their skills and abilities to run peace / sharing circles with students
- Continue to provide support for students from the One-to-One Literacy Program and from volunteers who come to read with specific students
- Continue to allow practicum students complete the practicum weeks at Waverley which provide additional attention and support for more vulnerable students
- Waverley students to connect with parents/guardians to provide necessary supports
- Encourage parents to be part of the PAC, volunteer and/or attend special events

We will know that we are on track from literacy data, student and parent/guardian feedback and staff observations. Deeper work will need to continue to be done to improve equity in Waverley classrooms and around the school next year in classrooms, on the playground and on field trips. Professional development related to improving equity (eg. Universal Design for Learning, SOGI, EARND etc.) and student workshops (eg. on empathy, respect and online safety) will need to be continued to be provided to further growth in this critical area.

Reconciliation

To support the journey of reconciliation with the First Nations, Metis and Inuit and to deepen understanding and respect of Indigenous cultures, histories and perspective Waverley staff will:

- Continue to learn about the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.
- Engage with the Truth and Reconciliation Commission (TRC) Calls to Action, especially those related to education.
- Use resources from the National Centre for Truth and Reconciliation to guide classroom discussions and activities.
- Access curated materials from the BC Ministry of Education's Indigenous Education portal.
- Go beyond scripted acknowledgements by personalizing them and connecting them to classroom learning.

- Encourage students to explore what land acknowledgements mean and why they matter.
- Invite local Elders, Knowledge Keepers, and Indigenous educators to share stories, teachings, and cultural practices.
- Use trauma-informed practices to support students and parents/guardians
- Foster respectful dialogue and curiosity about different cultures and histories.
- Waverley staff will engage in district-led and Indigenous education workshops or courses offered by UBC or the First Nations Education Steering Committee (FNESC) and join learning circles or book clubs focused on reconciliation and Indigenous education.
- Encourage students to create projects, art, or presentations that reflect their learning about Indigenous cultures and reconciliation.
- Support school-wide initiatives like reconciliation gardens, murals, or Indigenous language signage.
- Encourage students to reflect through journaling, art, or storytelling about what reconciliation means to them.
- Use holistic and experiential learning approaches that reflect Indigenous pedagogies (e.g., learning through nature, storytelling, and community involvement).
- Incorporate seasonal cycles, oral traditions, and land-based learning into lessons and field trips.
- Display Indigenous artwork, language, and symbols in the classroom.
- Celebrate National Indigenous Peoples Day (June 21) with a school-wide event and classroom projects.

2024-2025

School Learning Plan

SCHOOL STORY

Dr. George M. Weir Elementary School is situated on 44th Street East between Killarney and Rupert Streets. This site enjoys close proximity to the Killarney Community Centre, which includes the recently added Champlain Seniors Centre, as well as Killarney Secondary School. Many of our families have always been very involved in activities offered at the Community Centre.

Typically, many of our students complete their entire elementary school years at Weir, as did their older siblings, and even some of their parents. However, over the past several years, we have welcomed growing numbers of families that are immigrating to Canada from other countries including Vietnam, Iran, Philippines, China, Ukraine, Afghanistan, Mexico and many more. Most grade seven students attend Killarney Secondary when they graduate from Weir. It is very typical for these graduates to regularly return to Weir to visit staff, volunteer for school functions, or play basketball. Additionally, many of the grandparents of our students participate in morning exercise programs on the Weir site under our covered area including Tai Chi, aerobics, and Hackey Sac. Generational connections at Weir are deeply rooted within our larger community.

The home languages represented are predominantly English, Cantonese, Mandarin, Vietnamese, Tagalog, with Spanish, Russian, Portuguese, and Punjabi also represented. Many of these students receive ELL support. We continuously seek opportunities to welcome these rich home cultures into our school. Students with a Ministry Designation who have an IEP are fully integrated at all grade levels, some with support from our student support staff.

Weir is committed to both the academic and holistic, socio-emotional development of all students. We strive to provide a supportive learning environment where students demonstrate social, emotional, and academic growth. We value student agency and enjoy creating opportunities for school-wide leadership. We also recognize that school is an important part of a larger community that nurtures and supports our learners as they grow. Our aim is for the entire Weir community to feel connected to our school and feel that they can participate and contribute in ways that highlight and nurture their unique identities and strengths.

Since returning to our rebuilt site in November of 2022, we have adopted the learning community model. Our school is divided into learning communities by similar grade groupings. The staff within each community is provided with weekly release time to collaborate. A large part of this collaborative time is dedicated to our school goals. This model is guided by research that consistently shows the most significant impact on student achievement at school is through staff collaboration.

Weir is a digitally enhanced school, allowing students to thrive in this digital age. Grades K to 3 have access to school iPads. Grades 4 to 7 not only have access to school iPads but can bring their own mobile devices to school. Students are provided opportunities to engage with the B.C. Curriculum by designing and creating projects of their own. Weir has developed an inclusive program that allows students to engage in personalized inquiry-based learning. Each year, online curriculum opportunities for students to access at school and home (e.g. Mathletics, Raz Kids) have been available, which many parents have come to appreciate.

Typically, our parent community has been active and present in the daily happenings at Weir. Since last fall when we returned to our newly rebuilt school, we have made great efforts to revive many of the past activities and practices with our parents through our PAC council. Their ongoing, meaningful support contributes greatly to the positive school climate and enriches the school experience for all students and their families, and staff members. Their dedication is admirable, and their participation plays an important role in the cultural fabric of our community. We have worked hard to further increase our parent involvement in our school and have looked to better reflect the home cultures of our diverse population. Recently, a group of South Asian parents organized our first Vaisakhi and Diwali celebrations at Weir. These were very exciting events that brought many community members together. Our PAC has also organized many new events including book exchanges and intermural sports.

Further, we have brought some practices back from the past that supported our students and families including:

- Morning homework club where students are provided a quiet space and supervision to work on their assignments.
- Family reading mornings in our library commons.
- Chess club where intermediate students gather to play chess over several lunch times per week.

We continue to seek new and creative ways to include our families in our daily activities and events at school. Further, we continue to emphasize and highlight the rich diversity of our students through cultural events, monthly assemblies, and schoolwide literacy activities. The impact of these efforts is evidenced by the conversations and vocabulary that our students use with their teachers and classmates.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Weir, our students have always shown a deep love for learning and a curiosity about the world around them. They are enthusiastic about new concepts and opportunities, attentive to their studies, and driven by growth and achievement. Our teachers hold high expectations for our students as readers and writers, resulting in literacy experiences that are comprehensive, responsive, and dynamic.

This spring, we conducted a literacy survey that yielded insightful results. Over 75% of our students expressed a desire to read more. When asked what they wanted their teachers to know about them as readers, many students highlighted the value of reading (e.g., “I like reading because you get smart”) and the importance of skills that aid comprehension (e.g., “sometimes I skip words but I still understand”). While our fall assessments show that some young readers are

still developing foundational reading skills, we remain committed to fostering a culture of reading and supporting these early learners. To further nurture a love of reading, we are introducing open reading mornings before school, allowing students to use our library independently, with their families, or with their buddies.

Weir is proud of its wonderfully diverse school community. Our students come from various backgrounds and speak many home languages. Each year, we welcome more families who have recently immigrated to Canada from countries such as Vietnam, the Philippines, Ukraine, and several South American nations. We highly value incorporating our students' home cultures into school activities. Many students and families volunteer for cultural events, such as the Lion Dance during Lunar New Year and our recent Vaisakhi celebration. Additionally, more grade seven students are requesting to have their cultural names included on their elementary school leaving certificates.

Our intermediate students demonstrate a strong sense of agency through volunteer work both inside and outside the classroom. They participate in assembly crews, host morning announcements, and serve as hall, lunch, and equipment monitors. Our students are also passionate social advocates and allies. A recent student learning survey revealed that our grade four and seven students place high value on diversity and are keen to learn about human rights. In recent years, student-run fundraisers have supported victims of natural disasters and international conflicts. There is also a growing interest in Indigenous education and Pride month.

Our staff prioritize connecting with each student individually. Surveys consistently show that Weir students feel they have trusted adults at school who care about them and believe in their success, with results significantly above the district average. Students also report feeling included and welcome at school. However, a recent survey indicated that students are unclear about what is expected of them, despite staff observations of their politeness and good behavior. Clarifying expectations will be a focus area for us. Additionally, while students have made significant progress in mental health care, grade seven students still report feeling anxious at school. We will continue to incorporate mindfulness strategies into our morning announcements and monthly assemblies.

Our students join us on our reconciliation journey, learning to pronounce the names of the three host nations correctly and taking opportunities to acknowledge the land and share their personal connections. We look forward to creating personalized land acknowledgements this fall. Many students are passionate about addressing past wrongs related to residential schools in Canada. They take turns using our Indigenous drums during monthly assemblies and learn Indigenous songs shared publicly or gifted through ceremony. Indigenous knowledge and worldviews are integrated throughout our curriculum and visible in every classroom.

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

The integration of core competencies throughout Weir School fosters a supportive and cohesive learning environment where students actively engage in personal growth. We will continue embedding these competencies into morning announcements, monthly assemblies, and daily lessons, ensuring that students regularly reflect on their goals and deepen their understanding. Maintaining visibility in classrooms and common spaces keeps core competencies at the forefront, encouraging students to recognize their progress and take ownership of their learning. Weekly collaboration time within our school learning communities will remain a priority, reinforcing the shared commitment of educators and students to a culture of learning and development.

We will also continue displaying school-wide core competency goals and strategies by having students write them on leaves and placing them on a communal tree in a central location. This initiative not only celebrates individual achievements but also fosters a strong sense of belonging and support. The daily presence of these leaves serves as a continuous reminder, promoting reflection and accountability. To enhance this practice, we aim to implement weekly school-wide check-ins, creating opportunities for students to connect with their goals more intentionally and engage in meaningful reflection throughout the term.

Weir School remains committed to enhancing literacy instruction by continuing evidence-based strategies that support reading and writing development. We will strengthen vocabulary development, sentence structure, reading comprehension, fluency, and oral communication, empowering students to become confident and expressive learners. Primary classrooms will continue UFLI, Jolly Phonics, Heggerty, Daily Read-Alouds, Guided Reading Groups, Readers Theatre, and Adriene Gear's Reading Power and Powerful Writing, ensuring students engage meaningfully while refining essential literacy skills. We will continue the Blitz, intensive short-term phonics instruction, ensuring students who need extra support in the spring receive targeted interventions. Foundational literacy techniques will remain central to early learning, providing students with the tools needed to build strong phonemic awareness.

Each year, we conduct school-wide assessments of our students' literacy abilities using the DIBELS (Dynamic Indicators of Basic Literacy Skills) measures to direct our instruction and monitor growth. We use the data to both skills areas and grade areas that might need targeted intervention throughout the year. During the 2024/25 school year, we targeted a portion of our grade three and four students in our literacy blitz with daily, small group instruction for six-week intervals. We measured their skill at both the beginning and end of the blitz with significant growth in letter/sound recognition (42%) and decoding (25%).

In intermediate classrooms, literacy instruction will encompass literacy circles, novel studies, story and essay writing, and presentation skills, offering deeper opportunities for analytical thinking and creativity. Across all grade levels, The Five Pillars of Literacy will continue to guide instruction, promoting critical thinking and comprehensive literacy development. Moving

forward, we aim to strengthen collaboration among educators to ensure literacy instruction is cohesive, effectively aligned, and responsive to student growth.

When comparing our CSL (Communicating Student Learning) data from 2023/24 to 2024/24 fall and spring reports for grade four and seven students, we noticed impressive growth in the number of students who were at proficient and/or extending levels of proficiency (increase of 56%).

Beyond structured literacy instruction, we will continue building a culture of reading that fosters a love for literature throughout the school community. Ongoing initiatives such as daily read-aloud, buddy reading, school wide read-alouds, open library mornings, and PAC book exchanges provide students with opportunities to interact with books in engaging ways. To further enrich reading experiences, we aim to expand school-wide reading events, including Drop Everything and Read (DEAR) sessions, a Read-a-Thon to encourage independent reading, and a student book club that promotes discussion and exploration of diverse literature. By maintaining successful programs and introducing new recommendations, we aim to foster a school-wide reading culture that inspires lifelong literacy engagement.

Each year, we conduct school-wide assessments of our students' literacy abilities using the DIBELS (Dynamic Indicators of Basic Literacy Skills) measures to direct our instruction and monitor growth. We use the data to both skills areas and grade areas that might need targeted intervention throughout the year. During the 2024/25 school year, we targeted a portion of our grade three and four students with daily, small group instruction for six-week intervals.

Improve equity

To continue improving equity at our school, we are committed to fostering a learning environment that celebrates and reflects the rich cultural diversity of our students and their families. Staff have emphasized the importance of recognizing and participating in a wide range of cultural celebrations such as Vaisakhi, Diwali, and Lunar New Year, and incorporating these into both classroom and school-wide activities. By inviting community elders and diverse speakers into our classrooms, we create meaningful opportunities for students to share their backgrounds, languages, and traditions. We will also continue to have school-wide read alouds at our monthly assembly that highlights diversity, equity, and inclusion themes. These experiences not only validate students' identities but also help build empathy and understanding among peers. Additional activities are provided after these events to help reinforce the sharing and learning.

Equity also means ensuring that all students see themselves represented in the curriculum and school environment. Staff will continue to expand classroom and school library collections to include diverse texts that reflect the cultures and experiences of our students. Some possible initiatives such as sending out family surveys at the beginning of the year to learn about important holidays and traditions, incorporating cultural stories and artifacts into lessons, hosting multicultural days or heritage fairs, and highlighting different ways of saying "hello" during assemblies to help ensure that cultural diversity is acknowledged and celebrated year-round. By

embedding these practices into our school culture, we aim to create a more inclusive and equitable learning experience for every student.

As a school, a lunch program has been incorporated where a hot, nutritionally balanced meal is provided for students in need. In our classrooms, staff will continue to implement Universal Classroom Supports as well as Essential Classroom Supports to ensure the learning and emotional needs of students are met, while also continuing to expand our toolkits.

An important measure that we pay particular attention to at Weir is how many students feel they have more than one adult at school who cares about them and believes in their success. While we continue to keep this as an area of focus, we notice that higher numbers of Weir students (77%) consistently report this important connection to adults over the district average (61%). While this connection is important for all students, we will continue to pay particular attention to those students who belong to equity-deserving groups.

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

Our reconciliation goals are grounded in fostering a deep respect for and understanding of Indigenous cultures through storytelling and cultural perspectives. We are committed to preserving and honoring Indigenous stories, languages, and traditions by thoughtfully integrating them into our learning environments. Practices such as talking circles and the use of talking sticks help create inclusive spaces where students and educators engage in meaningful dialogue. These methods promote mutual learning, empathy, and connection, allowing children to share their stories and build deeper, more authentic relationships.

We aim to move beyond trauma-focused narratives by emphasizing the beauty, strength, and diversity of Indigenous cultures and histories. Our approach supports positive representation and encourages self-reflection among students and staff. By recognizing personal biases and engaging in ongoing learning, we nurture personal growth and a stronger sense of community. We believe in 'braiding' people and stories together highlighting the collective journey of learning, listening, and healing through story.

To support this vision, we advocate for more time spent in circles, fostering trust and reflection, and ensuring that Indigenous wisdom and traditions are meaningfully honored within our curriculum.

Learning Community Implementation

In the upcoming school year, each Learning Community will engage in unique goals centered around storytelling and Indigenous cultural perspectives:

- **Owl Community (Grades 6–7):** Students will interview family members to explore and share their cultural backgrounds orally, preserving traditions through personal storytelling.
- **Otter Community (Grades 4–6):** Students will connect with the land, explore Indigenous ways of knowing, and participate in traditional games that highlight joy, resilience, and cultural celebration.
- **Wolf Community (Grades 2–3):** Guided by the First Peoples Principles of Learning, students will engage in storytelling that deepens their connection to self, place, and community.
- **Hummingbird Community (Grades 1–2):** Daily morning circles using a talking stick will establish routine, build community, and promote emotional safety and expression.
- **Turtle Community (Kindergarten):** Through developmentally appropriate experiences, students will explore the 7 Principles of Indigenous Storywork—Respect, Responsibility, Reverence, Reciprocity, Holism, Interrelatedness, and Synergy—laying the foundation for early cultural understanding

HOW WILL WE KNOW WE'RE ON TRACK?

Progress in literacy will be monitored through targeted assessments and instructional strategies. DIBELS (Dynamic Indicators of Basic Literacy Skills) and Benchmarks (whole book assessments of reader fluency and comprehension) provide valuable insights, helping educators tailor support and enhance learning. School-wide writes build consistency in writing skills, while CSL (Communicating Student Learning) and FSA (Foundation Skill Assessments) results will track achievement and align with educational goals. These combined efforts effectively monitor growth, refine instruction, and strengthen literacy across all grades.

Progress will be monitored through student learning surveys, anecdotal conversations, observational data, regular check-ins, CSL data, and student feedback, ensuring regular reflection and accountability as we move forward together on this path of Truth and Reconciliation, Core Competency Goals and Equity.

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honored to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəy əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Windermere Secondary is a dynamic and inclusive high school offering a diverse range of courses and programs designed to support the unique learning needs of all students. The school community is dedicated to fostering students' self-development, nurturing a sense of belonging and meaningful connections with peers, staff, and the greater school community, celebrating cultural diversity, and deepening understanding and appreciation of Indigenous history and culture.

The catchment area for Windermere Secondary School, located in East Vancouver, primarily serves students who live in Renfrew-Collingwood and surrounding neighborhoods. The area is comprised of older single-family homes alongside an increasing number of infill housing developments (such as laneway houses, duplexes, and townhomes). It is home to a diverse range of families (young families, multi-generational households, and newcomers) who value the area's relative affordability, access to transit, and strong community connections, while the neighborhood also experiences regular turnover as families relocate due to evolving housing, employment, or educational needs.

Windermere Secondary School currently enrolls 1,103 students in Grades 8 – 12 (23 International students, a District Mandarin Bilingual Program for 20 students, and a District Specified Alternate Program (Windermere Leadership for 140 students). Enrolment in our catchment area has remained relatively stable over the past five years, with minor year-to-year fluctuations. Our school's five-year August new to catchment trend is as follows: 2020 – 8 students, 2021 – 23 students, 2022 – 30 students, 2023 – 26 students, and 2024 – 30 students.

The Ministry of Education and Child Care identifies priority learners as students who may face barriers to equitable access and outcomes in education. This includes Indigenous students, students with disabilities or diverse abilities, English Language Learners (ELL), children and youth in care, and those from low-income families. At Windermere, approximately 14% of the student population is identified as having disabilities or diverse abilities and hold a Ministry special education designation. These students, referred to as diverse learners, may have intellectual, physical, sensory, emotional, or behavioral disabilities, learning disabilities, or exceptional gifts or talents. All diverse learners are supported through an Individual Education Plan (IEP) and are

fully integrated into the school community unless their specific needs require alternative settings. Windermere offers three Vancouver School Board (VSB) Learning Support Programs: Learning Support, Life Skills, and Pre-employment. Additionally, 10% of students are enrolled in ELL classes, and 4% of the student population identifies as Indigenous.

Windermere Secondary, which opened in 1961, continues to grow as a vibrant, inclusive, and future-focused learning community. Several physical plant upgrades took place this past school year and have enhanced both the learning environment and school spirit, including a refreshed exterior, resurfaced tennis courts, and a contemporized library learning commons with new carpet, computers, and improved digital access. Additional improvements, such as a new boiler to our Tech Ed building, upgraded insulation to Rooms 116 and 118, and several renovated classrooms, support energy efficiency and student comfort. These updates reflect our school and District's ongoing commitment to a safe, engaging, and inspiring school environment.

This year, Windermere Secondary used funding from the Student and Family Affordability Fund to support families with school-related costs such as basic supplies, field trips, and clothing for school activities. These supports help ensure all students can fully participate in school life, regardless of financial circumstances. Windermere also participated in the VSB's LunchSmart Subsidized Nutrition Program, providing daily lunches to approximately 120 students through the school cafeteria. This program supports student well-being by ensuring access to nutritious meals, with subsidies available for families in need through the Feeding Futures initiative.

To support family engagement and student well-being, Windermere partnered with parents at a neighboring secondary school through events such as a district Family Night on social media and teen mental health, featuring the documentary Screenagers and a panel Q & A. A school counsellor also shared strategies with Windermere parents and guardians for managing student anxiety and strengthening school-home connections. Additionally, a Grade 8 Parent Night helped build early relationships with families, share key school information, and foster a welcoming, connected community.

Several examples of how we celebrate the VSB Education Plan goals of student achievement, physical and mental well-being, belonging, equity, and reconciliation include a wide range of student-led and school-wide initiatives. Two Windermere student groups received 2024/2025 VSB Student Leadership Fund grants: \$4,000 for Patchwork, a district-wide sustainable fashion show led by a Grade 11 student, and \$2,000 for Windermere's second annual school-wide Carnival, organized by Student Council. Windermere's Student Council continues to foster school spirit, student engagement, and leadership across all grades. A major highlight was the successful Winter Formal, the first in over a decade, which brought together 200 students for a phone-free evening of music, dancing, and community connection. Other council-led events included multiple Spirit Weeks and a Windermere Warrior Wear design contest, with additional events such as Clubs Day, the Terry Fox Run, the Halloween Fashion Show, Rose grams, and the Vancouver School District's annual Sister School Switch.

Led by a Grade 11 student and founder, Humanity Heroes, Windermere's new humanitarian club, led a variety of student-driven initiatives throughout the year to promote compassion, service, and community engagement. Their projects included school-wide food drives, handcrafted bracelet fundraisers supporting local charities, a Pink Shirt Day mural promoting anti-bullying

commitments, a Valentine's card campaign for healthcare workers, and a community clean-up to encourage environmental responsibility. Windermere Athletics continues to offer a wide range of extracurricular opportunities that promote student engagement, teamwork, and school spirit. Students can participate in seasonal sports such as volleyball, basketball, soccer, badminton, ultimate, track and field, aquatics, table tennis, and cross country. Many teams are student-driven and run based on interest and available staff support, reflecting the school's commitment to inclusive and responsive programming.

Windermere is grateful to offer the Leadership & Resiliency Program (LRP), a no-cost, VCH/VSB partnership that empowers students in Grades 8 – 10 to build leadership skills, strengthen social connections, and give back to their community through group activities, volunteering, and one-to-one support. Windermere also participated in the VSB's Flexible/Soft Plastics Collection Program, a district pilot aimed at reducing landfill waste. Led by the Environment Club, the initiative collected soft plastics on-site and raised funds to support student-led sustainability projects. This Spring Break, Windermere students in Grades 10 - 12 traveled to the Dominican Republic with Live Different to help build a home for a local family, an inspiring opportunity that fosters global citizenship, compassion, and student leadership beyond the classroom.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Learners at Windermere Secondary represent a diverse student body from Grades 8 to 12. Our school serves local students from the Renfrew-Collingwood area and surrounding East Vancouver neighborhoods, as well as newcomer and multilingual learners supported through English Language Learning (ELL) programs. Our school also welcomes international students and offers specialized programs such as the District Mandarin Bilingual Program and the Windermere Leadership Program. This diversity reflects a wide range of socioeconomic and cultural backgrounds, including students from multi-generational households, young families, and those experiencing housing transitions.

The evidence gathered from assessments, surveys, and participation data shares information of a school that is inclusive, equity-focused, and student-centered. Windermere Secondary emphasizes student leadership, well-being, and cultural responsiveness, integrating Indigenous perspectives and celebrating diversity. Our school maintains strong community connections through partnerships and family engagement, while also preparing students for future success in post-secondary education and global citizenship. Programs like the Welcome Club, Wellness Wednesdays, and the Leadership & Resiliency Program highlight the school's commitment to holistic student development and continuous improvement.

Student voice plays a central role in shaping Windermere's planning and programming. Feedback from students has helped identify key focus areas such as literacy, mental health, and a sense of belonging. Leadership opportunities through Student Council, Youth Ambassadors, and Link Crew empower students to influence school culture directly. Student-led initiatives like the Patchwork fashion show, Humanity Heroes club, and Indigenous Film Day reflect students' interests and values. Regular surveys and informal check-ins provide ongoing insights into student experiences, informing shifts toward experiential learning, digital wellness, and inclusive practices.

Windermere actively includes a wide range of voices in its decision-making processes. Newcomer students benefit from multilingual peer mentorship and partnerships with our Settlement Workers in Schools. Indigenous students are engaged through leadership roles, cultural programming, and land-based learning opportunities. Families are welcomed into the school community through events such as Grade 8 Parent Night and mental health workshops. Staff collaboration ensures diverse perspectives are considered in planning and reflection, while community partners like Vancouver Coastal Health, Health Canada, Collingwood Neighbourhood House, and Renfrew Park Community Center contribute additional expertise and support, enriching our school’s overall learning environment.

2024/2025 Ministry of Education Grade 12 School Student Learning Survey data indicated the following:

“I am satisfied that in school I am learning basic reasoning skills that I need for the future . . . “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don’t Know
2%	3%	31%	52%	12%	4%

“I am satisfied that in school I am learning basic social skills that I need for the future . . . “

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don’t Know
1%	5%	17%	46%	25%	3%

“Is school a place where you feel you belong?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
3%	3%	32%	38%	19%	1%

“Do you feel safe at school?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
0%	0%	13%	49%	33%	1%

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

At Windermere Secondary, we are committed to creating learning environments that foster confidence, connection, and curiosity. Our approaches emphasize early intervention, real-world learning, and student voice to ensure all learners feel supported and empowered.

We are focusing on students in Grades 8 and 9, recognizing these as key transition years where foundational skills, habits, and relationships are formed. Our efforts target literacy, digital safety, mental health, and civic engagement. We also support students exploring career pathways and

those who benefit from structured opportunities to build belonging and leadership. These areas were identified through staff observations, student feedback, and alignment with district and provincial priorities.

To support students across all grade levels, particularly those in transition years, those exploring career pathways, and those needing additional support in literacy, well-being, and belonging, we have implemented a wide range of actions. All Grade 8 students participate in a cross-curricular Skills Program, where they learn academic strategies such as digital and binder organization, study techniques, and test preparation. Library programming supports literacy and community connection, while the 4x4 Reading Challenge encourages independent reading and goal setting. Students engage in civic learning through the Student Vote initiative and develop career awareness through Take Our Kids to Work Day and weekly office hours with VSB Career Programs staff. Wellness Wednesdays promote mindfulness through tech-free activities, and the Windermere Fitness Park encourages physical activity for students and families. Safety and health education are addressed through presentations on transit safety, opioid awareness, and digital exploitation. Link Crew events, FIT for Learning sessions, and the Athletic Banquet all contribute to a strong sense of school spirit and belonging.

To improve learning experiences and equity, we are doing more to center student voice, hands-on learning, and wellness. We are shifting away from passive, lecture-based instruction and toward experiential, student-led opportunities that promote agency, relevance, and real-world application. We are also reducing distractions through the implementation of the Personal Digital Device Policy, which supports focused learning and healthy digital habits. These changes reflect our commitment to creating inclusive, engaging, and equitable learning environments.

In Semester 2, we continued to focus on mental health and screen time, aligning our efforts with the BC Ministry of Education and Child Care and VSB policies regarding mobile devices. Our approach emphasized using devices as tools for learning rather than sources of distraction, while promoting self-regulation and positive mental health outcomes.

To better understand student experiences, we intentionally gathered feedback from students across Grade 10 to 12 about their use of technology and mobile devices at school. The data revealed encouraging trends:

- Grade 12: 16% of students reported that their focus became somewhat better, and 7% said their focus significantly improved. Additionally, 27% felt positively impacted in their ability to connect with peers.
- Grade 11: 23% of students experienced improved focus, and 20% felt better connected with peers.
- Grade 10: 26% of students reported improved focus, and a notable 38% felt better connected with peers.

These findings suggest that implementing mobile device restrictions to reduce distractions and multitasking during instructional time can positively influence both academic focus and social connection.

We also used the Student Learning Survey (SLS) to further explore the impact of these changes on academic achievement. Student self-reporting indicated:

- Grade 10: 31% of students shared that their grades improved.
- Grade 11: 20% of students reported improved grades.
- Grade 12: 15% of students noted academic improvement.

This data suggests that targeted interventions around mobile device usage may be most impactful when introduced earlier in students' high school journeys. As a result, we plan to continue leveraging student voice through the SLS and other feedback mechanisms to inform staff practices and enhance student achievement and well-being.

These findings align with our broader efforts to support student well-being and achievement through early, targeted, and sustainable interventions.

We recognize that this work must be manageable and sustainable. Our initial focus is on strengthening foundational skills and wellness support, particularly for students in key transition years. As our initiatives grow, we will continue to expand leadership and career readiness opportunities across all grades. Ongoing reflection and evaluation will guide us in refining our programming and scaling successful practices to ensure long-term impact and equity for all learners.

While the areas of focus, such as literacy, well-being, and student engagement, are not new, our deepening understanding continues to shape and strengthen our practices. As our learning grows, we are refining how we support students through more responsive, inclusive, and evidence-informed approaches. For example, our implementation of Wellness Wednesdays reflects a growing emphasis on proactive mental health support and mindfulness, offering students and staff regular opportunities to pause, reset, and build healthy habits. Staff are supported through ongoing professional learning, collaboration with district specialists, and partnerships with community organizations such as Health Canada, the Vancouver Public Library, and VSB Career Programs. These efforts ensure that our practices remain relevant, sustainable, and grounded in the evolving needs of our learners.

November 2024 Literacy Assessment 10 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	108	3.70	14.81	62.04	18.52

April 2025 Numeracy Assessment 10 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	114	14.91	39.47	35.09	10.53

November 2024 Literacy Assessment 12 results:

	Number Counted	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Extending)
School	205	2.93	18.54	62.44	16.10

2024/2025 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“At school, I am learning how to care for my mental health (for example, anxiety or stress management, anger management, relationship skills).”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
8%	18%	27%	30%	6%	5%

“At school, I am learning how to care for my physical health (for example, getting healthy food, exercise, and sleep).”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1%	7%	14%	61%	14%	1%

“How would you describe your mental health?”

Excellent	Very Good	Good	Fair	Poor	Don't Know
5%	19%	30%	25%	9%	8%

“How would you describe your physical health?”

Excellent	Very Good	Good	Fair	Poor	Don't Know
11%	23%	28%	27%	5%	3%

Improve equity

At Windermere Secondary, we recognize that newcomer and multilingual students often face barriers such as language challenges, social isolation, and unfamiliarity with school systems. To address these inequities, we have developed a multi-layered approach that fosters belonging, builds confidence, and supports academic and emotional well-being.

Our Welcome Club, meeting weekly on Tuesdays at lunch, provides a safe and inclusive space where newcomer students can connect, build friendships, and access support. This initiative is complemented by our Youth Ambassadors Program, where trained Grade 11 and 12 students offer peer mentorship and language support in Tagalog, Vietnamese, Chinese, Spanish, and Russian. Our ambassadors, trained by VSB Settlement Workers in Schools (SWIS), help bridge cultural and linguistic gaps throughout the school year.

To further support student well-being, weekly SWIS sessions, in partnership with LOVE BC (Leave Out Violence British Columbia), focus on healthy communication, self-defense, and creative expression, helping students build resilience and confidence. Events like our ELL Meet and Greet early on in the school year, organized by Youth Ambassadors and SWIS Youth Workers, foster community and connection among ELL and International students.

We are also expanding our equity lens through community partnerships. Our collaboration with Collingwood Neighbourhood House brings a Peer 2 Peer Program to Windermere, empowering youth through mentorship and health education rooted in social justice. Additionally, all Grade 8 students participate in a field trip to local places of worship, deepening their understanding of religious diversity and promoting intercultural respect.

To sustain and grow this work, we are committed to ongoing professional development for staff in inclusive practices and culturally responsive pedagogy. By centering student voice, strengthening community ties, and embedding equity into our school culture, we aim to ensure that every student, regardless of background, feels seen, supported, and empowered to succeed.

2024/2025 Ministry of Education Grade 10 School Student Learning Survey data indicated the following:

“At school, I am learning to understand and support human rights and diversity.”

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1%	0%	14%	61%	15%	7%

“During this school year, have you experienced discrimination on the basis of your sexual orientation or gender identity?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don't Know
61%	20%	10%	3%	0%	3%

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

Windermere Secondary has engaged in a range of meaningful initiatives to deepen understanding of Indigenous worldviews and knowledge. Our school was honoured to receive a Reconciliation Blanket, gifted by Musqueam artist Debra Sparrow this past school year. Now displayed in our school’s main entrance’s central hallway, the blanket, paired with a QR code linking to a video of the artist sharing her teachings, offers a meaningful opportunity for daily reflection and learning about Indigenous culture and reconciliation.

In the fall, students and staff wore orange and participated in reflective activities to learn about the legacy of residential schools in advance of the National Day for Truth and Reconciliation. We also recognized Musqueam Day on November 1, learning about the 1984 Guerin decision and its significance in affirming Indigenous rights, and on November 8, we honored the military contributions of First Nations, Inuit, and Métis peoples.

Throughout the year, students engaged in experiences that fostered cultural learning and belonging. All students participated in a session with Indigenous artist Andy Everson, who shared how his heritage influences his work. This session helped students connect with Indigenous perspectives through art and storytelling. Indigenous students in Grades 8 – 12 also attended an ACCESS Programs and Services session held in our school’s Sacred Room, where they were introduced to employment and training opportunities in a culturally welcoming environment.

In January, Indigenous students were invited to a volunteer session to help plan Windermere’s Indigenous Film Day, led by the District’s Indigenous Education Curriculum Consultant. This session provided students with leadership opportunities and a platform to contribute ideas in a supportive space. As a result, the entire school community was invited to a screening of *The Water Walker*, a powerful documentary about Anishinaabe youth water protector Autumn Peltier. The film highlighted the clean water crisis affecting many Indigenous communities and showcased

Autumn’s advocacy journey from Wiikwemkoong Unceded Territory to the United Nations, deepening awareness and inspiring action among students and staff alike.

At Windermere, we are committed to sustaining and deepening our understanding of Indigenous perspectives and knowledge through meaningful, ongoing action. We continue to honour Indigenous cultures by maintaining annual observances and expanding opportunities for learning. These include guest speakers, workshops, and land-based learning experiences that connect students and staff to Indigenous ways of knowing and being.

We continuously embed Indigenous worldviews across all subject areas, ensuring that these perspectives are not limited to specific events or months, but are integrated throughout the school year. This approach helps students develop a more holistic and respectful understanding of Indigenous histories, cultures, and contributions.

2024/2025 Ministry of Education School Grade 10 Student Learning Survey data indicated the following:

“At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
1%	2%	50%	29%	14%	1%

2024/2025 Ministry of Education School Grade 12 Student Learning Survey data indicated the following:

“At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?”

Never	Almost Never	Sometimes	Most of the Time	All of the Time	Don’t Know
1%	3%	29%	34%	28%	2%

HOW WILL WE KNOW WE’RE ON TRACK?

We will know our efforts are making a difference when we see increased student engagement, improved well-being, and stronger academic confidence across grade levels. To assess this, we will use a combination of quantitative data, student and staff voice, and ongoing reflection.

We will draw on baseline and longitudinal data including:

- Literacy and Numeracy Graduation Assessments
- Student Learning Survey results
- Attendance records
- Participation rates in programs such as Wellness Wednesday’s and Student Vote
- Feedback from newcomer students involved in Welcome Club, SWIS sessions, and cultural events

We will also track qualitative indicators such as student reflections, classroom observations, and staff discussions during department meetings and collaborative planning sessions. These will help

us understand how students are experiencing school and whether they feel a sense of belonging, purpose, and growth.

If we observe no change or unexpected outcomes, we will respond by reviewing our strategies collaboratively, seeking student and staff input, and adjusting our approach. This may include revisiting how programs are delivered, increasing support, or shifting focus based on emerging needs.

We will continue to celebrate success by sharing stories of impact through our school newsletters, assemblies, and by recognizing student and staff contributions at events like the Athletic Banquet. These celebrations reinforce a culture of growth and community.

Student and staff voice will be central to our ongoing planning and reflection. We will gather feedback through surveys, informal check-ins, and leadership opportunities such as Link Crew, Youth Ambassadors, and project-based working groups. This inclusive approach helps us create a school environment where students feel valued, supported, and connected, cultivating both a love of learning and a strong sense of belonging. In alignment with the Vancouver School Board's vision, Windermere Secondary is committed to preparing our students to be active, engaged, and socially responsible citizens who thrive as lifelong learners.

2024-2025 School Learning Plan

SCHOOL STORY

wəkʷaṇəs tə syaqʷəm Elementary was gifted a Musqueam name that means “the sun rising over the horizon.” It enrolls over 320 students in 14 divisions, from kindergarten to grade 7. The school is a newer build, and one of two mass-timber, seismically safe schools built in Canada. There is a new playground where students can sign out equipment for play during recess and lunch. The open-concept and wood tones provide a warm and welcoming environment for students and staff. The roof is covered with an array of solar panels that provide more than enough energy for our school.

The community is culturally diverse, and families represent a wide range of cultural and linguistic groups. Parents are supportive and actively involved in the school through the Parent Advisory Council (PAC), hosting many community events and fun fundraising ventures that support extracurricular needs within the school. The YMCA provides before and after school care onsite. We foster active engagement from parents and families, creating a multigenerational and multicultural environment. We value and celebrate the diverse home cultures of our students.

Teachers work collaboratively to support student learning and provide enriching experiences for students beyond the classroom to include a range of field studies and student leadership groups. Older students have leadership and service opportunities as members of student council, library, and lunchtime monitors. We have a gorgeous gym, and students have opportunities to compete in cross-country running, volleyball, pickleball, basketball, and track and field. We have implemented various programs and initiatives to enhance students’ learning experiences. An Artist in Residence program provides opportunities for students to explore the importance of the watershed in our community through art, in partnership with the City of Vancouver Parks Board. Staff is attentive to the social and emotional needs of students, and we are fortunate to be situated close to regional parks, which allows us to utilize community resources like the Pacific National Exhibition (PNE), local parks, and outdoor spaces.

We emphasize socially responsible global citizenship through activities such as the Terry Fox Run, and our Orange and Pink Shirt Days. There is a strong tradition of social-emotional learning at the core of our teaching at school with a strong belief that if students feel safe and welcome at school,

they will start their school days calm and ready to learn. Environmental stewardship is also a priority with programs like our soft plastic recycling focus months, a bike-to-school initiative, and stewardship of the street rainwater filtration basins at each corner of the school city block.

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəy̓ əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). We are fortunate to have many Indigenous art pieces within our school and welcome Knowledge Keepers to share their teachings with students and staff.

Students are known for their artistic talents, good manners, and respect for each other and school property. We promote inclusivity and collaboration by creating a supportive and inclusive environment. We celebrate student learning through open houses and portfolios, and we acknowledge and appreciate the diverse celebrations that reflect students' heritage.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We have found that students are willing and work hard to continue to grow as learners. Though many students start the year as emerging or developing, most students become proficient or even extending in their courses as the year goes on. Students are hardworking and teachers work hard at helping students improve.

Our school community is comprised of almost 30% of students who are English Language learners, some of whom have recently come to Canada. Less than 10% of our students have Inclusive Education designations. Our students come from many different cultures and speak a variety of languages at home. Based on the representative data from the Middle Years Development Index (MDI) given to our Grade 6 students, several languages are spoken at home including English, Cantonese, Mandarin, Vietnamese, Filipino/Tagalog, Spanish and Japanese.

Also from the MDI index, our students are quite similar to other students within the district in terms of well-being with less students with high well-being but also less with low well-being when compared to the whole district.

WELL-BEING & ASSETS INDICES

Combining select measures from the MDI helps us paint a more comprehensive portrait of children's overall well-being and the assets that contribute to their healthy development. The results for key MDI measures are summarized by two indices. This section of the report focuses on results for the Well-being Index and the Assets Index. Learn more about the important relationship between individual measures, the Well-being Index and the Assets Index in the [Discover MDI Field Guide](#).

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children's mental and physical health.

MEASURES

Optimism
Happiness
Self-Esteem
Absence of Sadness
General Health



High Well-being (Thriving)

Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.



Medium Well-being

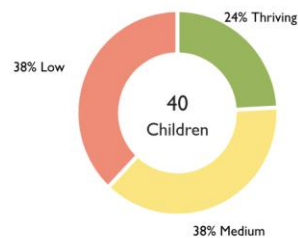
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



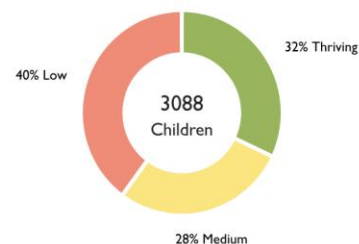
Low Well-being

Children who score in the low range on at least 1 of the 5 measures of well-being.

WĀK'WĀHĀS TƏ SYAQ'ƏM ELEMENTARY
GRADE 6



VANCOUVER
GRADE 6



ASSETS INDEX

The Assets Index combines MDI measures that highlight four key assets that help to promote children's positive development and well-being. Assets are positive experiences, relationships or behaviours present in children's lives. Assets are considered actionable, meaning that schools and communities can focus their efforts in these areas to create the conditions and contexts where children can thrive.

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 at seeing growth in literacy at our school from the practices that we are undertaking. Though this is a school-wide goal, much of the work is establishing good practice in the primary grades.

While classroom teachers focus on their students in class, we collaborate to best utilize the strength of a team approach. We are a Collaborative Early Literacy Intervention (CELI) school with an expert who works with the students identified with the most literacy intervention needs. The CELI teacher works with small groups of students as well as a small number of students one-to-one in a concentrated intervention. The primary classroom teachers and resource teachers are using the VSB's Literacy Framework as well as University of Florida Literacy Institute (UFLI) resource materials. We also are lucky to have the One-To-One children's literacy program, where volunteer tutors work one on one to support young readers.

We have a scheduled common literacy time where primary students are grouped and work with a teacher to support specific aspects of their literacy needs. Groups are changed up periodically to support students as they progressed at different paces. Continuous, diagnostic assessment using a variety of assessment tools targeting specific needs and monitored student progress to guide practice.

Improve equity

We continue to give student equitable access to learning opportunities at our school. This can take many forms. It starts with the promotion of Universal Design for Learning (UDL) in lesson and classroom planning. By providing flexibility in lesson design and learning spaces we are better prepared to meet the diverse learning differences of our students.

We are looking at equity in our playground to provide learning opportunities for all our students, especially our younger ones, so that they can experiment and grow through experiential learning.

We continue adding opportunities for athletics, allowing students to participate in sport through extracurricular sports teams, intramural sport, or bringing in guests to introduce sports like we did with tennis this past year. We added four volleyball teams this year and our cross-country running, badminton, basketball, pickle ball and track and field teams grew this year.

We will build on the success of our Artists in Residence Studio (AIRS) Program by continuing to provide high level art education to all of our students. We offer expert music instruction and look at ways to introduce dance and movement where possible. Outside performers introduce and expand the world of art.

Students had many field trip learning opportunities, and food was made available to students whose families were in financial need, through our lunch program. These were further examples of how equity was demonstrated.

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

We continue to find ways to include reconciliation in how our school moves along their learning journey. It starts with the effort our students put forward in daily announcements to correctly pronounce the Nation's names in our agreed upon wording of the Land Acknowledgement.

We proudly use our Indigenous created school logo created by Musqueam artist, Chris Sparrow for our school signifying the meaning of wə́kʷaḥəs tə syaqʷəm, “the sun rising over the horizon”.



We continue to recognize significant Indigenous days and events, take advantage of local events, and welcome special Indigenous guests. This year our primary students learned about Indigenous dance. Our AIRS program aims to incorporate Indigenous teachings in the art that students create.

Last year 77% (this year 79%) of Grade 4 and Grade 7 students say they are being taught about Indigenous Peoples in Canada with 63% (this year 53%) of Grade 4s and 65% (this year 74%) of Grade 7s learned about local Indigenous Peoples as shown in the Ministry Student Learning Survey.

HOW WILL WE KNOW WE'RE ON TRACK?

There are internal (our own student reports) and external (Ministry Foundation of Skills Assessment or FSA) assessments that allow us to check student progress. We also look at data from the Student Learning Survey to hear what students reported about their learning.

We have the ability to compare data in the 1st Learning Update with the Summary of Learning at the end of the year. Shown here are the Grade 4 and Grade 7 results as these are the grades that completed the Foundation of Skills Assessment (FSA) and the Student Learning Survey. In most cases, students showed increases in proficiency to “proficient” or “extending” and reductions in those “emerging” or “developing”.

By the end of the year 72% of the Grade 4 students were proficient or extending in English Language Arts while 73% were proficient or extending in Mathematics.

Grade 7s at the end of the year were 86 % proficient or extending in English Language Arts while 79% were proficient or extending in Mathematics.

This was further supported with the Ministry Foundation of Skills Assessment (FSA) results for the Grade 4 and 7 students. Here you see that more students end up “On Track’ or “Extending” overtime as they progress up through the grades.

Grade 7 2024/25
Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	4	7.84
On Track	45	88.24
Extending	Less than 10	Less than 10

Grade 7 2024/25
Numeracy



	Participation Rate - Writers Only	
	#	%
Emerging	12	23.53
On Track	34	66.67
Extending	Less than 10	Less than 10

Grade 4 2024/25
Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	13	39.39
On Track	20	60.61
Extending	less than 10	less than 10

Grade 4 2024/25
Numeracy



	Participation Rate - Writers Only	
	#	%
Emerging	14	43.75
On Track	17	53.13
Extending	less than 10	less than 10

We also heard from students how they felt about their learning. Students anecdotally reported in the Ministry Student Learning Survey that:

- 72% of Grade 4s and 63% of Grade 7s said that they were getting better at math.
- 87% of Grade 4s and 64% of Grade 7s said that they were getting better at reading.
- 88% of Grade 4s and 67% of Grade 7s said that they were getting better at writing.

2024-2025 School Learning Plan

SCHOOL STORY

General Wolfe Elementary is a vibrant learning community of students supported by passionate educators and engaged families. *We are grateful to be located on the unceded, traditional lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh) Nations.*

As envisioned by the Vancouver School Board Education Plan 2026: Goal One (*the Vancouver School Board will improve student achievement, physical and mental well-being, and belonging*), the Wolfe staff is committed to the development of all learners through active and engaged learning. Student learning is supported both in and outside of the classroom. Up to date library resources, learning through technology, a music program, field studies, and outdoor learning spaces all support curriculum learning. Students are encouraged to follow their passions and explore their interests in open-ended activities such as choosing their own science fair projects, composing rhythms and melodies in music, deciding how to use their time on Play Days, writing personalized Land Acknowledgements for the daily announcements, and leading monthly school assemblies. Extracurricular sports and clubs, sponsored by staff, provide additional learning opportunities. In recent years, student initiative has led to the creation of a Chess Club, Dungeons & Dragons Club, intramural soccer league, Assembly Club, and Student Voice group, with representatives from each intermediate division. Ongoing staff professional development, which in recent years have included sessions on outdoor learning, local First Nations, math, and how to support students' executive functioning, provide staff with opportunities to enrich their practice to support student learning. Wolfe students take on leadership roles in the school by volunteering as Kindergarten Monitors, PA Announcers, Office Monitors, Library Monitors, and Audio-Visual technicians. Each division has a buddy class where intermediate and primary students work together to build community bonds throughout the grades. A monthly assembly is student-led and an opportunity for all classes to share their learning with one another.

Student learning is supported by an active and generous parent community. The Parent Advisory Council (PAC) events create a larger sense of community and raise funds for school activities and resources. Recent community events have included Welcome Back Nights in September, annual school dances, walkathons, and movie nights. PAC fundraising has supported activities such as skating at Hillcrest for the entire school, school performances and presentations, learning sessions for all parents and caregivers, and additional technology resources. The PAC and Wolfe staff have worked together in past years on a plan for outdoor learning spaces to be funded from the PAC Legacy Fund. The spring of 2023 saw the implementation of the plan with the addition of picnic tables, new concrete and wooden benches, and replaced wooden benches in the forest area.

Many Wolfe alumni stay connected to the school and come back to volunteer. Alumni help at Sports Days, Science and Heritage Fairs, and volunteer in classes. In 2024, a Wolfe alumni, Ben Hartley-Folz, painted the “Let Creativity Grow” mural in the Sport Court.

In addition to the PAC, the school community is supported by the Spare Time Child Care Society, which provides out of school time care before and after school and during school breaks, and the Hamber and Tupper Community Schools Teams.

The Wolfe School Code of Conduct is taught as PAWS, which reminds students to be Polite, Accountable, Welcoming and Safe. Direct teaching as well as posters, a school song, a hand sign, and a PAWS pathway outside all support students in understanding and remembering PAWS and the overall behaviour expectations.

The school facility was seismically upgraded between 2019 and 2021. In September 2021, the school community returned to the Ontario Street site after two years at the South Hill swing site.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

A diverse student population of 390 students is divided into 17 divisions, almost evenly split between primary (K-3) and intermediate (4-7) grades. Wolfe students include Indigenous children and children with citizenship from 25 different countries. While most students speak English at home, the Wolfe community also speaks 24 other languages. At Wolfe, 18% of the students are English Language Learners. Wolfe welcomes all people and, in particular, has warmly greeted children from homelands immersed in conflict. A number of students have BC Ministry of Education special education designations.

With such diversity, students are encouraged to learn about who they are, their heritage, and their own unique story. While many students can describe different aspects of their identity, they are still learning how that identity is part of a larger community, how that identity and personal story is created, and how to share that identity with others.

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

At Wolfe, we have been using stories (writing stories, reading diverse stories, telling stories in a variety of ways) as opportunities for students to explore their personal identity. This is primarily done in English Language Arts but is also explored in many other subject areas. Looking at *Positive Personal and Cultural Identity* Core Competency, our goal is for each child to continue to develop a healthy sense of who they are, to increase their understanding of their own unique story, and to be able to share that story with others.

Improve equity

As part of our exploration of personal identity through story, we will continue to ensure that each child has the opportunity to see themselves reflected in diverse stories presented in the classroom

and library, and has the resources to tell their own story in meaningful ways (e.g. access to art materials that allow them to choose how to draw themselves, a mix of written and oral story telling activities).

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

At Wolfe, students and staff have been growing in their understanding of why Indigenous Land Acknowledgements are important. This year we have focused on building that understanding and practiced giving appropriate and sincere Indigenous Land Acknowledgments on the morning announcements and at school events such as assemblies.

HOW WILL WE KNOW WE'RE ON TRACK?

The Wolfe staff used the Ministry of Education profiles from the *Positive Personal and Cultural Identity* Core Competency to monitor each students' progress in developing a healthy personal identity and ability to share their story which includes "knowledge of one's family background, heritage(s) language(s), beliefs, and perspectives in a pluralistic society" (<https://curriculum.gov.bc.ca/competencies/personal-and-social/positive-personal-and-cultural-identity>).

Profile 1 is the most basic understanding: "I am aware of myself as different from others." Profile 6 is the most nuanced understanding: "I can identify how my life experiences have contributed to who I am: I recognize the continuous and evolving nature of my identity." While results varied from class to class and Wolfe students span the entire spectrum of understandings, data collected in the fall and spring indicate that there was a small positive shift across all grades in student progression in this competency, with the majority of students being at profiles 3 ("I can describe different aspects of my identity") and 4 ("I have pride in who I am. I understand that I am a part of larger communities"). These understandings of identity and the ability to tell one's personal story evolve over time and more slowly than subject specific content and skills as measured by the proficiency scales (emerging, developing, proficient and extending).

Students' learning about their identity and culture included all four areas of literacy: reading, writing, listening, and speaking. Class based activities such as story workshops (creating stories with small objects), cultural explorations through novel studies, studies of different cultural groups, presentations by students about their own cultural identity, and art projects exploring personal identity all gave students opportunities to deepen their ability to understand and share their own identity and cultural history. At Wolfe, there was a positive shift in English Language Arts over the course of the year. The final summary of learning for students showed that over half were proficient or extending at their grade level.

With respect to Land Acknowledgements, almost all students know what a Land Acknowledgement is, while many can also say why Land Acknowledgements are important. Data collected in the fall and spring show that this understanding has also improved over the course of the year. Over 87% of students in grades 4 and 84% of students in grade 7 indicated on the provincial Student Learning Survey that they could explain to someone else why a Land Acknowledgement is important. Many teachers are incorporating Land Acknowledgements into regular class activities such as class meetings and presentations. Often, students write their own

introduction before following with the wording of the VSB Land Acknowledgment. Students have learned how to say the names of the three local Indigenous groups. Student written and presented Land Acknowledgements take place as part of the daily announcements, as well as all assemblies and school events. Ongoing learning about Indigenous peoples and perspectives is providing students with a deeper understanding to draw upon when understanding Land Acknowledgements. Some of the ways this has been done are through Indigenous storytelling, studies of historical events such as Residential schools, integration of Indigenous teachings in all subject areas, field studies and a school performance by performing artist, Nyla Bedard.

2024-2025 School Learning Plan

SCHOOL STORY

xpey' is an Indigenous Focus Elementary School that has welcomed both Indigenous and non-Indigenous students from across the district since it was established in 2012. This choice school was named xpey' in 2017 to honor and deeply connect with the three Indigenous Nations who host the school on their traditional territory. xpey' means "cedar" in the hə́nqəmínəm language of the the x^wməθk^wəyəm (Musqueam) People.

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & sə́lilwətał (Tsleil-Waututh) Nations.

xpey' is found in the Grandview Woodlands neighborhood of East Vancouver. xpey' currently serves 71 Kindergarten to Grade 7 students and has a Strong Start Program for children ranging from 0-5 years of age. Families are an integral part of xpey's community and are welcome in the All Nations Room and school throughout the day. xpey' staff are committed to working with families to facilitate the intergenerational learning of Indigenous knowledge, ways of being and doing.

xpey' works closely with several external agencies and individuals who support students' sense of identity and belonging, as well as their social-emotional, physical and academic wellbeing. xpey' shares its grounds with Eagles in The Sky and Eaglets who provide both pre and before/after school daycare. xpey also hosts community volunteer tutors. In addition, several rotating lunch and after school programs run at xpey' such as Writer's Exchange, basketball, robotics, expressive art and Indigebuddies (Big Brothers). Lunch Labs teaches students about healthy eating and encourages them to try a variety of foods, twice weekly. Throughout the year, Indigenous role models and elders are invited to share knowledge and teachings. For example, a pipe ceremony is held each school term to respect the change of seasons.

Honouring the resiliency of Indigenous Peoples and their stories, xpey' celebrates its unique status as an Indigenous Focus Choice School within the VSB. Our school goals are social emotional learning, Indigenous learning, Literacy and Math. We move toward achieving these goals within Indigenous curricula, structures, and strategies. Our vision is to foster strength of self and identity, pride in and knowledge of Indigenous cultures, languages and ancestry, as well as academic excellence.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Over 90 % of xpeý students identify as Indigenous, less than 10 percent are English Language Learners and approximately 29% have ministry designations that describe and support diverse learning profiles. Many xpeý students have moved to Vancouver from rural areas of BC or other Canadian provinces and some are cared for by extended family members. Being separated from their larger families and land, xpeý students learn best when adults connect with them as individuals and facilitate a school environment that accounts for how culture and intergenerational experiences can influence learning differences and preferences.

xpeý students thrive when learning through Indigenous ways of knowing, being and doing. They benefit from time to connect with each other, their families, and school staff at the beginning and end of each day. Their natural time for focused learning is the middle portion of each school day. xpeý students gravitate towards play-based and hands-on experiential, cultural, and land-based learning. They are also relationship-based social learners who enjoy presenting their learning orally, including by storytelling.

Data collated from Learning Update Reports (Term 1) and Summary of Learning Reports (Term 3) provide further insight into xpeý learners. For Language Arts and Math, the graphs below compare the percentage of students achieving at each performance scale indicator across Term 1 and Term 3.

Term Comparison by Percentage: Primary Language Arts (Grade K-3)

	Emerging	Developing	Proficient	Extending
Term 1	65	17.5	17.5	
Term 3	32	39	23	<10

Term Comparison by Percentage: Intermediate Language Arts (Grades 5-7)

	Emerging	Developing	Proficient	Extending
Term 1	52	39	<10	
Term 3	61	26	13	

For Language Arts, the data between Term 1 and Term 3 shows an increase in the number of students assessed at the Developing and Proficient levels for Primary students. A few Primary Students were assessed as extending by third term. For intermediate students, more students were assessed at the Proficient level.

Term Comparison by Percentage: Primary Math (Grades K-3)

	Emerging	Developing	Proficient	Extending
Term 1	47.5	27.5	25	
Term 3	27.5	41	27.5	<10

Term Comparison by Percentage: Intermediate Math (Grades 5-7)

	Emerging	Developing	Proficient	Extending
Term 1	63	27	10	
Term 3	57	30	10	<10

For Math, the data between Term 1 and Term 3 shows an increase in the number of students assessed at the Developing and Proficient levels for both Primary and Intermediate students. A few Primary and Intermediate Students were assessed as extending by third term.

While the achievement data for Language Arts and Math demonstrates improvement in student outcomes, the vision to have most students (85 % or more) achieving greater than the emergent level continues to be a school goal.

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

A sense of belonging and well-being is a cornerstone to improving student achievement in social emotional learning, literacy and numeracy. We strive to make school fun and welcoming for students and families by offering engaging learning activities such as Sports Day, a School Based Indigenous Day, offsite Field Studies (Environmental Youth Alliance Garden, UBC Botanical Garden, Indigenous Day at the board office, Swimming Lessons, and Splash and Dash) as well as onsite Field Studies (Ingrid – hands on Science and Kryste Dos Santos - Motown history performer). To further support a sense of belonging and well-being for students, we have school spaces such as our All Nations Room, Sensory Rooms and a Ready Body Learning Minds Motor Lab where students can connect with staff and ready themselves for learning.

We are also focusing on hands-on learning through inquiry and exploration. Our learning support team of Classroom Teachers (CTs), Resource Teachers (RTs), a Curriculum Enhancement Teacher (CET), an Indigenous Education Enhancement Worker (IEEW), an Area Counsellor (AC) and School and Student Support Workers (SSAs/SSB), work together to support the academic and social/emotional learning needs of students. Staff are working to ensure students have access to targeted instruction in literacy and numeracy to be successful. We will continue to work on our strategies and adapt as needed to support student improvement.

Improve equity

We approach each child's learning profile by first recognizing their strengths and then identifying and addressing barriers to their learning. Our approach combines and applies the First Peoples' Principles of Learning, the Vancouver School Board's (VSB's) Responsive Literacy Framework and the VSB's Responsive Tiered Intervention (RTI) Framework. Our learning support team regularly reviews student progress and collaborates to provide Differentiated Instruction (DI) within a Universal Design Framework (UDL). We also strive to facilitate socio-economic equity for students and their families by providing breakfast, lunch and snacks as well as gift cards to purchase food, clothing, and household items. In addition, our Community Links team facilitates student participation in summer camps and after school activities like soccer and music classes.

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

xpeý embodies a journey of reconciliation. We are in constant review of how we can increase the Indigenous content and accuracy of our yearly practices as well as our daily routines and teaching. In keeping with Indigenous ways, we are learning the protocols of the *xʷməθkʷəy̓əm* (*Musqueam*) in honour of the land xpeý is on. This is evident in our unlearning and relearning of the Coast Salish blanket ceremony for our yearly Grade 7 graduation. We are grateful to Elder Rose Nahanee, Sesemiya (Tracy Cameron), and Latashkinem (Robert Williams) for guiding our learning. Each school year we invite Indigenous elders and knowledge keepers to guide our ways of knowing, being and doing. This coming school year we are planning to make moccasins, ribbon skirts, fans, and smudge kits. Each month, we also plan to introduce medicine, a book, and a selection of music. In addition, we will include the Coast Salish Anthem and mention of a notable Indigenous fact in our daily announcements. We will continue to invite families to participate in pipe ceremonies and to share in our recognition of significant days such as Orange Shirt Day/Truth and Reconciliation Day (Sept. 30), Red Shirt Day (May 5) and National Indigenous Day (June 21). Perhaps most importantly, we will begin the school year with a community gathering.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track if:

- The number of students participating in school-based activities increases.
- Student attendance continues to improve.
- The comparative data between Term 1 (Learning Update Report) and Term 3 (Summary of Learning Report) continues to show improvement.
- The Indigenous content of our yearly practices, daily routines and teaching improves or increases.
- Visiting Elders share positive feedback about their experiences in the community.
- The number of family members attending school events or volunteering in the school increases. Student voice from Student Learning Survey (SLS) and Middle Years Development Index (MDI) data shows an increase in positive responses.