

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 səlilwətał (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.