

## 2024-2025

# School Learning Plan

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### 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.

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## 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.

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### **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<sup>w</sup>məθk<sup>w</sup>əyəm (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.

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## 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.