

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/ᑭᓄᕐᖅ 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/ᑭᕐᓱᓴᓴᓴᓴ 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