

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:

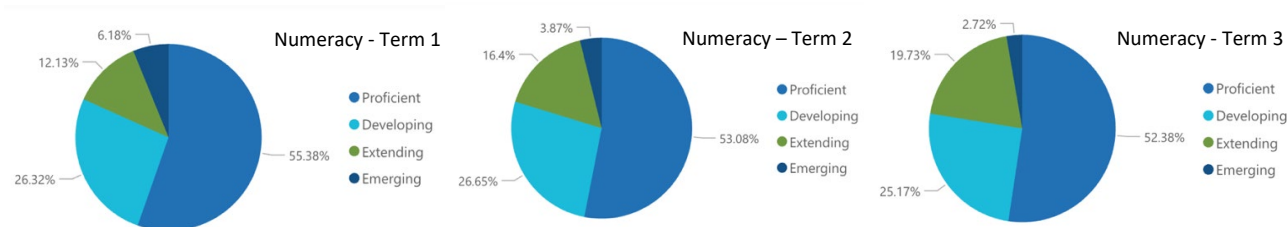
Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

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.