

2024-2025 School Learning Plan

SCHOOL STORY

wəkʷańəs 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), Sḵwxwú7mesh 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

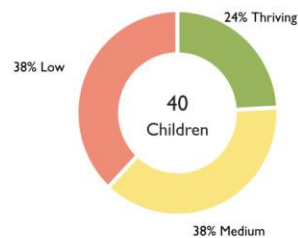
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.



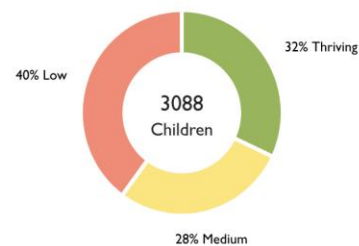
Low Well-being

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?

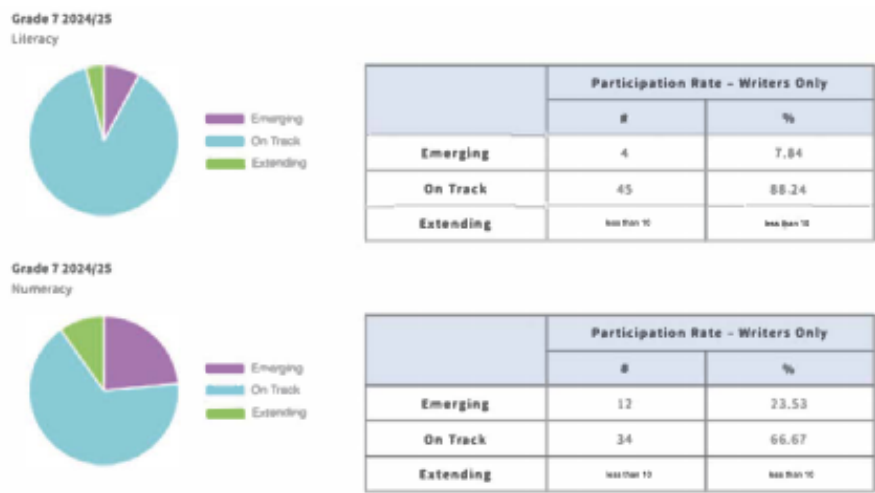
There are internal (our own student reports) and external (Ministry Foundation of Skills Assessment or FSA) assessments that allow us to check student progress. We also look at data from the Student Learning Survey to hear what students reported about their learning.

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 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.