

2024-2025 Waverley School School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Waverley Elementary School is located in southeast Vancouver, British Columbia. Waverley School enrolls 380 students from Kindergarten to Grade 7. Learners attending Waverley Elementary School have diverse backgrounds and speak many different languages. Waverley School has approximately 60 dedicated staff, and several have worked at the school for many years. Waverley classroom teachers, a Resource Team, and a large team of student support workers work collaboratively to support the inclusion of students with diverse and learning needs. Waverley's Youth and Family Worker (YFW) and Indigenous Education Enhancement Worker (IEEW) work together to support students, families, and staff. Waverley students, staff and community members are expected to follow the School's Code of Conduct – Be Kind, Be Safe, Be Your Best.

Waverley School values strong partnerships with local organizations. These currently include Earthbites, the Artist in Residence Studio (AIRS) Program and Arts Umbrella. South Vancouver Neighbourhood House has an Out of School Care Program at Waverley School and generously provides staffing for extracurricular activities such as the School's Out Program and the Love BC Program. Unique to Waverley is the Taiko Drumming Program. Students involved in this program practice after school and will perform at school gatherings, during the school's annual Terry Fox Run and in local parades around Metro Vancouver.

Waverley School community has many assets. Waverley School has a Strong Start Centre Program, welcoming infants and preschoolers and their caregivers and introducing them to the school community. Waverley School has a garden which actively engages learners, staff, and parents/guardians. Waverley has an active and supportive Parent Advisory Council (PAC). Parents and guardians meet monthly to organize community building activities and fundraising activities to support the school and the school community. The school garden and special events such as Sports Day, and the Grade 7 Leaving Ceremony are strongly supported by Waverley PAC. Waverley School staff endeavors to align its school plan with the VSB's 2026 Education Plan. Waverley School staff is committed to Equity, Student Achievement and Reconciliation, and has been part of the VSB's Collaborative Early Literacy Initiative (CELI) Program for over a decade.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Of the 380 learners at Waverley, 43% are primary students (Kindergarten to Grade 3) and 57% are intermediate students (Grades 4 to Grade 7). At Waverley this year, 37% of learners are identified as English Language Learners, approximately 9% of students have diverse abilities and less than twenty students are identified as Indigenous. Learners at Waverley Elementary are diverse in their cultural and linguistic backgrounds. Many students speak several languages.

Literacy assessments by Waverley classroom teachers and Resource Teachers over the past several years have indicated that Waverley students from Kindergarten to Grade 7 benefit from a focus on improving literacy achievement levels. As a result, Waverley staff have collaboratively agreed to be a CELI school which includes the participation of some primary students in the Reading Recovery Program. In 2022, following the COVID-19 pandemic, Waverley staff identified a reduced connection between students and the school. Furthermore, staff were observing that this sense of disconnection was reducing literacy engagement and achievement levels.

Interestingly, a small snapshot of MDI survey data from 2022-2023 confirmed what the Waverley staff were noticing about the need to enhance a sense of belonging for Waverley students. In 2022-2023, 50% of Grade 6 students indicated a high feeling of peer connectedness and 50% of Grade 6 students indicated a Medium or Low feeling of peer connectedness. The same survey data from 2022-2023 indicated that 49% of Grade 6 students indicated a high feeling of connectedness with adults at school and 51% of Grade 6 students indicated a Medium or Low feeling of connectedness with adults at Waverley school. As such, Waverley staff have been focusing on the implementing school-wide, co-curricular, small group, recess and lunch and after school programs and have been collaborating with Waverley's PAC to improve the overall sense of belonging of Waverley students.

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

Student Achievement in Literacy

Improving student achievement levels in literacy at Waverley was a significant area of focus during the 2024-2025 school year. Different assessments were used to understand improvements in literacy levels for Waverley students. For Kindergarten students, the Kindergarten Protocol Screening Tool was used. For Grades 1-3 students, the Benchmark Assessment system (BAS) was used. For students in Grades 4-7, proficiency scales for English Language Arts and Foundation Skills Assessment data (Grades 4 and 7 only) and BC Ministry of Education Student Learning Survey data (SLS) from the 2024-2025 school year were used.

Kindergarten – Literacy Data

In January 2025, all Kindergarten students were administered a pre-test and post-test of the Kindergarten Protocol Screening Tool. Results of the January 2025 Kindergarten Protocol Screening Tool indicated that 78% of Kindergarten students were identified as 'vulnerable' in terms of their literacy skills. Many literacy strategies were put in place for students between January 2025 and May 2025 to strengthen the literacy skills of Waverley Kindergarten students. These interventions included a continued strong focus on literacy by classroom teachers, engaging parent/caregiver support with daily reading practice, small group support by the CELI teacher, afternoon small group support by the Strong Start Coordinator, reading buddies, language circles taught by a Resource Teacher for students with complex learning needs, and collaborative support from Waverley's Curriculum Enhancement Teacher. These collaborative and intentional literacy interventions had a positive result.

In May 2025, when all Kindergarten students were reassessed, 32% were identified as 'vulnerable' in terms of their literacy skills. In sum, the many interventions put in place at the Kindergarten level decreased the overall literacy vulnerability rate of our Kindergarten students by 46%. This data will be carefully reviewed by Waverley educators in September 2025 as Kindergarten students who were identified as 'vulnerable' in terms of their literacy skills will be identified and targeted to receive additional literacy supports such as the reading recovery program in Grade 1.

Grades 1-3 – Literacy Data

Data from the BAS was used to understand Waverley students' literacy achievement in Grades 1-3. The June 2025 data reveals that approximately 76% of students in Grades 1-3 can read independently at their grade level. Approximately 7% of students in Grades 1-3 can read with support. Approximately 17% of students in Grades 1-3 at Waverley need continued and intensive literacy support.

Waverley primary teachers attribute improvements in student literacy achievement levels in Grades 1 to 3 to using evidence-based classroom literacy instructional strategies. Resource teacher support and small group work, the reading recovery program, the use of the UFL-I program, continued collaborative use of the Story Champs program by Resource Teachers and Classroom Teachers, weekly lessons on fiction, non-fiction and digital literacy in the library, home reading programs, the use of the RAZ kids computer program at home for some students, and buddy reading with intermediate students. Waverley staff report that Waverley K-3 students have continued to benefit from a greater number of donated, up to date and diverse books in their classrooms and the library as well as the Morning Home Reading Program (described in the Equity Section of this report).

Grades 4-7 – Literacy Data

For Waverley students in Grades 4 to 7, proficiency scales for English Language Arts, Foundation Skills Assessment (FSA) – English (Grade 4 and 7 only), and Middle Years Development Index (MDI) survey data (Grade 6 only) were used to identify improvements in literacy achievement levels for Waverley students. Waverley educators suggest that school wide, classroom and resource teacher literacy initiatives have contributed to improvements in student literacy achievement levels in 2024-2025. These strategies include: guided reading groups, literature circles, novel studies, an increase in more engaging and diverse books and novels, weekly lessons in the library by the teacher librarian, field trips to public libraries, targeted use of RAZ kids by certain students, language and literacy groups by resource teachers, the school wide Book Swap,

buddy reading, 'Book Tasting' for Grades 6/7 by the Curriculum Enhancement Teacher and the district teacher librarian.

In terms of Grade 4 Foundation Skills Assessment - English results for 2023-2024, 19% of students who wrote the test scored in the proficient/extending range. In 2024-2025, When Grade 4 Waverley students wrote the FSA English section, 77% of students who wrote the test, scored in the proficient/extending range. This is a significant improvement of 58%. In terms of Grade 7 Foundation Skills Assessment - English results for 2023-2024, 73% of students who wrote the test scored in the proficient/extending range. In 2024-2025, When Grade 7 Waverley students wrote the FSA English section, 88% of students who wrote the test, scored in the proficient/extending range. This is also a significant improvement of 15%.

The BC Ministry of Education's Student Learning Survey (SLS) data is also informative regarding student perspectives on their improvements in literacy. On the Student Learning Survey, in 2023, 60% of Grade 7s reported to be feeling that they "continue to get better at reading". On the same survey question in 2024, 78% of Grade 7s reported to be feeling that they "continue to get better at reading." This is an 18% increase in a year. In terms of writing, the SLS data from 2023 indicates that, 68% of Grade 7s reported that they "continue to get better at writing." On the same survey question in 2024, 78% of Grades 7s reported that they "continue to get better at writing." This is a 10% increase in a year.

Proficiency scale data from English Language Arts for Grades 4 to 7 students informs literacy achievement at Waverley. In June 2025, approximately, 46% of Grade 4-7 students were performing at the proficient/extending levels in English Language Arts and 57% of Grade 4-7 students were performing at the developing/emerging levels in English Language Arts.

In sum, literacy data at Waverley from K-7 indicates that literacy needs to continue as an area of focus for Waverley School for next year. Waverley educators collectively agreed in June 2025, that a focus on improving student literacy achievement levels will continue for 2025-2026. Literacy data at the intermediate level specifically suggests that literacy skill development for Waverley's Grade 5s and 6s will need to be a targeted area of focus next year. Indeed, Waverley staff will need to continue to collectively examine and change classroom literacy practices and resource support models at the outset of the 2025-2026 school year to further improve literacy skills for learners.

Improved Sense of Belonging

Waverley educators have spent a great deal of time and effort in 2024-2025 focusing on improving the sense belonging of Waverley students. School wide activities, leadership opportunities, co-curricular activities, recess and lunch activities, after school activities and Waverley PAC contributions have been continued and expanded this year.

School Wide Activities

School Wide Activities that were implemented to improve a sense of belonging at Waverley included:

- Assemblies or schoolwide gatherings throughout the year (eg. Truth and Reconciliation Gathering, Remembrance Day, and Year End Assembly)
- Terry Fox Run in September 2024
- a Winter Concert in December 2024 involving all classes in Kindergarten to Grade 7
- a Lion Dance for students Kindergarten to Grade 7 in January 2025
- Dance Week for Kindergarten to Grade 7s in February 2025 which culminated in a performance for parents/guardians
- A Book Swap took place in May 2025 where families donated books and then were able to choose the same number of 'new' books as they donated
- Bike or Roll to School Week at the end of May, early June 2025 with over 100 students involved each day – for participants, Waverley came in fourth in British Columbia
- Sports Day was held in June 2025, many parents, guardians, grandparents and caregivers attended
- And, for the first time, one of the Grade 6/7 classes organized Spirit Days at Waverley (eg. Hat Day, Pajama Day).

Leadership Opportunities

Throughout the 2024-2025 school year students in Grades 4-7 have had the opportunity to be involved as Peer Helpers, Equipment Monitors, Library Monitors, Lunch Monitors and volunteers for Picture Days and Immunization Days. This year Waverley has had 65 students in Grades 4-7 volunteer to be Peer Helpers. The Peer Helpers actively support students in Kindergarten to Grade 3 outside at lunch. The Grade 7 Peer Helpers also mentored Grade 4 Peer Helpers who started in the Spring of 2025. The 12 Equipment Monitors help distribute and collect sports equipment for students in K-7 to play with one lunch play time each week. Some student leaders in Grades 1-7 have also had the opportunity to practice their leadership and public speaking skills by helping with school wide PA Announcements.

Co-Curricular Activities

Co-curricular activities which Waverley staff indicated seemed to significantly contribute to developing a stronger sense of belonging with Waverley School were Earthbites, the Artist in Residence Program (AIRS) and the Tim Horton's Camp Program. Earthbites gardening program was in its third year at Waverley and 7 classes of Waverley students and staff continued to learn about growing and caring for plants and eating healthy foods from the garden. This year, the AIRS program expanded and had two professional artists who worked with 9 classes of primary and intermediate students (K-7). One of the artists culminated her sewing work with students by creating a "Garden of Belonging" which was on display for student-led conferences in April 2025. Students presented their sewing art where they sewed in a small piece of paper where they wrote a word that made them feel a sense of belonging into their work. Finally, a new program that Waverley piloted for the VSB this year was Tim Horton's Camp Program. Teachers from 3 classes of students in Grades 4-7 reported that the 6-week program of weekly opportunities provided by

this program in the Spring of 2025 and the skills built by students appeared to strongly contribute to enhancing student belonging.

Recess and Lunch Activities

Several recess and lunch activities have been available for students during the 2024-2025 year at Waverley. These opportunities have expanded this year. In 2024, Waverley started a Singing Club which included about 20 students K-7. The Singing Club practiced at recess and lunch and performed at the Winter Concert, the Volunteer Appreciation Tea and a VSB event. A new collaborative initiative this year at Waverley provided recess and lunch activities to primary and intermediate students by VSB Spectrum Alternative Program staff and students and Waverley's YFW. Spectrum secondary students played games outside with groups of primary and intermediate students in the Fall. Through the Winter and into the Spring, Spectrum students organized boardgames for students.

A weekly lunch hour chess club was started at Waverley this year, which was well attended by students. The Weaving Club also continued at Waverley school this year. LOVE BC program once a week at lunch was a popular program for intermediate aged students that was supported by the Youth and Family Worker and ran all year for the first time at Waverley this year. Open Gym, run by the School Principal, was available on rainy Fridays at lunch. Quiet lunch and Fun Fridays were available for groups of students once a week in Waverley's community room by the Youth and Family Worker.

After School Activities

After School Activities which have contributed to increasing a sense of belonging at Waverley have included:

- Taiko Drumming After School Program
- School Teams – Cross Country, Volleyball and Basketball
- a new Chinese Language Class for students, organized collaboratively by a Waverley parent and the school Principal and supported by Waverley's Youth and Family Worker
- Neighbourhood Art Studio Program for students in Grades 1-4
- Dance Play Program once a week for students in Grades 1-3
- Schools Out Program two days a week for students in Grades 4-7
- After School Spring Grade 4 and 6 Basketball programs, run by parent volunteers
- Learn Develop Succeed (LDS) Society after school reading tutorial, coordinated by Waverley's YFW

Some Waverley students also had opportunities to join Winter, Spring and Summer Camps organized by Waverley's YFW and supported by the Community Schools Program.

Waverley's Parent Advisory Council Contributions

This year, Waverley's PAC - supported by Waverley educators - organized many events. First, the PAC donated beautiful new team jerseys for Waverley teams which enhanced Waverley team spirit tremendously. The PAC organized a sale of Waverley t-shirts, hoodies and hats to promote school spirit. The PAC organized two very well organized and attended community gatherings

which engaged the support of student and parent/guardian/caregiver volunteers. The PAC sponsored a year end dinner for 68 Grade 7s and their parents/guardians who were leaving Waverley. The PAC generously contributed to field trips, hot lunches, the school garden and Sports Day. The PAC actively promoted volunteering this year and engaged many parents to help with school events, field trips, lunch, chocolate and clothing deliveries, and community events.

Improved Sense of Belonging – Data

With the many opportunities for connection available for students, it is interesting to see what data suggests about students and their sense of belonging at Waverley. A comparison of BC Ministry of Education Student Learning Survey (SLS) data for Waverley Grade 4 and 7 students from 2023 to 2024 is revealing. In 2023, 49% of Waverley Grade 4 students indicated that 'school is a place where they feel like they belong' most or all of the time. In 2024, 57% of Waverley Grade 4 students indicated that 'school is a place where they feel like they belong.' This is an increase of 8%. In 2023, 68% of Waverley Grade 4 students indicated that they feel welcome most or all of the time at school. In 2024, 72% of Waverley Grade 4 students indicated that they feel welcome at school most or all of the time. This is an increase in 4%. While the survey data for Waverley Grade 4s indicates a slight improvement in a sense of belonging, it is not as significant an improvement as SLS data indicates for Waverley Grade 7 students. In 2023, 62% of Grade 7 students indicated that 'school is a place where they feel like they belong.' In 2023, 71% of Grade 7 students indicated that 'school is a place where they feel like they belong.' This is an increase of 9% in a year. In 2023, 71% of Grade 7 students indicated that they feel welcome at school most or all of the time. In 2024, 91% of Grade 7 students indicated that they feel welcome at school most or all of the time. This is an increase of 20%.

The Middle Years Development Index (MDI) data from 2022-2023 and 2024-2025 also reveals findings about Waverley Grade 6 students and their sense of connectedness at school. In 2022-2023, 49% of Waverley Grade 6 students indicated that they were feeling a high degree of connectedness with adults at school. In 2024-2025, 58% of Waverley Grade 6 students indicated that they were feeling a high degree of connectedness with adults at school. This is a 9% increase in two years. In terms of peer connectedness, in 2022-2023, 50% of Waverley Grade 6 students indicated that they were feeling a sense of peer connectedness. In 2024-2025, 73% of Waverley Grade 6 students indicated that they were feeling a sense of peer connectedness. This is an increase of 23% in two years.

A profound moment at Waverley School took place in June 2025, when over one hundred babies, toddlers, parents, caregivers and grandparents came out to the school for an end of year Strong Start celebration. The sense of care and connection in the room and regard for the Strong Start Facilitator was palpable. There were also an increased number of parents/guardians who volunteered for field trips, and attended assemblies, the Volunteer Appreciation Tea, Sports Day, and the Grade 7 potluck dinner this year.

In sum, a focus on improving a sense of belonging by Waverley staff is contributing positive change for some students and families at Waverley. However, Waverley staff have continued work to accomplish in this area. More information is needed regarding how children in Kindergarten to Grade 3 are feeling in terms of their sense of belonging at Waverley.

Improve equity

Improved equity for students starts in Waverley classrooms. Access to learning for all and the inclusion of students with diverse learning needs continues to be a priority. Classroom teachers, resource teachers, Waverley's Youth and Family Worker (YFW) and 15 support staff at Waverley work collaboratively and with district staff to ensure the inclusion of students with complex and diverse learning needs in classrooms, outside on the playgrounds and on field trips. Conversations in staff meetings and in committee meetings (eg. technology committee) have continued to be held this year about how to make Waverley school and classrooms increasingly equitable, inclusive and safe for students to speak up, ask questions and take risks with their learning. In addition to classroom approaches to improving equity, several initiatives were continued and enhanced by staff during the 2024-2025 school year to improve equity at Waverley Elementary.

A significant initiative used to improve equity at Waverley was to continue Waverley's Morning Reading Program. This program was initiated in 2023-2024 and developed for primary students needing more 'time with text' and greater time with an adult to listen to them read. This program is a team effort which was run by a Resource Teacher leader and involved the engagement and mobilization of Resource Teachers, Classroom teachers, parents/guardians, support staff and students. This year the program took place from January to March 2025. It served to significantly improve the reading levels of students in Grades 2-4. Student participation in this Morning Reading Program clearly supported improved student achievement in literacy with Grades 2s and 3s this year.

Another major initiative to improve equity at Waverley was to continue to select and purchase more diverse schoolbooks for Waverley's library, classrooms and book room. A continued effort was made this school year to select and purchase books that students could identify with and find meaningful. In terms of more equity of books for learners who are reading below grade level, more books continued to be purchased this year for students to use in Resource Centers, in classes and at home.

Finally, Earthbites Gardening Program and the Artist in Residence Studio program have been important programs which have served to improve equity at Waverley in 2024-2025. This year, seven classes in Grades 1-5 were fully involved with the planting and harvesting of the school garden and participated in learning about gardening and nutrition from Earthbites staff and their teachers. Nine classes K-7 at Waverley had the experience this year of having the Artist in Residence Studio Program. This year the Tim Horton's Camp Program was piloted for 3 classes of Waverley students in Grades 4-7. This program offers camp skills for students who may not have the experience of ever going to camp. Teachers involved in the Waverley's Garden Program, Tim Horton's Camp and AIRS program explain that students who may not be working at proficient levels in areas like reading, writing and numeracy highly engage and excel at these kinds of activities.

Continue our journey of reconciliation with First Nations, Metis, and Inuit

This year, Waverley staff continued their journey of reconciliation. Waverley educators continued to support learning about Indigenous Peoples across curricular areas and from Kindergarten to Grade 7. Primary teachers and students reported learning much from their work in classrooms with Melissa Yellowknee this year. To support and enhance learning about Indigenous cultures and stories, more Indigenous books were purchased throughout the 2024-2025 school year for Waverley's library and classrooms with donated funds.

At the beginning of the school year, a Grade 6/7 class and their teacher ran a school wide Truth and Reconciliation assembly. This gathering was well attended by students, parents/guardians and staff. This year Waverley included information on Indigenous Veteran's in the Remembrance Day gathering. Many parents commented on their appreciation of this inclusion in the gathering. Indigenous drums were used in both gatherings to "drum out" the audience at the end of the gathering. The school community practiced singing the Coast Salish Anthem with the support of the drums.

Significant efforts were made by Waverley educators to connect students to the land through outings this year. Many field trips and class outings were held at local or regional parks. These included visits to Stanley Park, Capilano Park, Seymour Dam, snowshoeing in local mountains, as well as local parks such as Nanaimo and Norquay Parks. Two classes received grants to travel to and from local BC parks on school buses.

Many Waverley students also had experiences at Waverley with sharing, peace or community circles. Three educators were trained in running the OWN IT program. Three Peace Circles were run weekly in three different classes at Waverley this year. Students were taught skills in listening, empathy, self-awareness and taking responsibility. One grade 6/7 class ran a community circle each week and towards the end of the school year invited district staff member, Kirk Gunnow, to come out and support facilitating a few of the Circles.

Waverley's Youth and Family worker spends much time supporting students and families across the school including Indigenous families. A few times this school year, Waverley's YFW worked with the Indigenous Education Worker to bring families together for lunch. Students and parents/guardians came to the Community Room to connect and to share a meal together.

HOW WILL WE KNOW WE'RE ON TRACK?

Student Achievement in Literacy

Literacy data at Waverley from K-7 clearly indicates that literacy needs to continue as an area of focus for Waverley School for the 2025-2026 school year. Waverley educators collectively agreed in June 2025, that a focus on improving student literacy achievement levels needs to continue for 2025-2026. Literacy data at the intermediate level specifically suggests that literacy skill development for Waverley's Grade 5s and 6s will need to be a targeted area of focus. Indeed, Waverley staff will need to continue to collectively examine and change classroom literacy practices and resource support models at the outset of the 2025-2026 school year to further improve literacy skills for learners. We will know we are on track by collecting and analyzing literacy data. Next year, in addition to collecting and analyzing proficiency scales data, Waverley staff will need to collect more specific literacy data from students in Grades 4-7 (eg. reading levels).

Improved Sense of Belonging

Data on student belonging over the past few years does not capture primary student perspectives on whether they are feeling a sense of belonging at Waverley. Data will need to be obtained in 2025-2026 by asking all students in Kindergarten to Grade 7 the same survey questions to obtain a clearer and more differentiated data set for the school. It would also be important to start

understanding which interventions/strategies and relationships contribute the most to helping a student feel a greater sense of belonging at Waverley. Waverley staff have also indicated that for 2025-2026 that they want to turn their attention to a greater focus on Social Emotional Learning for Waverley students to ensure that students are becoming more self-aware and treating each other and adults in the community with greater degrees of respect and kindness.

Improved Equity

Waverley staff are committed to improving equity. To continue to improve equity at Waverley, Waverley staff will:

- Continue to offer the support of Multicultural Liaison Workers for student and IEP meetings
- Continue to provide the 'Morning Reading Program' for students who need reading support
- find new and creative ways in class and with Resource Teacher and CET teacher support to improve student literacy achievement levels
- Continue to provide Friendship groups for primary and intermediate students
- Continue to hold the Annual Waverley Book Swap for students to access 'new' books
- Improve their skills and abilities to run peace / sharing circles with students
- Continue to provide support for students from the One-to-One Literacy Program and from volunteers who come to read with specific students
- Continue to allow practicum students complete the practicum weeks at Waverley which provide additional attention and support for more vulnerable students
- Waverley students to connect with parents/guardians to provide necessary supports
- Encourage parents to be part of the PAC, volunteer and/or attend special events

We will know that we are on track from literacy data, student and parent/guardian feedback and staff observations. Deeper work will need to continue to be done to improve equity in Waverley classrooms and around the school next year in classrooms, on the playground and on field trips. Professional development related to improving equity (eg. Universal Design for Learning, SOGI, EARND etc.) and student workshops (eg. on empathy, respect and online safety) will need to be continued to be provided to further growth in this critical area.

Reconciliation

To support the journey of reconciliation with the First Nations, Metis and Inuit and to deepen understanding and respect of Indigenous cultures, histories and perspective Waverley staff will:

- Continue to learn about the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.
- Engage with the Truth and Reconciliation Commission (TRC) Calls to Action, especially those related to education.
- Use resources from the National Centre for Truth and Reconciliation to guide classroom discussions and activities.
- Access curated materials from the BC Ministry of Education's Indigenous Education portal.
- Go beyond scripted acknowledgements by personalizing them and connecting them to classroom learning.

- Encourage students to explore what land acknowledgements mean and why they matter.
- Invite local Elders, Knowledge Keepers, and Indigenous educators to share stories, teachings, and cultural practices.
- Use trauma-informed practices to support students and parents/guardians
- Foster respectful dialogue and curiosity about different cultures and histories.
- Waverley staff will engage in district-led and Indigenous education workshops or courses offered by UBC or the First Nations Education Steering Committee (FNESC) and join learning circles or book clubs focused on reconciliation and Indigenous education.
- Encourage students to create projects, art, or presentations that reflect their learning about Indigenous cultures and reconciliation.
- Support school-wide initiatives like reconciliation gardens, murals, or Indigenous language signage.
- Encourage students to reflect through journaling, art, or storytelling about what reconciliation means to them.
- Use holistic and experiential learning approaches that reflect Indigenous pedagogies (e.g., learning through nature, storytelling, and community involvement).
- Incorporate seasonal cycles, oral traditions, and land-based learning into lessons and field trips.
- Display Indigenous artwork, language, and symbols in the classroom.
- Celebrate National Indigenous Peoples Day (June 21) with a school-wide event and classroom projects.