



2025-2026 School Learning Plan

SCHOOL STORY

Cəwás Ch'elxwá7elch Skwuláw7txw Seaside Elementary is honoured to reside on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation).

Seaside Elementary opened for the 2024–2025 school year and is the newest school within the Vancouver School Board. Our school is part of the City of Vancouver's Coal Harbour Phase Two project, which includes a childcare centre and five stories of residential apartments located above the school, adjacent to the existing Coal Harbour Community Centre. While construction of our permanent school building is underway, we are temporarily located at two swing sites in the West End of Vancouver:

- **Former Lord Roberts Annex** (Grades 1–3)
- **Lord Roberts Elementary** (Grades 4–6)

We are honoured to have worked in partnership with our three inherent rightsholder Nations to become the first school in the Vancouver School Board to be gifted names by all three Nations. Beginning in February 2025, the district established a naming committee composed of inherent rightsholders from the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation), alongside school staff, parents, district leadership, and a student representative. A student naming committee was also formed to develop an English-language name for consideration.

The following provides important information about each name:

cəwás was gifted by the xʷməθkʷəy̓əm (Musqueam) and səliłwətał (Tsleil-Waututh Nation) and means “standing on the shore looking at the sea, facing away from the land.”

- **Pronunciation:**
- c – like the “ts” sound as in *cats*
- ə – like the “u” in *but*
- w̥ – like an English w but with a creaky quality made by constricting the vocal cords during pronunciation
- a – like the “a” in *father*
- s – like an English “s”

Ch’elxwá7elch Skwuláw̥txw was gifted by the Skwxwú7mesh Úxwumixw (Squamish Nation).

- *Ch’elxwá7elch* refers to **Lost Lagoon**, a nearby landmark.
- **Pronunciation:**
- Ch’ – like “ch” as in *church* but sharper
- e- like “u” as in *cut*
- l – l as in *laugh*
- xw – like a whispered version of “wh” as in *what*
- á – “a” is in *father* with the accent indicating a raise in tone
- 7 – a glottal stop like in the middle of ‘uh-oh’

- *Skwuláw̥txw* is the Squamish word for **school**.
- **Pronunciation:**
- S – like “s” as in *sign*
- kw – like “qu” as in *queen*
- u – like “oa” is in *boat*
- aw’ - like “ow” as in *how* but with an abrupt stop
- t – like “t” as in *time*
- ch – “ch” as in *church*

Seaside was developed by our student naming committee, and selected in consultation with the larger naming committee.

All three inherent rightsholder Nations have deep and enduring connections to the land on which our school resides. As a school community, we are committed to learning about this history, culture, and language. Further details will be shared in subsequent sections of this plan.

New School Context

Many of our primary-grade staff and families transitioned from the former Lord Roberts Annex to our new school. They brought with them valued traditions and structures that fostered cohesion and a strong sense of community. Our staff and Parent Advisory Committee (PAC) have worked thoughtfully to carry forward these traditions while also creating new opportunities, structures, and practices that reflect and respond to our evolving school context.

Our Families

Our school community is rich in diversity, with over 45% of students speaking a language other than English at home. Significant language groups include Farsi, Arabic, Spanish, Japanese, and Russian, with additional languages such as German, Portuguese, Cantonese, Mandarin, Korean, Ukrainian, and

others represented. Just over 10% of our students have Ministry designations, with a range of supports in place to ensure their success. Our community also includes Indigenous families and members of the 2SLGBTQIA+ community. Our families live throughout the densely populated West End and Coal Harbour neighborhoods, with most residing in multi-unit low- and high-rise housing

Family and Community Engagement

Our Parent Advisory Committee (PAC) plays an important and supportive role within our school community. The PAC supports staff, students, and families in a variety of ways, including fundraising, organizing community events (such as movie nights and family socials), coordinating hot lunch programs, and sponsoring field study opportunities. The PAC also serves as a vital advocate for both the school. Recognizing the need for children to travel safely to the new school site, they have successfully secured funding for a neighborhood walk program beginning next school year. Their ongoing contributions are essential to the achievement of our goals and shared successes.

Our Staff

Our staff are deeply committed to collaboration in support of student success. They foster inclusive learning environments where educators and support staff in a variety of roles work together to meet the diverse needs of all learners. Universal Design for Learning (UDL) principles are embedded in every classroom, ensuring supports are accessible to all students as needed. Staff maintain a high level of professionalism as evidenced by their self-organized monthly literacy meetings focused on aligning practice, sharing strategies, and advancing school-wide goals. Classroom teachers, resource teachers, student support workers, supervision aides, our Office Administrative Assistant, building engineer and the principal share collective responsibility for the learning and well-being of every child.

Community Partnerships and Extended Learning

Seaside Elementary is supported by the VSB Community Connections Department, which collaborates with local agencies to provide enriching extended learning opportunities. These include:

- Yoga and sports programs
- STEM workshops
- YMCA programming during school holidays, as well as before- and after-school care
- Gordon Neighborhood House before- and after-school care
- Holiday hampers and toy donations
- Boys and Girls Club winter break, spring break, and summer camps

These partnerships strengthen community connections and provide students with meaningful extracurricular experiences. Approximately 5% of families participate in the Backpack Buddies program, which provides weekend food support, as well as the district-subsidized daily hot lunch program.

Fostering a Culture of Belonging

Our Code of Conduct was developed this year in collaboration with staff, students, and families. It is grounded in the inclusive education framework developed by Kendall Zoller and Ochan Kusuma-Powell, which emphasizes that every member of a community deserves to feel **Known, Loved,**

Safe, and Successful. This framework also guides our broader work in promoting well-being and connection, aligned with the Vancouver School Board Education Plan.

To further strengthen student connections, we introduced **Wednesday Collaboration Days**, during which all students gather at the annex site to participate in community-building activities such as school assemblies and performances, shared outdoor play, and big buddy–little buddy learning experiences.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

In our first year as a newly opened school, we are continually learning more about our students through multiple sources of data. These include targeted literacy assessments (Easy aCBM and Dynamic Indicator or Basic Early Literacy Skills - DIBELS), the Grade 4 Foundation Skills Assessment (FSA), first and second term learning update data, school-developed surveys, conversations with families, and classroom-based assessments, observations, and discussions. Later this year, we will also incorporate data from the Ministry's Student Learning Survey(SLS) and the Middle Years Developmental Instrument (MDI).

Literacy

Kindergarten

Our Kindergarten students entered school this year with a strong foundation in early literacy. Using the easyCBM screener, we assessed their knowledge of letter names, letter sounds, and phoneme segmentation (the ability to listen to words and identify specific sounds). Overall, 77% of students were meeting or exceeding developmental expectations, with most of the remaining students requiring minimal intervention.

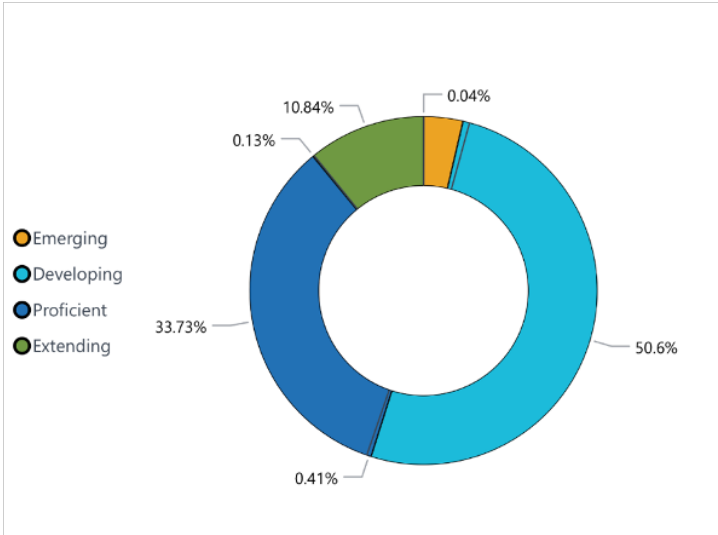
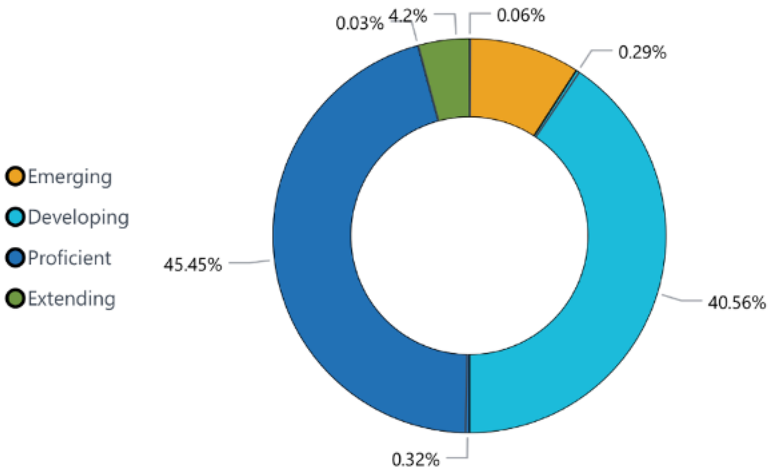
Primary Language Arts (K – 3)

In continuation of the former Roberts Annex school culture, the primary staff continue to focus on many best practice initiatives in their literacy instruction that include targeted small group instruction, phonics interventions, whole book instruction, and higher order thinking skill lessons connected to real world issues and events.

Intermediate Language Arts (4 – 6)

Our intermediate students continue to expand their foundational literacy skills alongside media and digital literacy skills. Teachers collaborate to provide targeted literacy instruction by organizing all intermediate students into skill-based instructional groups. Our resource teacher supports students who require additional help with phonics and decoding through small-group interventions.

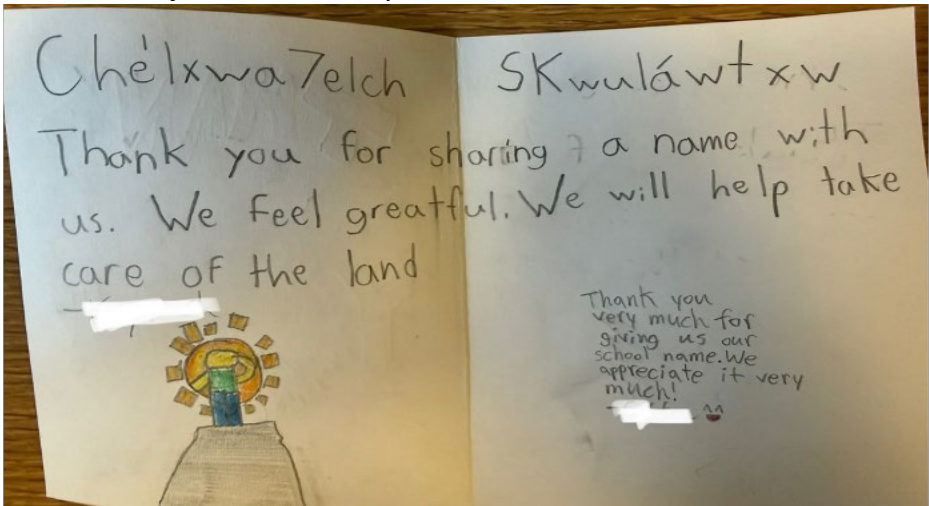
To gain a deeper understanding of our intermediate students’ literacy skills, we used the Dynamic Indicators of Basic Literacy Skills (DIBELS) assessments to complement our classroom assessments and identify specific skill areas to target. The data showed that students demonstrated strong higher-order thinking skills but require additional support in developing reading fluency.



Reconciliation

Our students are curious and passionate learners who have been motivated to learn more deeply about the history of the land we reside on through the gifting of our school names. At each monthly assembly, large numbers of our students bravely volunteer to use the microphone to practice pronouncing our gifted school names as part of our land acknowledgement. Our staff also work together to practice our pronunciation at each staff meeting. Recently, our big buddy/little buddy partners completed thank you cards for all three host nations where they practiced writing the names

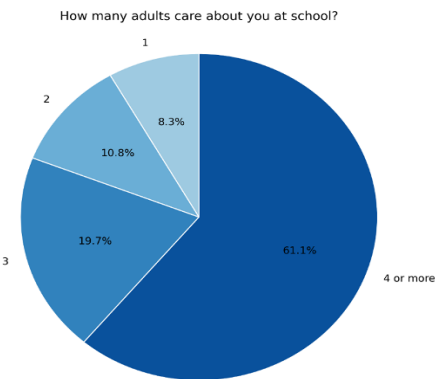
with appropriate accents and shared their commitment to the land. Local teachings are incorporated into all aspects of our curriculum. Further, we benefit from the support of an Indigenous Education Worker who joins us on Fridays to share local stories and traditions with our students.



Socio-Emotional Learning and Well-Being

We continue to use our Known, Loved, Safe, and Successful (KLSS) framework to foster a sense of belonging among all our students, staff, and families. A significant focus during the first half of the year was to build strong connections with all our students. Recognizing that students need to feel known, loved, safe, and successful to deeply learn, we conducted a survey in December using questions that targeted all aspects of the KLSS framework.

The data from the December survey showed that our efforts to establish trusting and caring relationships with all our students were successful with over 80% of students naming three or more trusted adults that they recognize care about them at school.



We have taken the data from the additional questions and used it to develop themes for our assemblies and collaborative activities throughout the remainder of the school year including setting goals, solving problems, and celebrating diversity.

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

How might we improve student learning and well-being through consistent, accessible data systems and collaborative practices that inform instruction and strengthen student connection?

Plan

We will develop a cohesive school-wide approach to collecting and using data to better understand student strengths and needs and targeting intervention appropriately. This will include:

- Establishing key data sources across the year:
 - DIBELS for literacy
 - School-wide writing samples to develop common exemplars
 - Numeracy Readiness Check (Gr. 1–7 pilot)
 - SEL survey, MDI, and Student Learning Survey
- Creating a shared, accessible system for storing and reviewing data
- Setting clear timelines for data collection (fall, winter, spring)

Staff will engage in monthly collaborative data meetings to:

- Review and discuss student progress
- Identify trends and priority learners
- Plan targeted instructional strategies and interventions
- Monitor the impact of changes over time

Instructional alignment will be strengthened by:

- Using fall writing samples to create school-wide exemplars
- Applying data to guide small-group instruction and targeted supports

Student well-being will remain central through:

- Ongoing use of the **Known, Loved, Safe, Successful** framework
- Regular review of well-being data to ensure students feel connected and supported

Improve equity

We will strive to create an inclusive, responsive school environment through trauma-informed practices, consistent approaches to behaviour, and support for diverse learners.

Plan

We will strengthen a trauma-informed approach by recognizing that behaviour communicates student need and using that understanding to guide our response. This will include:

- Building staff capacity in trauma-informed and proactive strategies
- Using behaviour data to identify patterns and inform supports
- Reinforcing co-regulation and relationship-based approaches

A consistent, school-wide approach to behaviour will be developed by:

- Implementing a common reflection tool focused on learning and problem-solving
- Ensuring consistent expectations, language, and responses across the school

The transition to the new building will support:

- Establishing and teaching clear academic and social expectations
- Promoting a culture of belonging, responsibility, and respect in all spaces

We will continue to grow restorative and inclusive practices by:

- Increasing the use of restorative circles to build empathy and repair harm
- Exploring Universal Design for Learning (UDL) to support diverse learners
- Increasing student awareness of neurodiversity and different learning styles

Staff collaboration will be key, with a focus on:

- Sharing strategies and supports
- Building collective responsibility for all learners
- Supporting each other in responding to student needs

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

We will deepen staff and student understanding of the land our school is on by embedding place-based, story-centred, and visually rich Indigenous learning across school culture, teaching practice, and shared spaces so all students feel safe, represented, and connected to place.

Plan

We will strengthen place-based and land-centered learning by creating meaningful opportunities for students to engage with the local land, history, and Indigenous perspectives. This will include:

- Engaging students in inquiry projects that explore local land, landmarks, and Indigenous histories connected to our school
- Developing and displaying visual maps (territories, landmarks, Indigenous spaces) in classrooms and shared areas to make learning visible across grades
- Increasing outdoor learning opportunities, including Indigenous plant studies and lessons focused on conservation and respect for the land
- Collaborating with community partners to plant a local or culturally significant tree or plant as a living, ongoing learning resource

We will also prioritize respect, identity, and cultural understanding by:

- Learning and consistently using the correct pronunciation of Indigenous names connected to our school
- Teaching the story and meaning of our school name and embedding this learning across school culture, classrooms, and shared experience

HOW WILL WE KNOW WE'RE ON TRACK?

Goal One Indicators of Success - Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

- Staff regularly access and use shared data systems
- Data meetings lead to clear instructional actions
- Improved literacy and numeracy outcomes across grades
- Positive trends in student well-being and sense of belonging

Goal Two Indicators of Success – Improve Equity

- Increased consistency in behaviour supports and responses
- Greater staff confidence with trauma-informed and restorative practices
- Improved student inclusion, engagement, and sense of belonging
- Evidence of UDL and inclusive practices across classrooms

Goal Three Indicators of Success - Continue on our journey of reconciliation with First Nations, Metis, and Inuit

- Increased student understanding of local Indigenous history, land, and perspectives measured through whole-school created surveys.
- Visible representations of place-based learning throughout the school
- Greater staff confidence in embedding Indigenous knowledge and perspectives
- Evidence of student connection to land, identity, and community
- Consistent and respectful use of Indigenous language, names, and stories within the school