



2025-2026 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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwətaʔ (Tsleil-Waututh Nation).

Champlain Heights Community Elementary School is located in the Champlain Heights area of southeast Vancouver. The school also has an Annex, and is part of the Killarney family of schools that consists of six feeder elementary schools. Students of Champlain Heights Elementary are supported by a dedicated team that includes the enrolling teaching staff, the Resource Team, Teacher Librarian, Music, French and Physical Education specialist teachers, a part-time Curriculum Enhancement Teacher, and a team of a Youth and Family Worker, Indigenous Enhancement Worker, and School and Student Support workers. Together, students, families, and staff contribute to a welcoming and inclusive learning environment that reflects the diversity of the community. The school setting itself offers several distinctive features: a large natural outdoor area where students regularly explore and engage in imaginative forest play, raised cedar garden beds used for gardening activities, opportunities for body breaks, and active games such as soccer and basketball on the fields and courts. Two side by side playground areas also provide space for energetic play. In addition, the YMCA operates an on-site before- and after-school care program.

Students show a strong sense of stewardship and connection to the natural surroundings. In September 2022, the school opened a fully accessible sensory playground featuring a We-Go-Round, outdoor musical instruments, a large communication board with braille and sign language elements, a We-saw, and monkey bars set over rubber surfacing. The Champlain Heights neighbourhood is rich in green space with tall trees and nearby parks such as Sparwood Park, Captain Cook Park, Champlain Heights Park, and the expansive Everett Crowley Park. The school grounds also include a small forest bordered by long gravel paths that are well used by students and community members alike.

Students at Champlain Heights have many opportunities to develop respect for others and to work cooperatively with their peers. They take pride in their school community and demonstrate strong engagement through a range of extracurricular and service-oriented activities. Athletic opportunities such as cross country, track and field, volleyball, and basketball are well attended, and many students also contribute through service roles including Kindergarten monitors, lunchroom monitors, Safety Patrol, weekly grounds clean-up, and a variety of student leadership initiatives such as Big and

Little Buddies. Participation in both athletics and service roles remains consistently high throughout the school year.

Students can also take part in several lunchtime clubs, including music, chess and checkers, sewing, art, frisbee, floor hockey, and soccer. These clubs attract strong student interest and participation. Leadership is evident both formally, through roles such as playground leaders and student volunteers, and informally through the positive relationships among students. Older students frequently demonstrate kindness and responsibility by supporting younger students, often checking in on them or assisting them if they are hurt or upset while outside on the playground.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students attending Champlain Heights Community Elementary School are drawn from a catchment area that includes moderate to higher density housing. The student population reflects a wide range of learning needs and diverse cultural and linguistic backgrounds. In the 2025–2026 school year, the school enrolled just over 330 students from Kindergarten to Grade 7 across 14 divisions. Approximately 30% of students speak English as an additional language. Among these students, the most commonly spoken home languages include (in the order of prevalence) Spanish, Mandarin, Cantonese, Korean, and Russian. Around twenty-five students self-identify as Indigenous, and over fifteen percent of students are identified as students with disabilities or diverse abilities.

Champlain Heights benefits from many strengths within its school community. Staff demonstrate a strong commitment to ongoing learning and professional growth, and they consistently show care and dedication in building meaningful relationships with students, which is reflected from the students' perspective in a variety of data collection. There is also a school-wide commitment to equity, including supports such as nutrition programs, equitable access to learning opportunities, and assistance in connecting families with community organizations. Grade 7 students participate in unique learning experiences through the Outdoor Education program. Staff collaborate effectively as a team to create a learning environment where all students feel safe, supported, and able to thrive.

Families play an important role as active partners in the life of the school. The Parent Advisory Council (PAC) organizes a variety of community-building events and fundraisers that support both school initiatives and opportunities for connection. These include ongoing hot lunch programs, an annual Readathon, the Spring Fling, Halloween Dance, an annual pancake breakfast and other after-school and out-of-school social activities that help strengthen the sense of community within the school.

Curricular Competency *Strengths*:

- In the 2024/2025 school year in Math, many more students were at the Proficient or Extending range of performance as opposed to Emerging or Developing (around 60% overall throughout term 1, 2 and 3 based on the CSL Written Learning Update data in Power BI)
- In the third term of the 2025/2026 school year, around 54% of all students had a proficiency of Proficient or Extending in Math.

Curricular Competency *Needs*:

- In the first two terms of the 2024/2025 school year, the number of students across all grades who were at the Proficient or Extending range of performance in Language Arts was lower than the number of students who had Emerging or Developing in English Language Arts (the average over the first two terms across all grades was about 44% in the Proficient and Extending category, based on the CSL Written Learning Update data in Power BI). However, by the third term, that percentage increased to 60%.
- In the first and second term of the 2025/2026 school year, around 38% of all students had a proficiency of Proficient or Extending in English Language Arts. The literacy screening that takes place three times a year indicated at the beginning of the year that a range of 23 to 53 percent of the students in grades 1 to 7 were reading below grade level. In the third term of the 2025/2026 school year, around 47% of all students achieved Proficient or Extending in English Language Arts.

Core Competency *Strengths*:

- Strong sense of social responsibility in terms of valuing diversity, contributing to community, building relationships (75% of Grade 7 students are satisfied with their ability to make new friends and meet people at school, and 90% of Grade 6 students self report respecting people who are different from them most or all of the time)
- Good mental health and strong sense of feeling cared for by the adults in the school (65% of Grade 4 students think 3 or more adults at school care about them, 52% of Grade 6 students have 2 or more important adults at school, and 82% of Grade 6 students share they have good and excellent mental health)
- Sense of belonging (74% of Grade 4 students feel they belong most or all of the time at school and 83% feel welcome most or all of the time at school; 63% of Grade 6 students feel a high sense of peer belonging and 75% feel a high sense of belonging at school)

(Evidence is extracted from pertinent student responses in the Grade 4 and 7 Student Learning Survey data and the Grade 6 Middle Years Development Instrument)

Core Competency *Needs*:

- Self-regulation
- Communication and body/objects to self during unstructured school time
- Peaceful conflict resolution
- Well-being and Self-determination

Student voice has been incorporated both formally in the form of the structured surveys, and student self- assessments, incident logs by students, and informally in the form of observations, conversations, walks and talks, and indirectly from a lot of staff input.

The body of evidence shows that the students have a lot of strengths and a foundation in terms of academic and social strengths, and areas for growth and support are also evident and identifiable. Evidence from the Grade 6 Middle Years Development Instrument reveals that the Grade 6 student population has more students who are identified as thriving than students identified as having low

well-being. The Champlain Heights data highlights a high percentage of positive responses in the areas of adult relationships, sense of belonging, peer relationships, and a significantly lower self-reporting result in the area of nutrition and sleep and out-of-school activities. The overall results for positive social and emotional development are strong.

[Evidence from the Middle Years Development Instrument Survey results from the 2025/2026 school year at Champlain Heights in comparison to the entire district demonstrates areas that require focus, such as eating breakfast regularly, having access to organized activities out of school time, and the proportion of students who spend 2-4 hours or more than 4 hours daily playing video games or other screen engagement in comparison to the average across the city is considerably high. At a collaborative staff wide professional development day, staff identified the students' sense of resilience as an area for growth, as well as mental health, self-regulation, stamina for academic learning tasks, social emotional learning, readiness to learn and taking responsibility for one's own actions as areas for student growth. As noted above, the data also demonstrates areas in which Champlain Heights has favourable percentages in the area of assets such as a strong sense of belonging and engagement in peer relationships, and a self-assessment of having good and excellent mental health.

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 a school community, staff are committed to ongoing collaboration, reflection, and continuous improvement as we align our work with the three goals of the VSB Education Plan 2026. Our collective focus includes strengthening instructional practice in writing, literacy, and mathematics, as well as deepening our approach to Social Emotional Learning (SEL).

In numeracy, the school continues to build on successful collaborative practices with Learning Services District Resource Teachers. These partnerships support classroom-based professional learning focused on effective math instruction. Staff have participated in Lunch and Learn sessions to explore strategies, share practices, and plan collectively for the thoughtful integration of new resources and instructional approaches in numeracy.

In literacy, staff are engaged in updating and expanding instructional resources and refining the school's support model, with particular attention to students identified as at risk. The school continues to access various grant funding opportunities to support resource acquisition and is working towards alignment of assessment practices and instructional resources utilized. The Resource Team has reviewed and strengthened intervention structures to ensure timely and effective support for learners who are not meeting grade-level literacy expectations. Beginning in the 2025–2026 school year, the school committed to administering reading assessments for all students at three points throughout the year. The Resource Team meets regularly—often weekly—to analyze student literacy data and inform

intervention planning. More comprehensive assessments and targeted interventions are provided for students identified as being at higher risk.

Professional learning remains a key priority. In November, the Professional Development Committee organized a shared Professional development day for all staff focused on effective writing instruction and assessment, facilitated by a local expert. In May, staff engaged in collaborative sharing of successful writing instruction and assessment practices, while also planning professional learning aligned with school goals in literacy (with a focus on writing), Social Emotional Learning, and Indigenous Education and Reconciliation for the upcoming school year. A shared professional development day is being planned for September 2026 to further support these goals.

Student well-being and personal safety are supported through Youth and Family Worker programming and Area Counsellor classroom instruction. These learning opportunities address topics such as healthy relationships, positive communication, self-image and self-talk, mindfulness, managing anxiety, conflict resolution, and self-awareness, and are provided as needed throughout the school year.

The school works closely with the School Liaison Officer to support student safety and address vulnerabilities among student groups. To strengthen relationships and student engagement, the liaison officer, with staff support, hosts a weekly lunchtime floor hockey program that continues to see strong participation. Throughout the school year, students also benefit from educational presentations on topics such as pedestrian safety, online safety, body science, sexual health, and personal safety, delivered by various presenters on a rotating basis. In partnership with Vancouver Coastal Health, a community health nurse was invited into primary classrooms to support a physical health literacy unit.

Healthy living and the benefits of regular physical activity are taught across all grades through the regular curriculum. The school also offers a range of extracurricular sports opportunities, including cross-country, volleyball, basketball, pickleball, and track and field for specific age groups. In addition, enrichment programs such as hip hop dance, soccer, and tennis are introduced throughout the year to supplement the physical education program, providing variety and increased student engagement.

A sense of belonging is fostered through inclusive school-wide activities and events, including clubs, student leadership and volunteering opportunities, PAC-sponsored community events, and assemblies that highlight a variety of student strengths and bring the school community together.

Improve equity

Champlain Heights Community Elementary School remains committed to ensuring equitable access to learning, resources, and opportunities for all students and families. The school continues to proactively address barriers that may impact student success by providing targeted supports and maintaining a strong focus on inclusion.

Families experiencing food insecurity or financial barriers are supported to ensure that obstacles to full participation in school are minimized. Students receive access to nutrition programs, essential school supplies, and subsidies for field trips and learning activities so they can engage fully in all aspects of school life and reach their learning potential. Staff work collaboratively with families to

identify needs and connect them with appropriate community resources when additional support is required.

Ongoing refinement of the school's literacy assessment and intervention model further supports equitable outcomes for learners. DIBELS and Fountas and Pinnell literacy assessments conducted throughout the year enable early identification of student needs and timely intervention. The Resource Team coordinates intervention planning to ensure that supports are responsive, consistent, and effective. In addition, funding has been allocated for supplemental online literacy and numeracy programs to support students who benefit from additional practice beyond school hours.

The school continues to foster inclusive practices that recognize and honour the diversity of learners. Staff collaborate with District Resource Teachers and other specialists to adapt instruction and create supportive, responsive learning environments. When needed, multicultural liaison workers are engaged to support clear and meaningful communication with families.

School-wide initiatives—including assemblies, clubs, and community events—are designed through an equity lens to promote accessibility and inclusion. Efforts are made to minimize financial and logistical barriers so that all students can participate without added pressure. The PAC plays a significant role in supporting inclusive, community-building opportunities that are welcoming to all families.

The school also prioritizes maintaining a safe, respectful, and inclusive environment for every student. Learning related to diversity, anti-racism, and social responsibility is embedded in both classroom instruction and school-wide experiences. Staff continue to work in partnership with district supports to respond to emerging needs and to deepen student understanding of equity and inclusion.

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

Champlain Heights Community Elementary continues to deepen its commitment to reconciliation through ongoing learning, reflection, and action. Staff and students engage in meaningful opportunities to expand their understanding of Indigenous histories, perspectives, and ways of knowing.

The First Peoples Principles of Learning are embedded within classroom practice across grade levels, guiding both instruction and student learning experiences. Students engage in both curricular and experiential learning that supports the process of unlearning and relearning historical narratives, particularly within Social Studies and cross-curricular connections. Indigenous connections to the land are strengthened through growing and learning about Indigenous plants, learning about and participating directly in the salmon life cycle, and learning about local natural resources such as the Fraser River

School-wide events continue to provide opportunities for collective reflection and learning. These include the annual Truth and Reconciliation assembly, Remembrance Day assembly, and the winter concert, all of which intentionally incorporate Indigenous perspectives and content. The Silent Walk,

now an established annual practice for all students from Kindergarten to Grade 7, continues to be a meaningful opportunity for reflection and dialogue.

The school works to build relationships with Indigenous families and community members, inviting opportunities for sharing knowledge, stories, and cultural teachings where possible. Collaboration with the Indigenous Enhancement Worker supports staff and students in accessing resources, learning experiences, and guidance in culturally responsive practices.

Moving forward, the school remains committed to expanding opportunities for authentic engagement, deepening staff professional learning, and embedding Indigenous perspectives more fully across all areas of the curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

Progress toward school goals will be monitored through a combination of quantitative data, qualitative feedback, and ongoing reflection. Evidence will be gathered and reviewed regularly to inform practice, celebrate successes, and guide next steps.

Key indicators will include:

- School-wide reading assessment data collected at multiple points throughout the year
- Written Learning Update data (proficiency scale trends in Literacy and Numeracy)
- Student Learning Survey results (Grades 4 and 7) and Middle Years Development Instrument (Grade 6)
- Attendance data and patterns
-
- DESSA-mini from staff regarding student social and emotional competence at targeted points during the school year and gathering staff interpretation and collaborative action plan
- Student voice gathered through surveys, self-assessments, conversations, and informal “walks and talks”
- Feedback and concerns shared by families
- Ongoing analysis of intervention effectiveness through Resource Team meetings

In addition:

- Staff will engage in regular collaboration and reflection during staff meetings, Professional Learning Communities, and professional development sessions
- School leadership will check in with staff and the Parent Advisory Council to gather perspectives and feedback
- Successes will be recognized and celebrated through assemblies and classroom practices to reinforce a positive school culture
- Adjustments will be made as needed if data or observations indicate that progress is not meeting expectations

Ultimately, success will be reflected in students demonstrating improved literacy and numeracy skills, increased self-regulation and well-being, and a strong sense of belonging within the school community.