



2025-2026 School Learning Plan

SCHOOL STORY

It is with deep gratitude and respect that Collingwood Neighbourhood School (CNS) is honored to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwətał (Tsleil-Waututh Nation).

Collingwood Neighbourhood School (CNS) is a kindergarten to grade three school that serves as an annex to Graham Bruce Elementary School. Most of our students transition to Graham Bruce for their intermediate years. CNS is part of the Windermere Family of Schools. Currently, we have 133 students in eight divisions and 30 staff members. The district TEIR (Targeted Early Intervention Resource) program is also part of our school, providing targeted reading instruction for a small group of Grade 2 students from across the district who have been identified needing extra support in acquiring early literacy skills.

CNS is located on the border of Vancouver and Burnaby, near Joyce Skytrain Station, a major transit hub. The neighborhood is a growing, vibrant community with new commercial developments, diverse restaurants, small businesses, and both condominium and single-family homes. Our school regularly makes use of the city owned Gaston Park for outdoor play and learning.

Physically connected to Collingwood Neighbourhood House, CNS serves as an active community hub. Our Strong Start program offers both morning and afternoon sessions, which are well attended by families in the neighbourhood. Many Strong Start children transition into Kindergarten at CNS, creating natural opportunities for collaboration and continuity. Additionally, CNS hosts an Out of School Care Program before and after-school, operated by Collingwood Neighbourhood House. We also value partnerships with outside agencies, such as Arts Umbrella, and work with Windermere High School and Leadership students who run lunchtime gym programs for Grades 1-3. These collaborative relationships reflect the First People's Principles of Learning-particularly that learning is relational and grounded in connections with people, materials, and place.

CNS has a long-standing tradition of a weekly run around Gaston Park. Rain or shine, all Grade 1-3 classes participate in this fifteen-minute run, which strengthens students' sense of belonging while supporting physical and mental well-being. Many of our strong runners join our school's Cross-Country team each year.

This year, CNS focused on increasing community-wide initiatives. Through the creation of a Spirit Committee, staff organized school-wide Spirit Weeks-including a Winter-themed week and an Olympic-themed week aligned with the 2026 Winter Olympics. These events have created a greater sense of school spirit, built community, and enhanced students' sense of belonging.

Our PAC is a group of parents who meet regularly at the beginning of each month. The PAC continues to support school-wide initiatives and enrichment programs such as hip-hop, curling, and field studies through fundraising events. This commitment to providing opportunities for all students works towards our common goals of equity and belonging for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our community of young learners is diverse and dynamic. Approximately 60% of our students identify as having a home language other than English, with Tagalog and Mandarin/Cantonese being the most commonly spoken languages. In total, 25 different first languages are represented within our school community. Students with diverse learning needs make up 15% of our population. Collingwood's inclusivity is one of its greatest strengths. Students demonstrate kindness, respect, and care for one another, contributing to a strong sense of community and belonging. In addition, many new students join our school throughout the year, bringing fresh perspectives and experiences that enrich our learning environment.

Most of our students belong to families with working parents and caregivers, so grandparents, extended family, baby-sitters, or Out of School Care support parents and caregivers by caring for our students before and after school.

Communication skills, oral language development, and general knowledge continue to be areas of need within our learning community. Students' ability to engage successfully with peers, demonstrate expected play skills, participate in collaborative learning, and express their thinking are identified by both teachers and the Early Development Instrument (EDI) as areas requiring continued support. These needs are closely connected to our literacy goals and inform our focus on oral language, vocabulary development, phonological awareness, and foundational literacy instruction.

While problem-solving skills and positive behaviour expectations are regularly taught in classrooms, this year we implemented a consistent school-wide approach to reinforce our shared values and strengthen our inclusive school culture. Students received Cub Coupons when they demonstrated respect, kindness, helpfulness, and support for others. Each week, students were recognized during morning announcements. This initiative has increased students' awareness of positive behaviours and reinforced the message that Collingwood is a caring and supportive learning community. Literacy continues to be a key area of focus for Collingwood students. Throughout this year, teachers implemented the University of Florida Literacy Institute (UFLI) program to strengthen foundational literacy skills, with a particular emphasis on phonics and phonemic awareness, including phonemic segmentation. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment was used to monitor student progress and identify areas of need. Kindergarten students were assessed twice during the year, and the results indicated that 75% of students would benefit from targeted support in phonological awareness, specifically phonemic segmentation fluency. Strengths were noted in

concepts of print and letter identification, with only 25% of students requiring additional support in letter naming fluency. In response to these findings, we will continue to implement evidence-based literacy interventions, explicit instruction, and engaging learning experiences to strengthen early reading skills, enhance communication, and build the foundational knowledge necessary for long-term literacy success.

Communicating Student Learning (CSL) data from Term 3, 2025 indicates that in English Language Arts, approximately 45% of students are developing and fewer than 40% of students are proficient. In Mathematics, approximately 30% of students are developing and 50% are proficient. While mathematics is not a primary focus of this School Growth Plan, staff continue to monitor achievement data and provide targeted support to ensure students develop strong numeracy skills and mathematical confidence.

Reading and writing data are also regularly collected for students in Grades 1–3. DIBELS reading data indicates that 46% of students are reading well and are at negligible risk for future reading difficulties, while 42% of students are experiencing challenges with one or more components of reading. School-wide writing samples show that most students are currently performing within the developing or proficient categories. Students not yet meeting these categories continue to demonstrate emerging writing skills and require additional support.

At Collingwood, students are familiar with the land acknowledgement and its meaning. Each day begins with a school-wide acknowledgement read by students over the PA. An anecdotal student survey showed that over 75% of students are aware of this practice. All students are introduced to the Vancouver School Board's land acknowledgement, which honours the traditional territories of the three host nations. We emphasize that understanding and respect develop over time, and this message is also shared in conversations with families. During our Orange Shirt Day assembly, students learned about the importance of reconciliation and gained a deeper understanding of the legacy of residential schools. Ongoing Indigenous ways of being and knowing continue to be explored within the classrooms.

While staff continue to thoughtfully integrate Indigenous perspectives into the curriculum, support daily land acknowledgements, expand library resources, and organize meaningful learning opportunities, we recognize the need to further strengthen students' understanding and visibility of Indigenous learning. At Collingwood Neighbourhood School, we are committed to fostering an inclusive environment where all students feel a sense of belonging. We celebrate diverse abilities and cultures throughout the school year, creating ongoing opportunities for cultural sharing, learning, and connection.

Equity in Elementary schools is a key priority, and at Collingwood it is reflected in several areas, including inclusive curriculum, strong teacher-student relationships, equitable leadership, support systems, and ongoing professional development. Teachers at CNS are committed to culturally responsive teaching, delivering a curriculum that reflects the diverse cultures, histories, and perspectives within our school community. This approach helps ensure that all students see themselves represented in their learning.

Building strong, respectful relationships is also essential. Students participated in an anecdotal student survey designed to gather their perspectives on their school experience. Through conversations and survey questions, students were asked about how they felt at school, their sense of belonging and connection, the quality of their friendships, and whether they felt connected to the Collingwood school community. The survey provided valuable insights into students' well-being, relationships, and overall engagement with the school environment. Data from the anecdotal survey shows that 95% of Grade 2 and 3 students can identify at least one supportive staff member. In addition, over 95% of students report having positive relationships with their peers, feeling that they have friends, and experiencing a sense of connection and belonging at Collingwood.

Overall, the data indicates that Collingwood students experience a strong sense of belonging, positive relationships, and a highly inclusive learning environment. At the same time, literacy development—particularly oral language, phonological awareness, and early reading skills—continues to be an area of focus. These findings guide our ongoing commitment to improving literacy achievement while maintaining a school culture where all students feel connected, represented, and supported.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and sense of belonging

Collingwood continues to prioritize both literacy achievement and a strong sense of belonging through consistent, evidence-based practices. Staff have built last year's work by implementing a structured literacy approach across all classrooms and support settings. UFLI has been adopted school wide as the core literacy program, with decodable readers used consistently by classroom teachers and the resource team to support early reading development.

School-wide DIBELS data is used to monitor student progress and guide instruction. Access to longitudinal data allows teachers to identify growth trends and target support where needed. School-wide writes provide common writing samples for all students and are used collaboratively by staff to inform instructional decisions and next steps.

In collaboration with Graham Bruce, staff worked with the Curriculum Enhancement Teacher to embed the First Peoples Principles of Learning into literacy instruction. Indigenous stories are intentionally integrated, and teachers continue to strengthen their practice through Story Workshop. This approach supports accessibility, oral language development, and student engagement, while giving students meaningful opportunities to express their understanding and make connections to text. Building on this work, students are also participating in book-making workshops, where they publish their own stories.

Culturally responsive literacy practices have been further strengthened through the ongoing development of the school library. Efforts continue to ensure that the collection reflects the diversity of the school community and supports identity, representation, and belonging. Library learning highlights texts connected to events such as Truth and Reconciliation, Diwali, Kwanzaa, Black History Month, and Asian Heritage Month, including stories from the Asian diaspora.

School-wide assemblies and leadership opportunities also play an important role in fostering belonging and student voice. Monthly gatherings recognize events such as Orange Shirt Day, Remembrance Day, and Pink Shirt Day, with an emphasis on kindness and inclusion. A Winter Hip-Hop Showcase helped strengthen connections between school and families. All Grade 3 students take on leadership roles, including announcements, library support, and playground leadership. This year, a Spirit Committee also played a key role in building community engagement by organizing themed spirit weeks during the winter holidays, the Winter Olympics, and year-end celebrations. In addition, a new school-wide kindness initiative recognizes positive behaviour through Cub Coupons and public acknowledgement during morning announcements. Students have responded enthusiastically and are motivated to contribute to a positive and caring school community.

This year, through our connection with the Windermere family of schools, we strengthened students' sense of belonging by creating cross-school leadership opportunities. In partnership with the Community Schools Coordinator, secondary students visited Collingwood to work with our primary learners. From January to June, students in Grades 1 to 3 participated in weekly lunchtime gym sessions led by Grade 9 and 10 students. Learners were grouped across classes to build new relationships, foster a sense of collegiality, and develop cooperative play skills. Students consistently demonstrated enthusiasm and eagerness to attend these sessions, highlighting the positive impact of this initiative on community building and connection.

Improve equity

Equity at Collingwood is grounded in the belief that all students deserve access to the resources and support they need to succeed. Instructional decisions are guided by student data to identify disparities in achievement and to determine targeted interventions and supports.

An inclusive approach ensures that accommodations, adaptations, and individualized programming are implemented as needs are identified, regardless of diagnosis or designation. This approach supports positive behaviour, access to learning, and meaningful school experiences for all students.

Staff have engaged in examining classroom materials and library collections through an equity lens. Intentional efforts to review, update, and expand resources are ongoing to ensure that materials are representative, relevant, and inclusive of the diverse identities and experiences within our school community.

Family engagement and communication remain a priority. Strategies include the use of online translation, district interpreters, settlement workers, multilingual resources, and a diversity calendar shared through newsletters. Supplemental support, such as the Fresh Produce Backpack Program, Vancouver Firefighters Charities-Snacks for Kids, are allocated intentionally and equitably to families when available.

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

Collingwood's approach to reconciliation includes personal, classroom, and school-wide learning. Staff continued to deepen their understanding of meaningful reconciliation practices, and the role education plays in fostering respectful relationships and understanding. Classroom instruction incorporates Indigenous perspectives while consistently embedding the First Peoples Principles of

Learning across subject areas. This year's school-wide theme, *Learning from the Land*, guided inquiry and exploration. Students engaged in learning about rivers and salmon, Indigenous shapes and totem animals, seasonal rounds, and environmental stewardship. Learning emphasized relationships with the land, community responsibility, interconnectedness, and respect.

With the addition of a Land-Based Fine Arts teacher, students explored place-based learning using natural materials gathered from the local environment. Students made connections between local Indigenous flora and fauna and created artwork inspired by the land around them and using elements of the land to create works of art. First Peoples Principles of Learning were woven into lessons through Indigenous literature, storytelling, dramatic arts, and shadow puppetry.

Daily Land Acknowledgements were delivered by student announcers, with classes extending their understanding through discussion and reflection. Students demonstrated high levels of interest and engagement, particularly when learning about Coast Salish culture and local Indigenous histories. Students also had opportunities to create their own meaningful land acknowledgements, learn about the Musqueam timeline, and participate in weaving experiences facilitated by an Indigenous artist.

Through these learning opportunities, students are developing a deeper understanding of Indigenous perspectives, relationships to the land, and their responsibilities as learners living and learning on the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are making progress toward improving literacy achievement and students sense of belonging by consistently monitoring both quantitative data and student experiences across the school.

In literacy, progress will be evident through ongoing DIBELS data showing student growth over time, as well as improved results in School-Wide Writes. Teachers will use this data to confirm that targeted instruction and interventions meet student needs and that more students are achieving expected benchmarks.

In addition, Increased student engagement in literacy activities, such as Story Workshop and bookmaking, will serve as important indicators of success. Growth will be reflected through observational data, student voice, collections of student-created texts, and increased independent participation in literacy activities. Students will increasingly view themselves as authors, illustrators, and storytellers while demonstrating greater confidence and enthusiasm for literacy learning.

A stronger sense of belonging will be reflected through student voice, participation, and engagement. We will continue to see high levels of involvement in assemblies, leadership opportunities, school-wide events, and initiatives such as Cub Coupons. Student surveys and observations will demonstrate that students feel connected to peers and staff, see themselves represented in classroom and library resources, and experience school as an inclusive and supportive environment. We will aim to maintain

survey results showing that at least 95% of students report a sense of belonging and can identify a trusted adult within the school.

Together, achievement data, observational evidence, and student voice will provide meaningful indicators that Collingwood is making progress toward improving literacy outcomes while sustaining a strong culture of belonging, equity, and inclusion.