



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

For the 2025–2026 school year, David Oppenheimer Elementary serves approximately 420 students from kindergarten to Grade 7. The school is organized into 18 divisions and supported by a staff of over 55 teachers and support staff.

David Oppenheimer Elementary is a culturally and linguistically diverse learning community, with over 32 languages spoken at home. The school is deeply committed to equity, diversity, inclusion, and acceptance, which are intentionally embedded into daily classroom practices, school-wide initiatives, and interactions across the community. These values guide our work and are reflected in our school traditions, inclusive teaching approaches, and school code of conduct. We support all students academically, socially, and emotionally by meeting them where they are at when they arrive at school.

The school has a strong history of excellent teaching, innovative instructional practices, and active parent engagement. Staff bring a wide range of experience and expertise and regularly engage in collaboration, team teaching, and cross-grade and cross-curricular integration to support meaningful implementation of the B.C. curriculum and the Vancouver School District Education Plan. Oppenheimer is known for its strong academic program, as well as its extensive music, band, and comprehensive athletics offerings, including after-school sports across multiple grade levels.

Student engagement and belonging are further supported through a wide range of extra-curricular and enrichment opportunities, including volleyball, basketball, track and cross-country teams, arts, STEM and social-emotional learning activities. In addition, several in-school clubs and leadership initiatives run throughout the year, such as Diversity Club, Glee Club, Chess Club, and Student Council, providing opportunities for student voice, leadership, and connection.

David Oppenheimer Elementary serves a diverse student population with a wide range of learning needs, cultural backgrounds, and language proficiencies, including many newcomers to British Columbia and Canada. Students demonstrate strong school pride and a commitment to learning and community involvement. The school is supported by district resources, including a part-time school counsellor, Curriculum Enhancement teacher, and a Community Schools Team (CST) Youth and Family Worker, as well as community partnerships that offer after-school programs in art, social clubs, and sports. With a dedicated staff, strong community partnerships, and a shared commitment to student

success, well-being, and inclusive practices, David Oppenheimer Elementary continues to provide a safe, welcoming, and engaging learning environment for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Oppenheimer Elementary supports a balanced approach to student learning that integrates academic achievement, social-emotional development, and physical well-being. The school community is diverse, with approximately 27% of students learning English as an additional language. Many families reside in the growing River District area, contributing to a keen sense of community and connection among students.

Students develop foundational literacy and numeracy skills while engaging in inquiry-based, hands-on learning across subject areas. A continued focus on reading and writing fluency, vocabulary development, and comprehension has supported improvements in literacy outcomes. Mathematics achievement remains a strength and an area of success within the school.

Instructional practices emphasize inquiry, problem solving, critical thinking, and real-world connections. Students are encouraged to explore complex ideas, engage with social issues, and demonstrate their learning through a variety of formats. Participation in extracurricular opportunities, including athletics, arts, music, field trips, and clubs, further supports students' cognitive, social, and emotional growth.

The school promotes a safe and inclusive environment guided by the ORCAS Code of Conduct: *Oppenheimer is Respectful, Caring, and Safe*. This is reinforced through three shared expectations: **respect this place, care for each other, and make safe decisions**. Students demonstrate leadership through roles such as announcements, assemblies, peer support, and involvement in cross-curricular clubs and our student council.

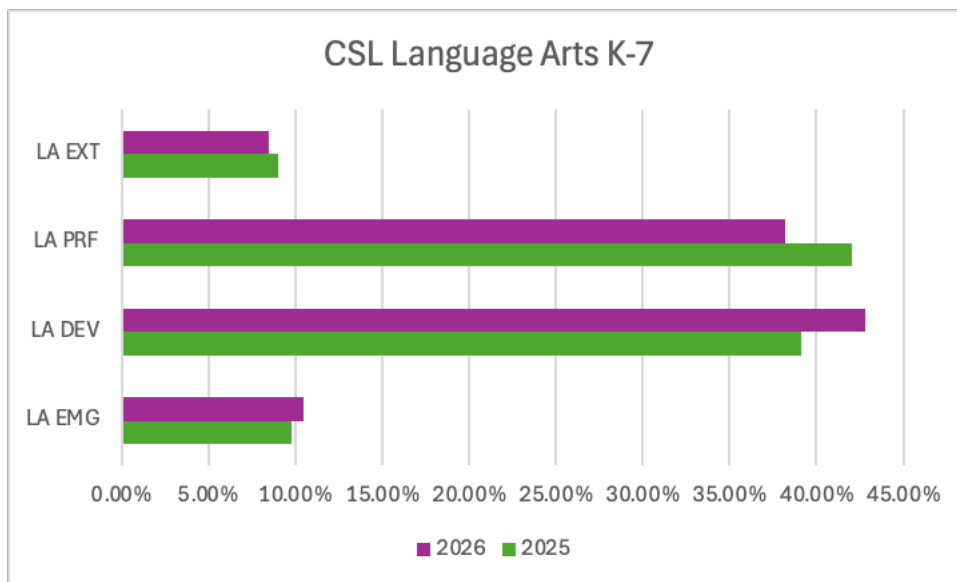
Oppenheimer maintains a strong focus on community engagement. Students and staff participate in school-wide events, fundraising, and charitable initiatives supporting organizations such as BC Children's Hospital, United Way, and South Vancouver Family Place. These experiences contribute to a positive, inclusive school culture that supports student well-being and care for others.

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

Literacy

The 2026 CSL Language Arts results show steady growth and strength across the school. There is an increase in students achieving at the *Developing* level (from 39% to 42%), while results at the *Extending* level remain stable at around 9–10%. Proficiency can vary from year to year as students' progress through grade levels. Overall, our results remain similar and consistent based on teaching assessments and evaluation of Language Arts progress.



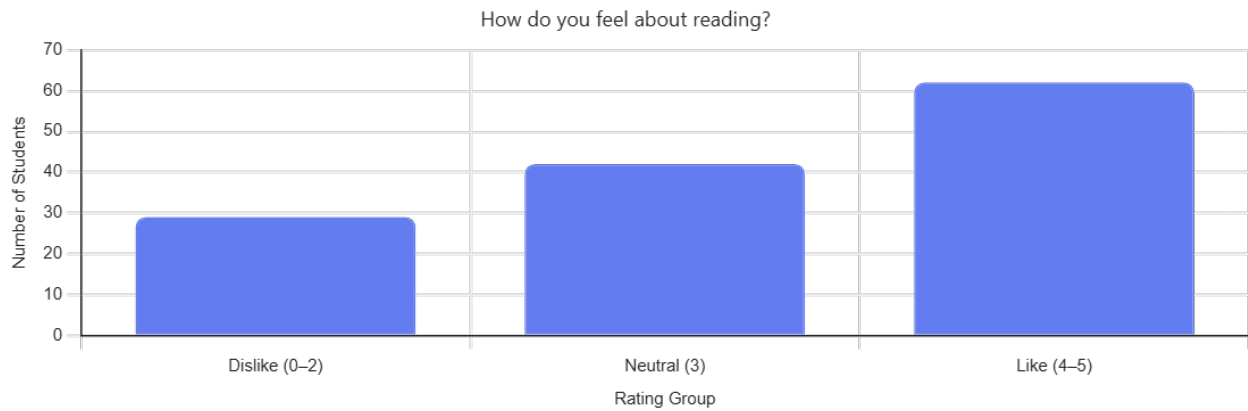
Slight increases in the *Developing* and *Emerging* categories reflect a growing number of newcomer students who are English Language Learners and are assessed on the same proficiency scale as their peers. These students are building foundational language skills and continue to progress along with the learning continuum. The increased number of students identified as “developing” reflects the broader scope of this category within the current reporting framework, compared to previous descriptors. It also indicates a stronger collective understanding among teachers in aligning assessment practices with grade-level standards. Now that the revised reporting order—introduced last year—has been implemented for a full cycle, there is greater clarity and consistency in identifying what “developing” looks like, allowing educators to differentiate and recognize a wider range of learners within this category more accurately.

School-based tracking data (i.e., School Wide Writes, DIBELS reading comprehension assessments) mirrors these trends, showing consistent year-over-year growth in literacy outcomes that remain both steady and sustainable over time. Overall, the data highlights effective instructional practices and a strong, inclusive approach that supports all learners toward proficiency.

We have invested in expanding and updating our literacy resources to better support student learning across grade levels. In the primary grades (K–3), new materials have been added, including decodable readers, levelled reading sets, and Indigenous texts. These additions are helping to replenish and modernize our well-used primary bookroom, ensuring that students have access to diverse, high-quality texts that support early literacy development.

At the intermediate level, we are modernizing our collection of novels and high-interest reading materials through a “reading café” model. This approach invites student voice and choice, as learners explore a variety of texts and recommend novels for future purchase. Selected titles are then incorporated into our school collection and library to support individual novel studies and literature circles. In addition, several new novel sets have been added to strengthen our existing resources. To assess whether the increase in high-interest novels influenced reading habits, we tracked the reading patterns of many of our intermediate students. The data shows a clear increase in the number of books read compared to the previous year, indicating a positive and growing trend in reading engagement in

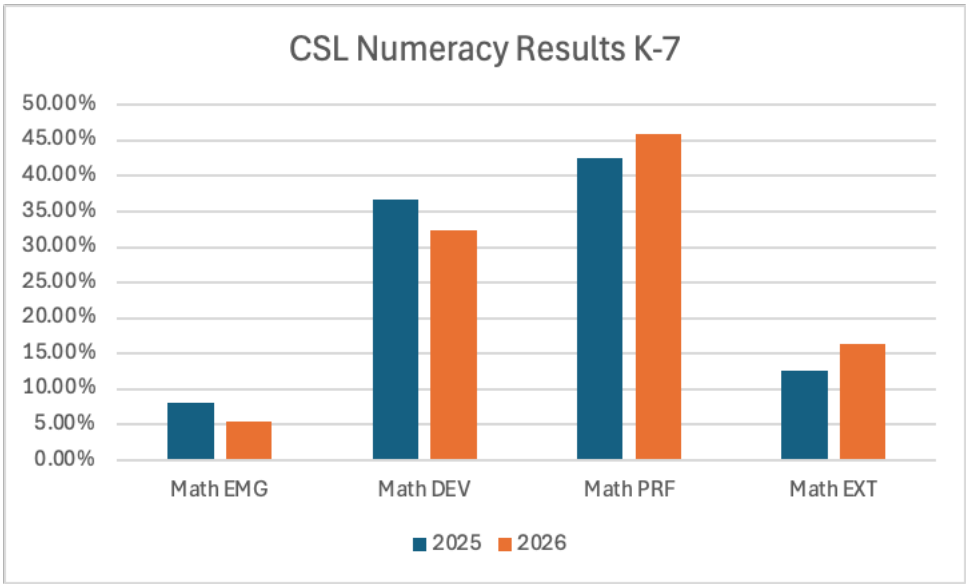
school among our senior students. In addition, we looked at attitudes around reading among our upper intermediate students (Grades 5-7). The data indicates a strong positive reading culture in about half of our intermediate students, as well as highlighting the need to continue to build engagement, motivation, and a joy for reading within the other half.



Ongoing staff collaboration has also resulted in the development of a shared scope and sequence for writing instruction across the primary grades. This document will guide planning and teaching beginning next year and outlines clear, developmentally appropriate expectations for student writing from Kindergarten through Grade 3. It provides consistency across classrooms and ensures a cohesive approach to building writing skills over time.

Numeracy

This graph compares the Mathematics CSL results from 2025 (blue) to 2026 (orange). The data clearly demonstrates that our consistent focus on explicit math instruction has led to improved outcomes across the school. There is a noticeable reduction in the number of students in the Emerging and Developing categories, alongside an increase in those achieving at the Proficient and Extending levels.

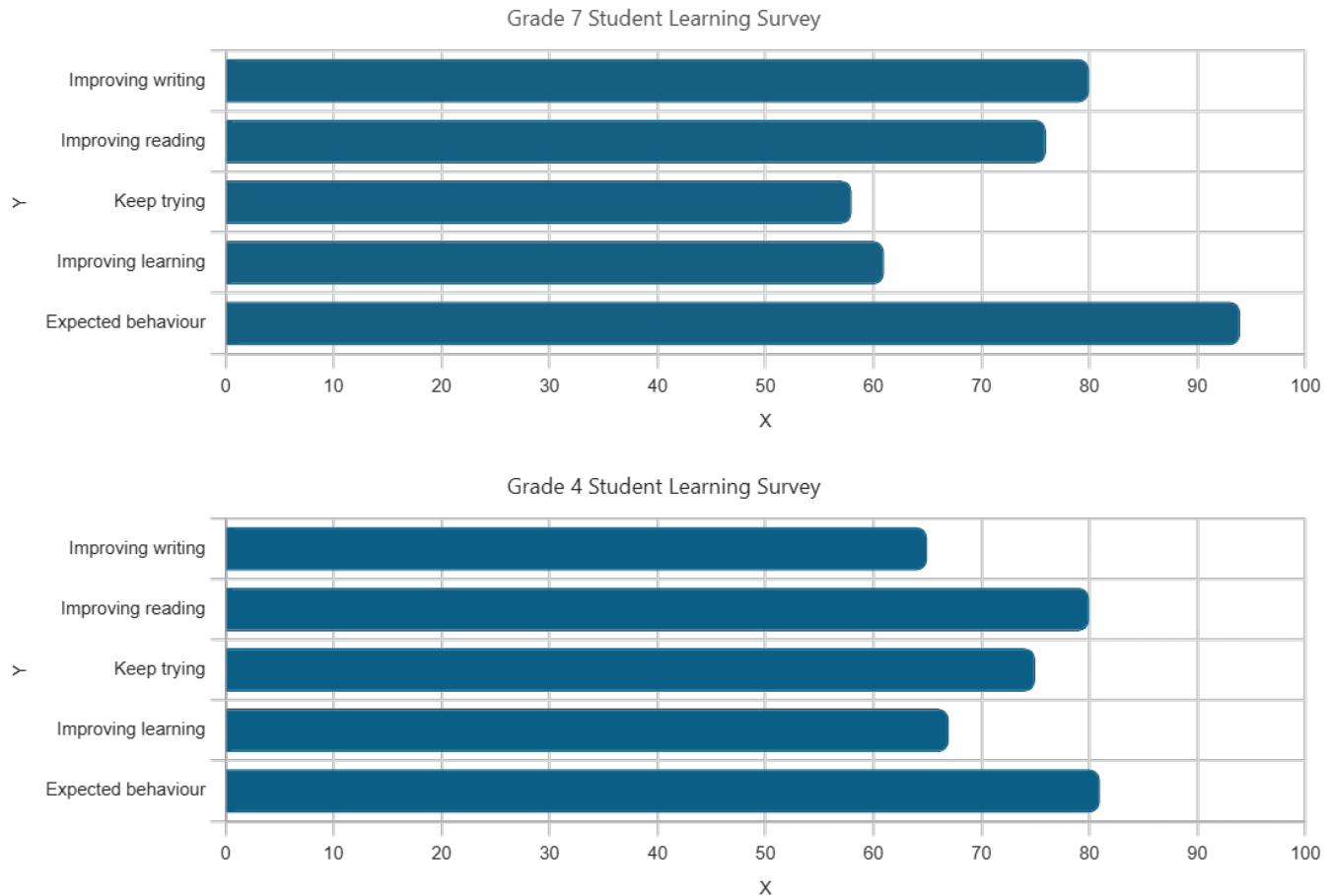


These gains reflect the impact of targeted instructional strategies, including an emphasis on hands-on mathematical learning using multiple tools and formats, encouraging students to clearly show their thinking, and promoting multiple approaches to problem-solving. Together, these practices are contributing to stronger overall mathematics achievement and deeper student understanding.

Our resource team has taken a more intentional and targeted approach to monitoring student progress in mathematics this year. Interventions are planned around specific areas of need, with students moving in and out of small-group support based on their current skill gaps. This flexible model ensures that support is focused and responsive, maximizing the effective use of resources. It also provides students with opportunities to build confidence and strengthen skills in a smaller setting before transitioning back to whole-class learning.

Physical and Mental Well-Being and Belonging

Our student learning surveys conducted in the spring for grades 4 and 7 indicate that Oppenheimer students are on track for feeling a sense of belonging and confidence in their school setting.



Overall, results from the two data sets indicate that students at Oppenheimer Elementary experience a keen sense of well-being and belonging. Most students report feeling safe at school, understand

behavioural expectations, and perceive growth in their reading. A closer look at the data reveals some differences by age group. Primary students demonstrate higher levels of perseverance and optimism, while intermediate students report a stronger understanding of school structures and expectations but show a noticeable decline in persistence and sustained engagement, especially as we see in the data on reading engagement/enjoyment. The key challenge, moving forward, is how to strengthen perseverance in reading in response to this decline.

These patterns suggest that, while foundational conditions for success are in place, there is an opportunity to better support skill development in resilience and stamina as students move through the grades. A key focus next year will be strengthening student engagement and confidence in writing, particularly in the intermediate years. Targeted strategies in these areas will help ensure that positive perceptions of school are matched by continued growth in independence, persistence, and overall achievement.

Improve equity

At Oppenheimer Elementary, equity and inclusion remain central to our work in supporting student success and well-being. We are committed to creating a learning environment where all students feel seen, valued, and respected. Our approach emphasizes empathy, the celebration of diversity, and developing student understanding of the systemic barriers that impact marginalized communities.

During the 2025–2026 school year, equity and inclusion were intentionally embedded across classroom learning and school-wide initiatives. Students engaged in developmentally appropriate opportunities to explore identity, social responsibility, and justice, while building the skills to recognize and respond to exclusion and inequity. The bystander-to-upstander model served as a consistent framework, supporting students in addressing bullying behaviours and developing the confidence and strategies needed to navigate social challenges within the classroom and broader school community.

School-wide initiatives began early in the year with our Truth and Reconciliation activities in September, setting up a solid foundation for learning and reflection. In February, we marked Pink Shirt Day and our anti-bullying efforts with a school-wide assembly and the launch of our new Pink Day merchandise, promoting the message “Be Kind Always.” This initiative culminated in a vibrant “Sea of Pink” in our gym, followed by a joyful parade around Bobolink Park.

February also included Black History Month, which was recognized through meaningful classroom and library activities highlighting important Black historical figures and authors. These experiences enriched student understanding and appreciation of diverse histories and contributions.

In June, Pride Month activities—including our annual Celebration Walk and dance party—provided joyful and affirming opportunities to support the LGBTQ+ community. These events reinforced our commitment to creating a safe, welcoming environment where all students feel a true sense of belonging.

Throughout the year, Indigenous perspectives, and learning practices, along with SOGI-informed approaches, remained an integral part of our curriculum. Teachers consistently incorporated these elements to support inclusive classrooms and promote social justice learning. Family engagement was also a priority. Opportunities such as a SOGI presentation for the PAC helped strengthen connections

between home and school, fostering a shared understanding of how students learn about and experience diversity.

In classrooms, intermediate students participated in inquiry-based anti-racism projects, examining issues of equity and social change, while primary students explored identity and belonging through culture-based projects and Active Witnessing lessons. These experiences supported students in developing awareness, empathy, and a sense of responsibility toward others. They are now embedded experiences that bond our students to this place and how we learn about the world we are living in.

The school community also contributed to inclusion-focused fundraising efforts to enhance access to learning supports, tools, and resources for diverse learners. Our Pop-Up Carnival in June was a fun-filled event that was run by our students with neurodiverse abilities. During the carnival, they hosted our primary classes and engaged our intermediate students in volunteerism and support for their classmates who learn differently. This event was a tremendous success, celebrated throughout the school and strongly supported by the wider community.

Family support included ongoing efforts to address food insecurity and access to healthy lunches by introducing Lunch LAB to Oppenheimer for two sessions per week. This healthy eating program, run by the non-profit VSB partner Growing Chefs, allows students to experience food preparation, serving their peers for lunch, and helping to clean-up and keep the operation running smoothly for over 100 student diners per session.

Together, these efforts reflect Oppenheimer's ongoing commitment to fostering an inclusive school culture where students are supported to develop as compassionate, informed, and engaged members of their communities.

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

Continuing our journey of reconciliation with First Nations, Métis, and Inuit peoples remains a key priority for our school community. A Truth and Reconciliation assembly set the tone for the year, launching ongoing learning grounded in Indigenous ways of knowing and being. Throughout the year, students engaged in experiences that broadened their understanding of Indigenous histories, perspectives, and contributions, while fostering empathy, respect, and a sense of shared responsibility.

Connections to Indigenous pedagogy were strengthened through opportunities to learn from community educators and leaders, alongside a continued focus on deepening staff professional learning in this area. In the primary grades, art and mathematics provided meaningful connections to Indigenous ways of knowing, learning, and representing ideas. Students created visual pieces inspired by Indigenous artists, including Norval Morrisseau and Bill Reid, and engaged in related displays that reflected these artistic traditions and perspectives. Students also benefited from increased representation of Indigenous voices and leadership across sectors such as health care and government, helping to highlight both historical and contemporary contributions.

In the intermediate grades, students engaged in a progression of learning around human rights and Truth and Reconciliation across the school year. In the first term, Grades 5–7 participated in a second annual study of the *Witness Blanket*, allowing students to explore the ongoing impacts of the residential school system through deeper analysis and making personal connections. In the second term, a collaborative Grades 3–5 inquiry using *Gladys We Never Knew* supported students in examining

the experiences of Indigenous children in residential schools. In the final term, students returned to these themes through an Activism, Advocacy, and Allyship unit, which focused on contemporary issues and included learning from Indigenous speakers in the health care community.

School-wide participation in Red Dress Day included the submission of student artwork to a Vancouver School Board exhibition, honouring the National Day of Awareness for Missing and Murdered Indigenous Women, Girls, and Two-Spirit People. In Grade 7, students explored Indigenous knowledge of plants through an applied learning unit, culminating in the creation of short films that highlighted traditional uses and cultural connections; these were highlighted at a student film festival hosted at Tupper Secondary.

Together, these experiences reflect a continued commitment to embedding Indigenous perspectives authentically across learning, while supporting students and staff in developing the knowledge, understanding, and responsibility required to move reconciliation forward in meaningful ways.

HOW WILL WE KNOW WE'RE ON TRACK?

In 2025–2026, David Oppenheimer Elementary continued to strengthen student learning and well-being through intentional collaboration, data-informed practice, and inclusive, culturally responsive approaches. School-wide efforts remained focused on improving Literacy and Numeracy outcomes, deepening Indigenous learning, and fostering a sense of belonging for all students.

This year, we made measurable progress in strengthening our systems for tracking student learning and ensuring continuity of information as students transition between grades. Staff demonstrated a strong collective commitment to collaboration, communication, and shared responsibility for student success. These efforts have supported greater alignment in instructional practices and more coordinated responses to student needs.

The use of literacy data, such as FSA data and school-based assessments such as School Wide Writes and DIBELS Reading Comprehension, has been further refined to guide instructional planning and targeted interventions. This has enabled the school to identify cohorts and classes requiring additional support, ensuring resources are allocated effectively to support students in reaching grade-level expectations.

Resource teachers continue to play a critical role in this work by providing targeted, timely interventions and supporting the identification of students requiring short-term or ongoing learning support. Their contributions are integral to a responsive, multi-tiered system at our school.

Overall, our staff at Oppenheimer continue to strengthen their capacity in assessment, intervention, and instructional responsiveness. Progress toward School Growth and learning goals for each student reflect a sustained and coordinated alignment and effort across the school community.

Key priorities and practices include:

- Strengthening coherence and alignment in Literacy and Numeracy instruction across grade levels
- Using assessment data, including CSL, FSA, and DIBELS, to inform instruction and resource allocation
- Targeting literacy interventions based on class-wide and individual student data
- Improving systems for documenting and transferring student learning information between grades

- Incorporating student voice and engagement data into school planning
- Supporting student goal-setting through conferences and Celebrations of Learning
- Expanding land- and place-based Indigenous learning experiences
- Sustaining collaborative team structures to support professional dialogue and planning
- Engaging in focused professional learning aligned with school goals
- Coordinating supports through partnerships with the Youth and Family Worker and School Counsellor

David Oppenheimer Elementary remains committed to a culture of continuous improvement, where collaboration, evidence-informed practice, and a focus on equity guide decision-making. Through these collective efforts, the school is strengthening both learning outcomes and the overall experience of students as engaged, supported learners.