



2025-2026 School Learning Plan

SCHOOL STORY

False Creek Elementary School is a Vancouver public school located between Granville Island and Olympic Village. We are honoured to learn and work together on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation). Serving approximately 304 students from Kindergarten to Grade Seven, our school sits in a vibrant urban neighbourhood near the False Creek seawall and Charleson Park. Most families in our community live in condominiums, apartments, townhomes, cooperatives, or on boats moored nearby. Our student population is linguistically and culturally diverse, representing more than 24 language groups, with roughly one quarter of students speaking a first language other than English. We fully integrate students who have a Ministry Designation for disability or diverse ability.

Parents play a vital role at False Creek through an active and supportive Parent Advisory Council (PAC), contributing generously to fundraising, school events, and initiatives that enrich students' academic, social, and cultural experiences. The PAC continues to fund in-school programs such as African dance, Hip-Hop, storytelling, music, martial arts, and a variety of inclusivity and diversity initiatives.

As part of the Kitsilano Family of Schools, we maintain a strong partnership with the Kits Community Schools Team. Over the past three years, we have focused on strengthening transitions for students moving from Grade 7 to Grade 8. We have also been actively applying for sustainability grants that support outdoor learning and environmental initiatives. Achievement, physical and mental well-being, belonging, equity, and reconciliation remain central priorities at False Creek.

Our dedicated staff are committed to fostering community connections. Students regularly participate in local field trips and neighbourhood walks, and many staff integrate outdoor education into their teaching. Our school garden, along with partnerships with community garden organizations, provides additional learning opportunities.

False Creek Elementary offers a range of student clubs and leadership opportunities, including chess, knitting, and needle felting. Students also participate in a variety of sports teams—such as soccer, cross-country, volleyball, basketball, and track and field—which vary each year.

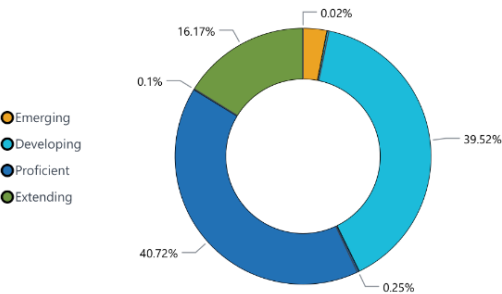
We continue to expand our technology and design education to support students who are already thriving in this area and to assist those who may need additional guidance. Our current focus includes coding, graphic design, and developing proficiency with a variety of software applications.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

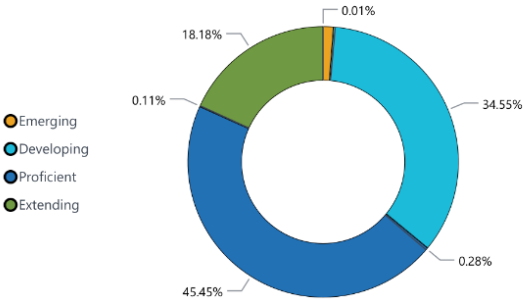
False Creek students are spirited, diverse in identity, and varied in how they learn. Our staff work diligently to design and provide meaningful learning opportunities for all students, with a strong commitment to supporting neurodiversity, cultural understanding, the arts, and athletics.

Students arrive at school with a wealth of lived and learned experiences. They bring strong vocabulary, solid sentence structure, developing literacy skills, and a genuine love for stories and books. Building on these strengths, our staff are dedicated to further enhancing literacy outcomes across the entire school community.

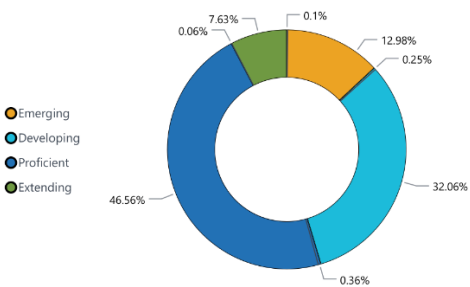
ELA – 2025-2026 Term 1 – Grades 4-7



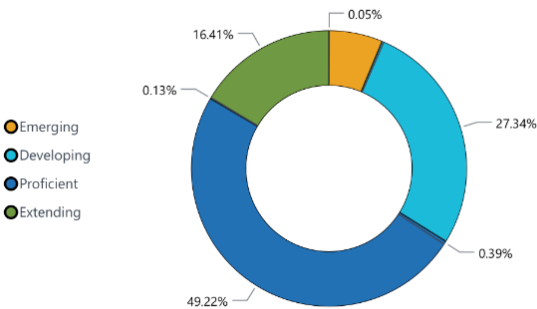
ELA– 2025-2026 Term 3 – Grades 4-7



ELA – 2025-2026 – Term 1 – Grades K-3



ELA – 2025-2026 – Term 3 – Grades K-3



Analysis:

Reviewing our 2025–2026 report card data shows encouraging gains in student achievement. In the primary grades, 65% of students are achieving at the proficient or extending level in English Language Arts by Term 3, an increase from 54% in Term 1. While this growth is positive, our goal is to further increase the proportion of students demonstrating proficiency. To support this continued progress, we will maintain a focus on implementing evidence-based instructional practices to improve student outcomes.

Similarly, in the intermediate grades, 63% of students are achieving at the proficient or extending level in Term 3, compared to 56% in Term 1. As with primary students, we aim to continue increasing the number of students meeting proficiency. Targeted interventions and supports will remain a priority to help drive further improvement.

Supporting students who are still emerging in literacy requires a thoughtful, multi-faceted approach that meets learners where they are while building confidence and competence. This includes using targeted, data-informed instruction, implementing structured literacy approaches. strategies will help ensure equitable access to learning and improved outcomes for all students. We will look towards the [VSB Literacy Framework](#) for support and guidance.

As a school community, we prioritize literacy and outdoor learning across our instructional practices. Recently, staff engaged in professional development focused on integrating outdoor education into Math, Science, Drama, and Visual Arts. Additionally, we participated in learning related to Diversity and Inclusion, which continues to be a key focus this year. Staff are eager to apply these approaches in their teaching, recognizing that students benefit from engaging, hands-on experiences, particularly in outdoor learning environments

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

Our school-wide goal for the current year continues to be literacy. As a staff, we are closely examining instructional practices that support explicit teaching in phonics, reading, and writing. Professional learning time and resources are being dedicated to exploring evidence-based literacy practices and implementing them to strengthen student learning and achievement in reading.

Teachers are engaging in ongoing learning to deepen their understanding of instructional approaches that emphasize foundational literacy skills, including phonemic awareness, phonics, language development, and vocabulary. Our collective focus is to ensure that all students develop proficiency in these essential areas. This work is aligned with the VSB Responsive Literacy Framework (K–7).

This goal also aligns with the First People's Principles of Learning, particularly in the following ways:

- Learning involves recognizing the consequences of one's actions
- Learning is holistic, reflexive, reflective, experiential, and relational
- Learning involves patience and time

Improving Equity

To promote greater equity for all learners, we are using formative assessment practices to monitor student progress and identify areas where targeted support is needed. By applying the principles of Universal Design for Learning (UDL), we aim to provide flexible pathways, tools, and instructional strategies that allow every student to access learning and demonstrate success.

Additional collaboration time is being provided for teachers to work together to identify student needs and implement effective supports. Through a collaborative teaching model, students benefit from flexible groupings, differentiated instruction, and the combined expertise of our primary and intermediate resource teams. We remain committed to adapting instruction and materials to support the diverse strengths and needs of all learners.

Continuing Our Journey of Reconciliation with First Nations, Métis, and Inuit Peoples

Our school remains committed to supporting and deepening understanding of Indigenous worldviews, knowledge, and ways of learning. Throughout the year, students and staff have engaged in meaningful experiences designed to increase awareness of Indigenous histories, cultures, and perspectives. These activities have included:

- Student drumming sessions connected to a cultural project in which drums were created
- Field trips and hands-on learning experiences around the city focused on Indigenous knowledge, culture, and perspectives
- Opportunities to develop a deeper relationship to place through land-based stewardship activities
- A school-wide initiative to strengthen understanding of the Land Acknowledgement and its significance

Through these experiences, we continue to build respect, understanding, and meaningful connections as part of our ongoing commitment to reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

Using 2025–2026 Written Learning Update (report card) data, English Language Arts results show an upward trend since the fall. Primary students (Kindergarten to Grade 3) demonstrate a 11% increase in the number of students achieving proficiency or extending, while intermediate students (Grade 4 to Grade 7) show a 7% increase in these categories.

Moving forward, we will monitor progress and refine our interventions by focusing on:

- Clear and measurable growth in literacy skills, as reflected through literacy screeners, reliable assessment data, reading assessments, and the Foundational Skills Assessment (FSA).
- Student Learning Survey data to assess whether students feel they are developing an understanding of Indigenous ways of knowing and being.
- Observable improvements in student self-regulation, including the effective use of strategies and tools to support emotional regulation.