



2025-2026

School Learning Plan

SCHOOL STORY

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

General Brock Elementary is located on Main Street, in the centre of Vancouver. The school is comprised of three separate buildings – ‘A’ building is the original 1911 Brock School House, ‘B’ building is home to four classrooms and ‘C’ building is where the school office, library, music room, four classrooms, multipurpose room and gym are located. The playground is composed of a large gravel field, a full primary play structure, a stone outdoor classroom and two playground areas on the school’s intermediate side.

There are approximately 265 students enrolled at Brock. The classes range from Kindergarten to Grade 7 and are organized into 12 divisions. The students like to take advantage of our well-stocked library and participate in the many sports and clubs offered. Staff volunteer to coach and sponsor sports teams such as cross-country, soccer, volleyball, basketball, badminton, and track and field. Students can also join the Chess Club, Rainbow Club, Editors Club, the school choir and Student Council. In addition, our grade 6/7 students build their leadership skills by serving as Peer Helpers. Brock is also involved in creating our very own Brock musical on the topic of inclusion and friendship. The Editor’s Club edits the script, the Choir is learning the songs, and the Parent Advisory Council (PAC) is supporting financially. We are looking forward to an April/May 2026 performance.

In addition to the mainstream Kindergarten to Grade 7 program, we are home to four district programs: Elementary Learning Support Program (ELSP), Social Emotional Learning Class (SELC), Intensive French program (IF), and a Challenge Centre. The ELSP and SELC programs support children with diverse learning abilities and students with social and emotional needs, respectively. Intensive French offers an accelerated Core French language program alongside a compacted curriculum to students in grades 6 and 7. The Challenge Centre provides a variety of short-term enrichment opportunities for students across the district.

Brock has developed strong relationships with Tupper Secondary School, the Community Schools Team as well as our community partner, Little Mountain Neighborhood House (LMNH). These partnerships offer a variety of after-school programs for students. We also have onsite after school care provided by Brock Junction.

Brock is fortunate to have a strong parent community and an involved Parent Advisory Council (PAC). The PAC fundraises to support many school initiatives, equipment, and programs. This year the PAC supported teachers by offering \$500 in classroom funds for each division, provided \$45 per student for fieldtrips and

supported our Art, Music, Science and PE departments. We are thankful for their support. They also created a \$3000 hardship fund and a Diverse Learners fund to help establish parity for our students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Overall, Brock students do a wonderful job of following the school code of conduct – Be Safe, Be Fair and Be Kind. They value their friends, try their best and are respectful.

This year the staff really focused on literacy. You will see the Language Arts data from the final term below. In the fall, the staff collected data on reading and writing. Strong performance in literacy is key to student success, and we would like to see most of our students in the Proficient or Extending scores.

Language Arts Report Card Marks				
	Emerging	Developing	Proficient	Extending
Spring 2023	5%	33%	44%	18%
Spring 2024	8%	25%	48%	19%
Fall 2025	6%	34%	37%	11%
Spring 2026	7%	29%	49%	15%
Reading – Assessment Results				
	Emerging	Developing	Proficient	Extending
Fall 2023	16%	27%	35%	22%
Spring 2025	9%	17%	42%	31%
Fall 2025	16%	30%	33%	21%
Spring 2026	9%	23%	39%	29%
Writing - School Wide Write Results				
	Emerging	Developing	Proficient	Extending
Fall 2024	24%	36%	37%	4%
Spring 2025	8%	33%	51%	15%
Fall 2025	13%	42%	34%	8%
Spring 2026	12%	37%	53%	7%

*Note: Report Card Marks for Fall 2025 are not accurate as 12% of our students are registered in the Grade 6 IF Program and thus, they do not have LA marks until term 2.

Interpretation of the Data

Report Card Final Term Marks – Overall, in the Spring of 2025 the data shows a positive trend with more individuals moving from the "Developing" stage to either "Proficient" or "Extending" stages. If you add the Proficient and Extending marks for Fall, the total is 48%, whereas the total in the Spring is 64%. This is an increase of 16%. This shows a decent improvement in overall proficiency and skill levels over the year.

Reading – Overall, the data shows a positive trend with more individuals moving from the "Emerging" and "Developing" stages to "Proficient" and "Extending" stages. This suggests significant improvements in reading proficiency over the period. From fall to spring 25/26, we have over 10% more students in the

Proficient and Extending categories.

Writing – This data suggests a notable improvement in student writing performance. The data for fall 2025 shows 42% of students are proficient or higher but, in the spring, this rose to 60%. This is a great increase, but we would like to get to 70%!

When you look at all the data together, a marked improvement across reading and writing and general literacy

skills is apparent. This could be in part to a concentration of professional development opportunities in this area, collaborative time given for teachers to mark and analyze student work together in grade groups and more conscious tracking of students with the use of individual literacy tracking files.

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.

Teachers have been participating in Professional Development in many areas of literacy. The primary teachers have focused on the Science of Reading and the intermediates on writing. All teachers have assessed their students on reading and writing. To improve our consistency across the school, teachers are participating in grade group marking of School Wide Write. We track students from year to year with individual Literacy files. Next year we are planning on continuing with more Professional Development in literacy, specifically assessment and writing.

Staff are also learning about new digital tools. We brought in a district expert, Christina Walker, to hold lunch and learn at the school and many are attending other workshops and podcasts. Teachers are starting to use more digital apps to improve engagement in their lessons and communications home. Canva is starting to be a common tool used by many of our teachers and this appears to be improving student engagement and parent awareness.

Improve equity

Equity for all Brock students is of high importance to our staff. When we think about equity at Brock, we think about ensuring that all students have access to the same support and opportunities. We are aware of the range of diversity among our population. We have noticed that some groups of students tend to volunteer more readily for offers or opportunities. Thus, we are becoming more thoughtful in our approach when we offer spaces in clubs, sports and other extracurricular opportunities. In the classroom our staff teach that fair is not always equal, so students may perceive that things are not fair, but are starting to learn that some students need more support to have an equal chance of success. Thus, the staff will be aware of how they make offers for clubs, sports and service opportunities and ensure they find ways to include all students. There is limited demand for financial assistance within our community; however, supports are available for families in need through district Community Link funding, grants, local

programs, and contributions from community donors.

Sports - During the 2025/2026 school year we offered 7 sporting opportunities: Cross-Country, Soccer, Volleyball, Basketball, Badminton, Pickleball and Track and Field. When compared to last school year, there were consistent numbers in Cross-Country, Soccer and Volleyball this year.

Clubs – For the 2025-2026 school year we offered Chess Club, Crochet Club, Rainbow Club and Hockey Club. We noticed these clubs appealed to a new demographic of students who don't usually

participate in our standard sports teams. The school musical, Spectrum, maintained the same high level of student participation. We had 57 students involved in the acting, and a large number helping

backstage, sound, lighting, in the band and with props, costume and set creating. To include more students, we ran two full casts. Thus, almost doubling the number of actors who had a chance to perform. We also invited neighbouring schools to attend performances.

Service - This year there was a decrease in participation in Library Monitors (36 to 20). However, there was a healthy increase in participation in Peer Helpers (36 to 40). Their duties increased as they were asked to be hall monitors and to run stations for the entire school between recess and lunch. Many also helped with our three Spelling Bees. These school wide events were to allow teachers to collaborate in grade groups to mark School Wide Writes together. Peer Helpers were also given the responsibility of refereeing the younger students' recess and lunch games. This led to a noticeable improvement in cooperation and significantly fewer disagreements on the soccer field.

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

Along with all other Vancouver schools, our school supports the district's Aboriginal Enhancement Agreement. As a staff we are committed to learn more about Indigenous culture and do our part on the pathway toward reconciliation. This learning may continue to be through book clubs or professional development. Throughout all of the grades, we will actively seek to incorporate Indigenous content across the curriculum, to start each day with the Indigenous land acknowledgement and provide opportunities for staff and students to learn about Indigenous cultures.

This school year, students participated in trips to the Museum of Anthropology, art projects, and classes read indigenous books, learned about Indigenous plants herbs, Indigenous drumming and participated in Indigenous art activities. Next year we are hoping to bring in an Indigenous artist to paint a mural on the exterior North facing gym wall.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure we are on track we will continue to monitor several indicators including report card data, reading assessments and schoolwide writes. Regarding the schoolwide writes, we were looking to see an increase of 10% in students who are in the Proficient and Extending categories. From the Fall of 2025 to the Spring of 2026, we increased by 18%, beating our 10% target.

We are also going to continue to encourage a broader range of book check-outs from the school library, beyond the currently popular graphic novels and we will begin to track the number of

Indigenous books that are being checked out. We will also continue to support school wide events and programs that help teach and bring awareness to Indigenous culture.

By regularly reviewing available data and anecdotal information, we will adjust our approach as needed to ensure students are moving forward.

The staff has expressed that they want to continue with our literacy goal for at least one more year. They would like to gain more skills and perhaps find better teaching tools for reading and writing. Eventually, we are thinking of moving to mathematics.