



2025-2026 School Learning Plan

SCHOOL STORY

Gordon Elementary is a vibrant and active community of staff, students and families situated in the heart of Vancouver's Kitsilano neighbourhood. We are grateful to be surrounded by the North Shore mountains and within walking distance to some of Vancouver's beautiful parks and beaches that connect us to this land. *We are honoured to be learning and unlearning together on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).* Currently, the school enrolls approximately 400 students within 18 Divisions from kindergarten to grade 7.

At Gordon, our dedicated staff envisions student success through a lens of equity and excellence. We proudly embrace our updated Code of Conduct—now called **Gordon's Circle of Care**—which aligns with the 2026 VSB Education Plan. This framework encourages students to **R.I.S.E.** by focusing on **Relationships, Intellect, Spirit, and Emotional Well-Being**. Rooted in the symbolism of the Medicine Wheel, the Circle of Care promotes healing, growth, and balance, emphasizing social-emotional development as the foundation for learning.

Our team is committed to deepening curriculum understanding and fostering an inquiry-based approach to learning through student-centered strategies, collaboration, and resource sharing. We also support early literacy through the VSB Responsive Literacy Framework to support early learners in the primary grades.

Gordon learners engage in a plethora of leadership opportunities such as service in our office, library monitors, student government, morning announcers, lunch monitors and peer helpers. They also participate in a variety of sports and extra-curricular activities such as volleyball, basketball, badminton, cross-country, and track and field. Our vibrant SOGI club has a very active membership as it creates a safe, welcoming space for all, promotes allyship and helps build awareness and understanding for diversity, respect and inclusion.

There is strong family support for school initiatives and student achievement. We have a very supportive and involved Parent Advisory Council (PAC) who fundraise and organize schoolwide events such as movie nights, sports programs, fairs and dances. Parents and caregivers work as active partners to support and enhance student learning (e.g. Hot Lunch, technology in the classroom, programs that support the

curriculum like *Body Science*). They contribute to learning programs and student well-being both inside the classroom and on the school grounds.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at Gordon bring a dynamic blend of curiosity and prior knowledge to their days at school. Gordon learners are not just enthusiastic about learning; they are also equipped with increasing skills to self-assess, reflect on their progress and to set goals for learning.

Gordon has a diverse student body with a growing number of students learning English as an additional language. Staff collaborate regularly to strengthen literacy skills using ongoing assessment to support student growth.

Communicating Student Learning (CSL) data for grades 3-7 illustrates indicate an overall increase in achievement for English Language Arts from June 2024 to June 2025.

English Language Arts CSL Data - Grades 3 to 7

Reporting Period	Students Proficient or Extending
June 2024	60.77%
June 2025	63.49%

Our continued focus on literacy is reflected in this modest gain in students achieving *proficient* or *extending*. We are encouraged by this steady, sustained growth. As a staff, we were curious to see where our students required more targeted support in the breakdown of their literacy skills (i.e. reading, writing, listening and speaking), so we reflected on other classroom-based assessments. Our reflections highlighted the need for more focused instruction in writing. This, in turn, is reflected in our literacy goal for this year.

In alignment the VSB’s Values and Equity Statements, our staff intentionally create learning environments where every student can see themselves, feel a deep sense of belonging, and access opportunities that reflect their identities, interests, and aspirations. By applying an equity lens, we work to remove barriers so that all students can participate meaningfully in all aspects of our school community. We can specifically do this within the framework of our ***Gordon Circle of Care*** which is explicitly designed to create a safe, inclusive and equitable learning environment. Through a focus on ***Relationship & Belonging, Intellect, Spirit, and Emotional Wellbeing (R.I.S.E.)***, student voice and agency are highlighted through an acknowledgement of their lived experiences and identities.

Student Learning Survey (SLS) data from the past two years offers insight into how our students are experiencing the ***Gordon Circle of Care*** in action:

SLS Data – positive responses to the question “At school, rules and expectations for behaviour are clear to me.”

Year	Gr 7 Students who Agree or Strongly Agree
2023-24	71%
2025-26	88%

This increase across two years reflects the impact of explicit teaching, co-creation of expectations, and improved consistency in the common language we use throughout the school.

While we see encouraging growth, we also observe that Gordon students are developing their independence but still rely on staff for support with problem solving, decision-making and building resilience. Many students continue to experience challenges with emotional regulation, particularly when encountering new situations or peer conflict. These observations led us to wonder about our students’ capacity to apply the Circle of Care in real-time, and more specifically, how connected they feel to it when navigating social and emotional challenges.

Additional Student Learning Survey data offers an important perspective from younger learners as well. Among grade four students surveyed last year, **62% reported they are learning how to solve problems with others in peaceful ways, most of the time or all the time.** While promising, this also suggests that a significant portion of students may need more structured opportunities to build collaborative conflict resolution skills.

This has naturally led us toward further exploring restorative practices this year, to strengthen our approach and reinforce our Circle of Care in concrete, actionable ways.

In our continued Reconciliation journey, our staff continue to make efforts to integrate Indigenous knowledge into the curricula, increase cultural appreciation and foster cultural safety for Indigenous students. As an act of reconciliation, our school has been engaged in the process of developing our learning around the Indigenous land acknowledgement. Not only has this allowed for students to practice the names and correct pronunciation of the Indigenous nations, but it has also helped foster a personal connection to the land, and genuine respect and recognition of Indigenous peoples.

We began this work last year with three of our eighteen divisions, focusing on our Kindergarten learners. Their curiosity, willingness to practice language, and natural respect for the land allowed them to lead meaningful learning across the school. This year, we are expanding this work to additional classes, with our youngest students continuing to model what Indigenous allyship can look like in daily practice.

As we broaden this learning, we are also working to deepen students’ understanding of why land acknowledgements matter- not as a script to recite, but as a living expression of gratitude, responsibility and recognition. Through stories, shared discussions and land-based learning, students are beginning to explore the ongoing relationships between people, land, and community.

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

This year, Gordon Elementary School focused on strengthening literacy, with a specific emphasis on writing. Through reflection and collaboration, staff identified the need for a shared language and a common understanding of instructional goals and effective teaching strategies. In response, the school committed to examining and strengthening school-wide writing practices, recognizing that consistent and aligned approaches would support improved literacy outcomes for all students.

To achieve this the staff:

- Engaged in a school-wide write in the fall and spring to gather evidence of student learning and growth
- Collaborated in grade group teams with the resource team and Professional Learning Community (PLC) leads to review student writing samples together and build a shared understanding of expectations
- Participated in ongoing opportunities throughout the year to regularly revisit, reflect on and refine goals
- Utilize Universal Design for Learning (UDL) to ensure that writing instruction and opportunities were flexible, inclusive and responsive to the diverse needs of all students
- Tracked progress in writing from fall to spring to inform instruction and monitor the impact of teaching practices

Improve equity

Our focus on equity was grounded in affirming a shared understanding of our Gordon Circle of Care. By centering relationships, a sense of belonging and shared responsibility for student well-being, staff were able to engage more intentionally with restorative practices as a means of advancing equity.

To achieve this the staff:

Started the year with a collective focus on reconnecting with and reviewing the Gordon Circle of Care in pod groupings to ensure consistent messaging, shared understanding and alignment across the school community

Intentionally embedded the Circle of Care into class discussions, assemblies, and explicit instruction

- Participated in Professional Development around Restorative approaches
- Supervision Aides, Peer Helpers, and the administrative team started using restorative language to support relational problem-solving

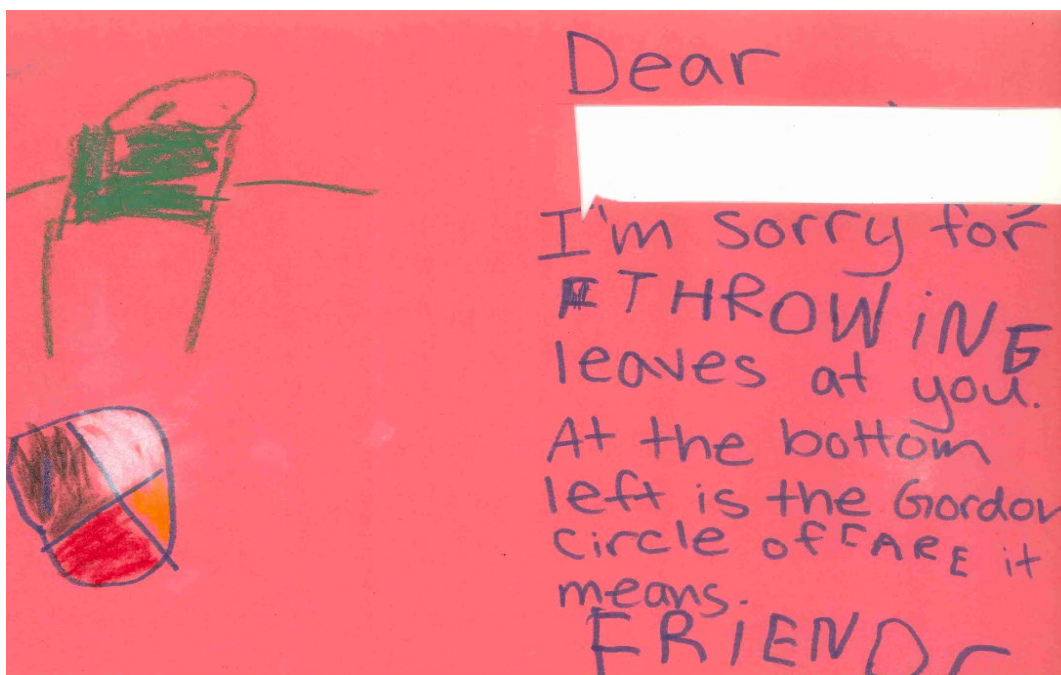
Continue on our journey of reconciliation with First Nations, Metis, and Inuit

In our ongoing journey of reconciliation, we continued to foster understanding and promote healing and unity among communities. Students were provided with meaningful opportunities to learn from an Indigenous artist and storyteller, whose work offered diverse perspectives and deepened cultural appreciation. Staff also engaged in ongoing professional development focused on Indigenous histories,

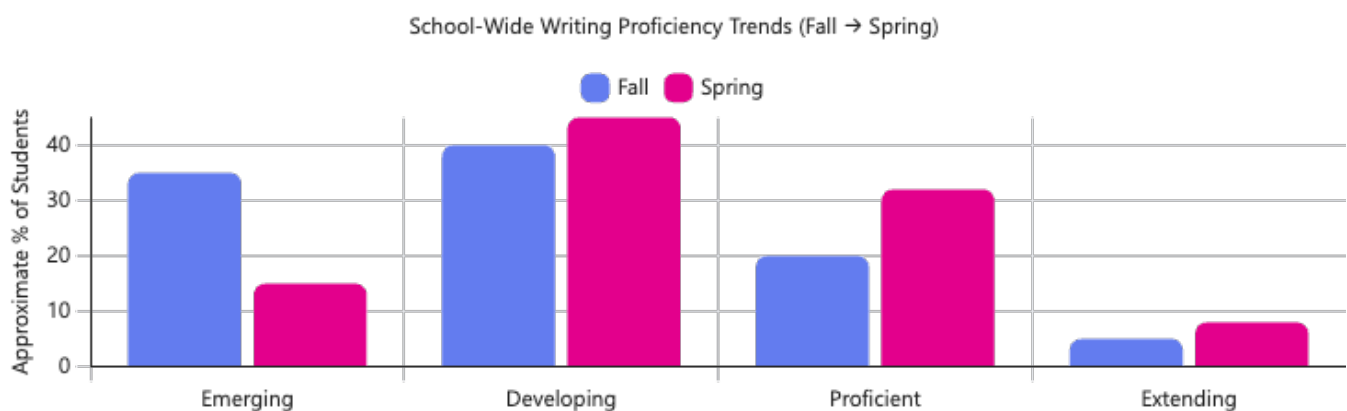
cultures, and reconciliation practices. Building on the work of last year's Kindergarten students who personalized their land acknowledgements, all students are now participating in creating land acknowledgements that are personally meaningful. Throughout the month of June, in recognition of National Indigenous Peoples Month, we plan to share a sampling of student work each day. This initiative aligns with Calls to Action 63.iii by building student capacity for intercultural understanding, empathy, and mutual respect.

HOW WILL WE KNOW WE ARE ON TRACK?

- **Written Learning Updates:** Throughout the year, teachers provide Written Learning Updates and a Summary of Learning at the end of the year. These updates included detailed feedback on student progress and areas for growth.
- **Student Self-Reflection:** Students are encouraged to formally reflect on their core competencies and set personal learning goals at least three times a year. This self-assessment helps students take ownership of their learning and track their own progress. In addition, informal anecdotal evidence, such as this note written by a Kindergarten student, provides valuable insight into student thinking and helps inform whether our approaches are effectively supporting their growth.



- **Data from Ministry of Education Questionnaires and Testing** including the Foundation Skills Assessment (FSA) and the Student Learning Survey (SLS).
- **Staff Meetings** create regular checkpoints to review evidence of progress, give staff opportunities to reflect and collaborate with one another, and keep our goals at the forefront of our learning and instructional practices
- **School Based Surveys** help us set meaningful, data-informed goals that reflect the lived experiences of our school community. For our literacy goal, staff collected data from fall and spring school-wide writes:



The strong overall growth from fall to spring and the significant reduction in emerging writers reaffirms our commitment to having consistent and aligned approaches to literacy instruction.

Together, these multiple sources of evidence provide a comprehensive and ongoing picture of student growth and school progress, allowing us to monitor our impact and adjust practices as needed.