



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliwətaʔ (Tsleil-Waututh Nation).

Graham Bruce Elementary School is located on Tanner Street, approximately a ten-minute walk from Joyce–Collingwood Station. The school is situated near Cariboo, Carleton, and Price Parks and serves a diverse community representing a range of housing types, including high-density apartments, as well as detached and semi-detached homes. Graham Bruce Elementary is part of the Windermere Family of Schools.

The school enrolls approximately 270 students from kindergarten to Grade 7. Collingwood Neighborhood School, a Kindergarten to Grade 3 school located on Euclid Avenue, serves as Bruce's annex. After completing Grade 3, most students transition to Graham Bruce Elementary in Grade 4. Collingwood Neighborhood House provides on-site before- and after-school care for families.

Graham Bruce Elementary is supported by a dedicated team of approximately 40 staff members who work collaboratively to meet the diverse needs of our learners. We also work closely with district staff to provide targeted support for students. The school invests in updated technology to enhance STEAM learning opportunities and partners with a range of community organizations to enrich student programming. These partnerships include artists who support the Artist-in-Residence Studio Program (AIRS), Literacy One-to-One, the Sarah McLachlan School of Music, the City of Vancouver's School Active Travel Program, and the Collingwood Neighborhood Society.

Additional supports are provided by the Area Counsellor, Youth and Family Worker, Indigenous Education Assistant, Curriculum Enhancement Teacher, and the District Learning and Instruction Leads, all of whom offer ongoing support to our student population.

The school also offers a hot lunch program and a variety of extracurricular activities, supported by staff and the Windermere Community Schools Team.

The Parent Advisory Council (PAC) plays an active role in supporting the school community by providing financial support for enrichment activities and programs. PAC contributions support field

trips, classroom resources, performances, and sports activities, and the council also organizes community-building events and fundraising initiatives throughout the year.

Graham Bruce Elementary School aligns closely with the Vancouver School Board's education plan, with a shared focus on student achievement, well-being, belonging, and equity. Staff collaborate to support the intellectual, social, and physical development of all students, working collectively toward shared school goals and ensuring student success.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Graham Bruce Elementary School, we celebrate a diverse and dynamic community of learners representing a wide range of socio-economic and linguistic backgrounds. A small proportion of our students identify as Indigenous. Nearly half of our learners are English Language Learners (ELL), collectively representing thirty-three distinct language groups. In addition, a small proportion of our students have Ministry designations and individualized education plans (IEPs) designed to support their unique learning needs.

Our school's recent data on student well-being and belonging aligns with the Vancouver School Board's strategic goal of enhancing student achievement, well-being, and belonging. Our understanding of the school's strengths and areas for growth is informed by multiple data sources, including the Ministry of Education and Child Care's annual Student Learning Survey (SLS), as well as the Middle Years Development Instrument (MDI). The MDI is a self-report questionnaire administered to students in Grades 4 through 8 that gathers insights into their thoughts, feelings, and experiences at school and in the community. Our understanding of student performance—particularly in literacy—is supported by ongoing assessment and regular review of data, primarily from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and competency-based assessment scales.

According to the Spring 2026 SLS results, 81% of Grade 4 students reported feeling safe at school, while 65% indicated they could seek help from an adult when needed. Among Grade 7 students, 86% reported feeling safe at school, and 65% indicated they could access support when needed. Across the school population, 70% of students rated their physical health as good to excellent, while 60% reported the same rating for their mental health.

Results from the 2025–2026 MDI indicate that approximately one-third of our Grade 6 students are thriving, while a smaller proportion reports a medium level of well-being. A larger proportion indicates lower well-being compared to the district. While students report positive peer relationships and strong participation in out-of-school activities, fewer report positive experiences with nutrition and sleep. Taken together, these findings suggest that while many students report positive overall well-being, a notable group experience challenges related to mental health, access to support, and foundational well-being factors. While physical health is generally viewed positively, student mental health and sense of belonging highlight opportunities for growth. These results reinforce the importance of continuing to strengthen inclusive, supportive school environments, enhance access to mental health

supports, and build strong, trusting relationships so all students feel connected and supported in their learning.

At Graham Bruce Elementary School, we remain committed to fostering an inclusive environment that celebrates the diverse abilities, identities, and cultures of our students. Through intentional school-wide practices and numerous opportunities for cultural exchange and learning throughout the year, we strive to ensure that every student feels seen, valued, and empowered to thrive.

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

Improve student achievement in literacy, physical and mental well-being, and belonging

As a school community, we are focused on improving student literacy, as well as supporting physical and mental well-being and a strong sense of belonging. This year, staff engaged in collaborative, inquiry-based work to strengthen literacy through daily classroom practice, professional learning, and ongoing team collaboration. A key focus was deepening our understanding of literacy, equity, and reconciliation, including the meaningful integration of Indigenous perspectives across all grade levels, guided by the First Peoples Principles of Learning and the District Literacy Framework. Professional learning emphasized inquiry, growth mindset, and formative assessment, supported through workshops and collaboration with District Indigenous Resource Teachers, the Curriculum Enhancement Teacher, and the District Learning and Instruction Lead.

Staff reflected on their roles as both educators and learners, explored effective literacy strategies, and used assessment data to identify trends and inform the next steps. During professional development, teachers engaged in hands-on Story Workshop experiences, extending from shared reading to writing, and collaborated across the main school and annex to share practice and strengthen consistency. Ongoing collaboration with the Teacher Librarian and partnerships with the Vancouver Public Library expanded access to diverse, engaging texts that reflect a wide range of identities and experiences.

Literacy results show growth across the school year, with a decrease in students at the Emerging level and a steady increase in those achieving Proficient and Extending levels. By the end of the year, approximately 7% of students were at the Emerging level, about 29% at Developing, 55% at Proficient, and 9% at Extending. This overall shift toward higher levels of achievement reflects improving outcomes across terms. Moving forward, we will continue to strengthen alignment with the district's Responsive Literacy Framework by refining assessment practices, increasing consistency across grades, and deepening connections between literacy, student voice, cultural identity, and real-world learning improve student achievement in physical and mental well-being, and belonging

Research shows that supporting children's physical health and well-being during the middle years is essential for developing lifelong healthy habits. Their well-being is shaped by many factors including relationships, home environments, and broader social conditions.

This year, we continued to prioritize student well-being, belonging, and creativity by fostering a school environment where students feel supported, valued, and connected. Staff emphasized both mental

and physical health by offering a wide range of inclusive opportunities for participation and engagement.

Students participated in numerous athletic activities, including cross country, soccer, volleyball, basketball, track and field, fencing, badminton, and ultimate frisbee. School-wide programs in rollerblading, gymnastics, and curling, led by certified instructors, further enriched our physical education program and promoted active, healthy lifestyles. Our Grade 7 students also participated in a leadership camp to build community and develop leadership skills in their final year of elementary school.

Beyond athletics, students engaged in a variety of clubs and leadership opportunities, including Earth Club, Gardening Club, Dance Club, and roles such as Library and Kindergarten Monitors. Targeted support led by our Youth and Family Worker provided additional opportunities for connection and skill development. Our partnership with Windermere Secondary School also offered engaging, student-led lunchtime activities.

Student voice and belonging were further supported through a Grades 4–7 Student Council, where representatives helped plan events and lead assemblies. Our full-time music program and Artist-in-Residence experiences, including our continued partnership with the Sarah McLachlan School of Music, provided rich opportunities for creative expression and skill development.

With the support of our Parent Advisory Council (PAC), community events such as a craft fair, movie night, and year-end BBQ strengthened connections among students, families, and staff, contributing to a strong sense of community and belonging.

Improve equity

At Graham Bruce Elementary School, our work aligns with the Vancouver School Board's 2026 Education Plan, with a strong focus on equity and closing achievement gaps. Our efforts are guided by four key areas.

Team Approach: We support inclusive education through strong collaboration among teachers, support staff, and district partners. This includes working closely with our Curriculum Enhancement Teacher, Learning and Instruction Lead, and Multicultural Liaison Workers to ensure students feel safe, supported, and valued in an equitable learning environment.

Teaching Diverse Learners: A range of instructional strategies is used to meet the needs of all learners, including the use of technology, peer collaboration, and differentiated instruction. English Language Learners and students with disabilities and diverse abilities receive targeted support, while enrichment opportunities are provided for students requiring additional support.

Equity Beyond the Classroom: Our commitment to equity extends beyond classroom instruction. Students benefit from programs such as weekly sessions with our Artist-in-Residence, the One-to-One literacy program, and music instruction through the Sarah McLachlan School of Music. Field trips, extracurricular activities, and in-school performances provide additional opportunities for students to connect, learn, and thrive.

Anti-Racism and Inclusion: We foster a culture of belonging and respect through school-wide learning and events such as Orange Shirt Day, Black History Month, and Pink Shirt Day. Our library collection reflects diverse voices and experiences, supporting ongoing learning about identity, equity, and inclusion.

By embedding equity into all aspects of school life, we aim to support every student in thriving academically, socially, and emotionally. Evidence of our progress includes literacy outcomes, year-end progress reviews for our priority students, participation in extracurricular activities, and ongoing observations of student learning and engagement.

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

Our commitment to truth and reconciliation is reflected in our daily teaching practices. This year, we increased our focus on integrating Indigenous perspectives within our literacy program. While students report some learning and participation in related activities, ongoing engagement is not yet consistent. This suggests that meaningful learning is taking place, but it may not always be visible or clearly recognized by students.

This highlights an opportunity to deepen the integration of Indigenous perspectives across all areas of learning. Through our Indigenous Success Plan, we monitor Indigenous student progress in literacy and numeracy three times per year, alongside ongoing conversations about well-being, engagement, and transitions. We remain committed to improving outcomes through targeted support and collaboration with families and district teams.

Throughout the year, students engaged in meaningful learning grounded in Indigenous perspectives and relationships with the land. Daily land acknowledgments, an Indigenous Focus Day, and classroom learning connected to stewardship and sustainability supported this work. Teachers incorporated Indigenous worldviews across subject areas through literature, storytelling, and hands-on experiences, including outdoor learning focused on traditional knowledge and environmental care.

Our library collection continued to expand with texts by Indigenous authors, supported through classroom read-alouds and inquiry-based learning. The First Peoples Principles of Learning guided instructional practices, with ongoing support from our Indigenous Education Worker, who collaborated with staff and supported students through regular check-ins.

Moving forward, we will continue to deepen this work through ongoing learning, reflection, and partnership with the Vancouver School Board Indigenous Education Department, with a continued focus on meaningful and authentic integration across the curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor our progress using a range of school-wide data sources, student feedback, and evidence of classroom practice to ensure we are improving student achievement, well-being, belonging, equity, and reconciliation. This includes the intentional use of a variety of assessment tools

such as large-scale ministry surveys, school-based assessments, formative classroom practices, and professional collaboration to guide instruction and decision-making.

Literacy and School-Based Assessments: Ongoing assessment data collected throughout the year (fall, winter, and spring) will show student progress in literacy. We will look for continued movement of students from Emerging and Developing toward Proficient and Extending levels, as well as overall gains in reading comprehension. Evidence from Learning Updates and the Summary of Learning will reflect individual student growth, the development of core competencies, and progress in literacy, well-being, and social responsibility.

Consistent Use of Formative Assessment: Classroom observations, student work samples, and collaborative discussions will demonstrate consistent use of formative assessment practices and shared language across the school, resulting in more responsive and targeted instruction.

Student Engagement and Voice: Increased participation in classroom learning, inquiry opportunities, and leadership roles (e.g., Student Council, clubs) will continue to support students with their learning and engagement in their school community.

Well-Being and Belonging: Participation rates in extracurricular activities, clubs, and school events, along with positive student interactions and feedback, will continue to demonstrate a strong sense of belonging and improved mental and physical well-being.

Student Learning Survey (SLS) and Middle Years Development Instrument (MDI): Results from the SLS and MDI will provide valuable insight into students' sense of belonging, well-being, engagement, and connection to school. Improvements in these areas will indicate that students feel safe, included, and supported.

Equity and Achievement Data: We will monitor progress reviews, particularly for English Language Learners, Indigenous students, and students with diverse learning needs, to ensure achievement gaps are narrowing and supports are effective.

Indigenous Education and Reconciliation: Evidence of increased integration of Indigenous perspectives across the curriculum, along with improved student understanding and engagement, will demonstrate progress. We will also track Indigenous student achievement and well-being through ongoing reviews.

Professional Learning and Collaboration: Staff participation in professional development, data analysis, and collaborative inquiry will demonstrate growth in practice and alignment across the school.

Community and Family Engagement: Strong participation in school events and continued partnerships with families and community organizations will indicate a connected and supportive school environment.

Together, these indicators, supported by a comprehensive range of assessment tools and evidence sources, will help us determine whether our actions are positively impacting student learning and well-being, and will guide our ongoing planning and refinement throughout the year.