



2025-2026 School Learning Plan

SCHOOL STORY

Shaughnessy Elementary School is located on the traditional and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish Nation), and səliłwətaʔ (Tsleil-Waututh) Nation.

It is a designated heritage site founded in 1919 and serves 424 students from kindergarten to Grade 7. Our student population currently reflects Vancouver's multilingual landscape, with families and learners representing a wide range of linguistic and cultural backgrounds. This diversity is evident not only in the many languages spoken at home, but also in the perspectives, traditions, and experiences that students bring to the school community each day. As a result, our classrooms are inclusive spaces where cultural diversity is recognized as a strength and an opportunity for meaningful cross-cultural learning and connection.

Our staff aligns with the Vancouver School District's Education Plan 2026, to prioritize student achievement, well-being, equity, and Indigenous ways of knowing. Shaughnessy students continue to demonstrate strong achievement in school-based and provincial literacy and numeracy assessments with a commitment to deepen our understanding of Indigenous perspectives.

The dedicated educators at Shaughnessy provide a well-rounded learning experience that includes enriched academic opportunities, athletics, and fine arts programming. Students are encouraged to contribute positively to the school community by building their capacity to act responsibly, respectfully, and safely—within the school and beyond. Primary students learn to demonstrate kindness, care, and respect in their classrooms and beyond, forming a strong foundation for positive relationships. Building on this, intermediate students are supported in taking on leadership roles that foster collaboration, initiative, and peer mentorship within the school community. These experiences nurture a sense of belonging, responsibility, and active citizenship.

The Parent Advisory Council (PAC) plays an essential role in enhancing school programs through generous fundraising efforts. Their contributions have supported in-school activities such as a tennis

program, visits from local authors, and a variety of field trips. The PAC also organizes several community-building events, including our Welcome Coffee, Family Dance, Movie Night, International Cuisine Day, and Family Picnic.

In alignment with our commitment to student success, we continue to focus on literacy, numeracy, equity, and our shared journey of truth and reconciliation with Indigenous Peoples. Guided by a collaborative and caring approach, Shaughnessy Elementary strives to inspire a love of learning in every child and to foster the resilience and adaptability needed for students to reach their fullest potential.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy and Numeracy

In literacy, our first term Learning Update data showed that approximately 50% of students were identified as emerging/developing while 50% were proficient/extending. In addition, this year all Kindergarten students were assessed using a literacy screener. This data showed that 43% of our kindergarten students require intensive/strategic support, while 57% need regular core support. This data provides insight into the need for targeted instruction and foundational literacy support to strengthen their skills throughout the year.

In numeracy, our baseline data reflects a positive learner profile. 27% of students were identified at the emerging/developing level, while 62% were proficient, and 11% were extending. These results indicate that most students have a solid foundation in numeracy concepts, while a notable group is demonstrating advanced understanding and application.

Overall, the data suggests that Shaughnessy students are demonstrating a mixed profile in literacy along with a generally strong foundation in numeracy. While many learners are achieving proficiency, there remains a significant proportion, who would benefit from targeted, intentional instruction, particularly in early literacy skills. These results highlight the importance of continued focus on foundational skill development, early intervention, and differentiated instruction to meet diverse learning needs.

Student Well-Being and Support

At Shaughnessy Elementary, data from the Early Years Development Index (EDI) and the Middle Years Development Index (MDI) suggests that most students report positive well-being and feel supported in their learning and social development. Students demonstrate an increasing capacity to engage in

positive relationships, showing kindness, empathy, cooperation, and helpfulness in their daily interactions.

A defining characteristic of our learners is their willingness to take on leadership roles and contribute to the school community. Students will have the opportunity to be involved in various leadership and mentorship roles such as peer helpers, library and office monitors, traffic safety patrols, lunch leaders, big buddies, and leading class-sponsored assemblies. This opportunity will help to develop our students' growing sense of responsibility, confidence, and connection to the school, as well as help create a positive and inclusive environment for others.

Curricular and Extracurricular Opportunities

Creative expression remains a central component of student learning at Shaughnessy Elementary. All students participate in music, visual arts, dance, and drama instruction as part of a comprehensive arts program. Primary students engage in experiences such as bucket drumming, singing, recorder, and ukulele, while intermediate students have opportunities to participate in concert band, lunchtime chamber choir, and orchestra. Events such as the Elementary Night of Bands and the Choral Festival provide authentic performance opportunities that build confidence and strengthen community connections.

Student participation in extracurricular athletics continues to be very strong. Students can represent the school in team sports, including cross-country running, soccer, volleyball, basketball, floor hockey, badminton and track and field. In addition, our PAC has sponsored an indoor tennis program, to further promote teamwork, school spirit, and physical well-being.

Diversity, Inclusion, and Reconciliation

Shaughnessy students represent a rich tapestry of cultures, backgrounds, and learning needs. In classrooms, students learn about and celebrate a wide range of cultural events, festivals, and holidays throughout the year, fostering understanding, respect, and a strong sense of belonging. Our school community also celebrates this diversity through the arts, with concerts that feature musical selections and dances from a variety of cultures, reflecting and honouring the backgrounds of our student population.

To support this diverse community, teachers employ Universal Design for Learning (UDL) and culturally responsive teaching practices. With 19% of students learning English as an additional language, we provide both pull-out and in-class English Language Learning (ELL) and resource support. Our school team also offers counselling, mentoring, academic intervention, and gifted enrichment.

Students are actively engaged in reconciliation through classroom learning and a growing library collection of Indigenous literature. Staff continue to enrich classroom resources and integrate Indigenous perspectives into the curriculum, reinforcing our commitment to diversity, equity, inclusion, and truth and reconciliation.

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

Our school is committed to improving student achievement in literacy and numeracy while also supporting students' physical and mental well-being and sense of belonging. In literacy, staff developed a shared goal: *"How might we foster a joy in reading, writing, and oral language?"* This goal guides our efforts to create inclusive, responsive classrooms where student voice, identity, and engagement are central. Through formative assessment, differentiated instruction, and approaches such as Story Workshop, Readers' and Writers' Workshop, inquiry, and cross-curricular learning, students are supported to grow as confident and capable communicators.

In numeracy, our focus has been: *"How can we support learners to be more confident and collaborative with their understanding of mathematical concepts?"* We emphasize the development of a growth mindset, encouraging students to take risks, persist through challenges, and learn from mistakes. Instruction includes rich tasks that promote reasoning, problem-solving, and communication, with collaborative opportunities that allow students to share and refine their thinking using multiple strategies and representations.

Across both literacy and numeracy, staff engage in ongoing professional learning and collaborative planning to strengthen instructional practices and ensure consistency. We prioritize student choice, real-world connections, and inclusive practices that reflect the diverse identities and experiences within our school. These efforts help build strong academic skills alongside confidence and a positive sense of self as learners.

Improve equity

Our work in equity is guided by the question: *"How can we create a learning environment that allows all students to be successful?"* We are committed to fostering a diverse, inclusive school community where every student feels valued, supported, and able to thrive. We intentionally create opportunities for student voice and leadership and offer inclusive programs—such as our cooking program—that build connection, confidence, and real-world skills. We celebrate diversity by learning about different

cultures, histories, and ways of knowing, while ensuring instruction is responsive to the strengths and needs of each learner. Targeted supports in literacy and numeracy, provided by Resource Teachers and support staff, help ensure equitable access to learning, while collaboration with SSA's and staff enables inclusive experiences such as field trips and enriched learning opportunities for all students.

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

As part of this commitment to continue our journey of reconciliation, we have framed our learning around the following question; *"How can we apply the First Peoples Principles of Learning across all subject areas to enrich student understanding and engagement"*. Practices such as circle conversations foster respect, active listening, and empathy, while literacy experiences create space for students to share stories and explore diverse perspectives. By using Indigenous resources and engaging honestly with Canada's histories and present realities, we aim to support meaningful learning and contribute to ongoing reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

In literacy, our Kindergarten screening results provide early indicators of student progress. Over the course of the year, we have observed a notable decrease in the number of students requiring additional support, alongside an increase in those successfully meeting expectations through core instruction. This shift suggests that our targeted interventions and instructional practices are making a meaningful impact, helping students build strong foundational reading skills and supporting overall growth in early literacy.

Our final term Learning Update data further indicates that Shaughnessy students have made steady and meaningful progress in both literacy and numeracy. The percentage of students in the emerging or developing categories decreased from 50% in November to 35% in June, while those performing at the proficient or extending levels increased from 50% to 65% over the same period. This data reflects a clear shift of students moving from emerging and developing levels into higher achievement categories. The proportion of students requiring intensive support remains low, and many of these learners are demonstrating measurable progress toward expected outcomes. This positive trend is particularly evident in literacy, where targeted support and small-group instruction have contributed to sustained growth.

In numeracy, students continue to build strong foundational skills alongside an increasing ability to apply their understanding in flexible and complex ways. Current data indicate that 22% of students are at the emerging or developing level, 58% are proficient, and 20% are extending their learning. Growth

from baseline data suggests that instructional practices emphasizing problem-solving, reasoning, and real-world application are positively influencing student achievement. Students benefit from approaches that incorporate hands-on learning, real-world connections, and opportunities to explain and justify their thinking. Ongoing formative assessment practices enable teachers to respond effectively to student needs through targeted instruction and timely, descriptive feedback.

School-based results are further reinforced by broader measures of student development and well-being. Foundation Skills Assessment (FSA) data indicate that most students are meeting or exceeding provincial expectations, aligning with internal evidence of high levels of proficiency. Early Development Instrument (EDI) results show that the majority of students enter school with strong readiness across developmental domains. In addition, Middle Years Development Instrument (MDI) data highlight high levels of student connectedness, well-being, and sense of belonging—factors that are closely linked to academic success.

Student engagement and leadership also serve as important indicators of overall growth. More than 80% of intermediate students participate in a variety of leadership opportunities, including roles such as peer helpers, library and office monitors, traffic safety patrol members, lunch leaders, and big buddies, as well as leading class-sponsored assemblies. This year, several primary classes initiated a community outreach program with a local seniors' residence, where students shared songs with residents. Students further contribute to a positive school culture by leading Social-Emotional Learning (SEL) assemblies that emphasize kindness and empathy. Across grade levels, both primary and intermediate students demonstrate their learning by sharing their understanding of Indigenous perspectives.

Taken together, these multiple sources of evidence suggest that Shaughnessy Elementary School is effectively supporting students in finding joy in learning while experiencing continuous growth. Students are not only making academic progress but also developing the confidence, resilience, and engagement necessary for ongoing success. Moving forward, Shaughnessy Elementary will continue to refine its instructional practices, maintaining a focus on targeted interventions and meaningful extension opportunities to ensure that all learners are supported in reaching their full potential.