



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 the xʷməθkʷəy̓əm (Musqueam Nation), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwatał (Tsleil-Waututh Nation).

Sir William Osler is located on the west side of Vancouver, nestled on a beautiful site beside Montgomery Park. There are twelve divisions, from Kindergarten to Grade 7. Student enrolment has been on the rise, with many families coming through the Newcomers Welcome Center and over-enrolled neighbouring schools. We have welcomed students from many countries around the world, adding to the cultural fabric of Osler. Although enrolment varies throughout the year, our current enrolment number is 294.

The staff strive to ensure their learning goals align with the Vancouver School Board's Education Plan 2026 and are front and center in all they do. To achieve these goals, the staff also continue to honour their past goals centered around the social-emotional wellbeing of students. By first working with students on meeting their needs to be open and available for learning, we can then get to the work of improving student achievement, increasing equity, and continuing the journey of Reconciliation.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school community is a vibrant tapestry woven from diverse and rich cultural, linguistic, and socioeconomic backgrounds and experiences. As we strive for inclusivity and equity, we aim for all our students to feel welcome, safe, and included, and we focus on building strong relationships amongst students, families, and staff to achieve this.

Our students are curious learners, eager to discover, understand, and focus on mastering content. They seek answers promptly, driven by their thirst for knowledge. Balancing this with process-oriented learning ensures a well-rounded education. They exhibit politeness, follow rules, and show kindness. They actively volunteer, contributing to the wellbeing of others. Upholding the school code of conduct and ensuring consistent follow-through is also vital for student growth.

At times, students may struggle to see beyond their immediate viewpoints. Their growing awareness of the world presents both opportunities and challenges. Our students participate in a wide array of

learning opportunities and programming, from academics to arts to athletics to outdoor and field studies. These experiences foster holistic development and a sense of belonging.

Our families vary widely in structure and dynamics, as do their hopes, dreams, and expectations for their children's success. As adults, we support our children and students by taking on the crucial role of shaping young minds and encouraging independent thinking, creativity, passion, and problem-solving.

Additionally, risky play, once a staple of childhood, has shifted. Many students now choose online games over physical adventures. Students are encouraged to try new activities, sometimes outside their comfort zones, while balancing exploration and safety.

By acknowledging the nuances and uniqueness that exist amongst our students, we create an environment where everyone is seen and has a voice, where fairness and justice thrive, and where each student's learning journey and potential is nurtured.

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

The Osler staff continue to place a special emphasis on students' achievement in literacy, and the staff's commitment to collaboration brings forth common literacy goals and critically examines literacy practice. Over the past five years, the primary grades, including Kindergarten to Grade 3, have participated in the Collaborative Early Literacy Intervention (CELI) model. This model focused on targeted small group reading centres and one-to-one intervention. This year, the Kindergarten team shifted to implementing early literacy screening using the Dibels screener to be able to identify students who are on track with their literacy skills, and those who require more specific, targeted Tier 2 and 3 interventions. We look forward to expanding this into Grades 1 to 3 next year, so that we can further track student literacy achievement year-over-year and further refine our literacy program and interventions. In the intermediate grades, the staff regularly meet to review student literacy progress. They use data from the Foundation Skills Assessment (FSA) and formative and summative in-class assessment to inform practice. Teachers in both the primary and intermediate grades regularly assess and provide verbal and written feedback to students, further fostering a positive relationship with reading and writing. Attendance at District Literacy professional development opportunities provide further research and understanding of how we develop sound literacy practices for all.

Improve equity

Equity, inclusion, and a sense of belonging are an underlying foundation that grounds our work and an important part of our success. Through student-centered practice, embedding anti-oppression work within the school day, and offering inquiry-based learning, the Osler staff contribute to our ongoing goal to ensure equity is achieved. We promote and encourage collaborative teaching, such as buddy classes, field studies, inquiry learning, and extra-curricular activities to expand students' curiosity and potential. We strive to ensure that all students are offered access to support and opportunities. Our staff continues to learn more about high priority learners and those with unique learning profiles, how we can best serve them and meet their needs, and work to eliminate any stigmas around these.

We engage in building relationships, open and honest communication, and transparency to support our efforts to be an equitable and inclusive community. Osler prioritizes student needs through thorough and open communication between staff and families. The Osler PAC also supports our efforts to build upon our relationships with each other and within the community. From hot lunches to after school programs to school wide events, we connect with the Osler PAC to support the vital role they play in promoting community cultural connections, understanding, and collaboration among all families.

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

We are dedicated to integrating Indigenous ways of knowing and being into our daily educational experiences, as well as to developing strong relationships with local Elders who we can work alongside to support this work. First Peoples Principles of Learning guide our practice, with an emphasis on learning supporting all aspects of well-being and of learning being holistic, reflexive, experiential, and relational.

Our journey includes a diverse range of activities designed to foster understanding and respect for Indigenous cultures. Students actively participate in cedar weaving workshops, enriching their appreciation for the gifts of the land around them. Field trips are organized with an Indigenous lens, providing immersive experiences that highlight the significance of the land and its history. In our classrooms, we incorporate peace circles, storytelling, and the reading of Indigenous books to nurture a deeper connection with Indigenous perspectives. Additionally, we emphasize the creation of artwork through Indigenous skills, allowing students to express their learning creatively. Osler staff attend professional development at both the school and district level to further their own knowledge, skills, and pedagogy. Through these efforts, we strive to build a supportive and inclusive environment that honours the rich cultural heritage of Indigenous peoples and contributes to a broader understanding of reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

The Osler staff use a variety of means to track student achievement. For English Language Arts (ELA), measures such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Fountas & Pinnell Benchmark Assessment System (BAS), FSAs, and summative and formative feedback are all used to inform teaching practice and to create an overall snapshot of student learning and progress in the Summary of Learning.

As seen in the data below, the efforts of staff to improve literacy scores are proving effective as Osler students are experiencing gains in term-over-term and year-over-year. Also of note, we have seen a marked increase in FSA participation this year, from 81% to 90%, which provides more accurate data for teachers to review and use to inform their practice. We are encouraged by this progress and strive to continue to improve the literacy outcomes of our students.

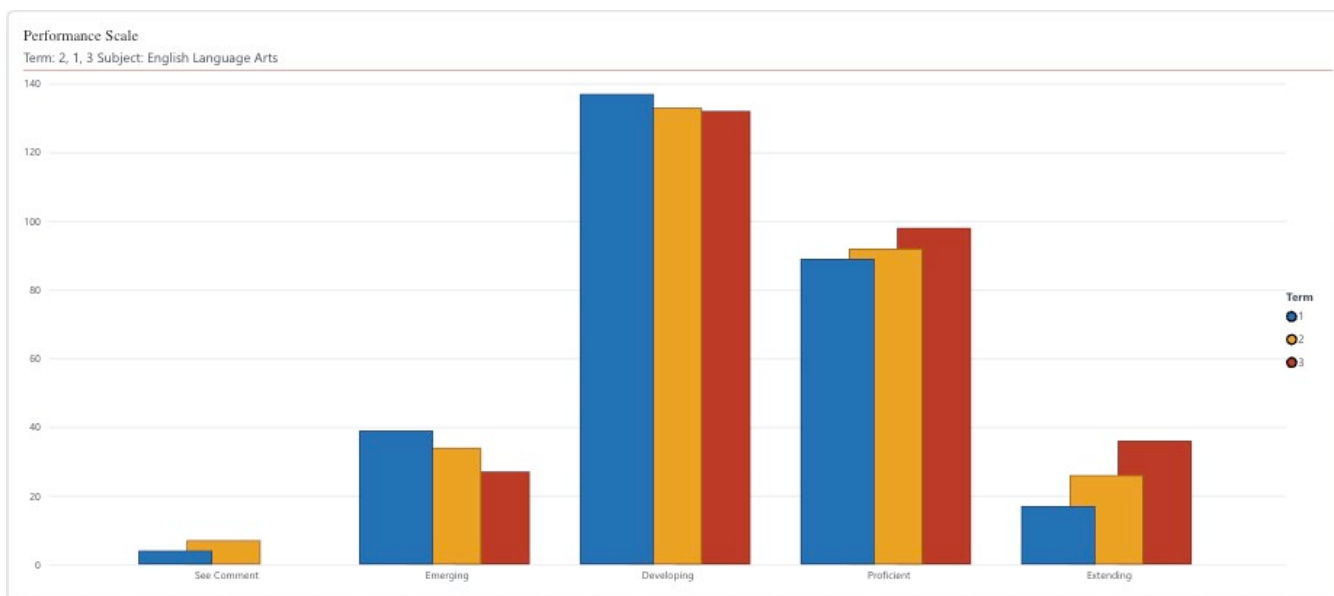


Figure 1 2024-2025 Term 1, 2, and 3 Literacy Performance Scale

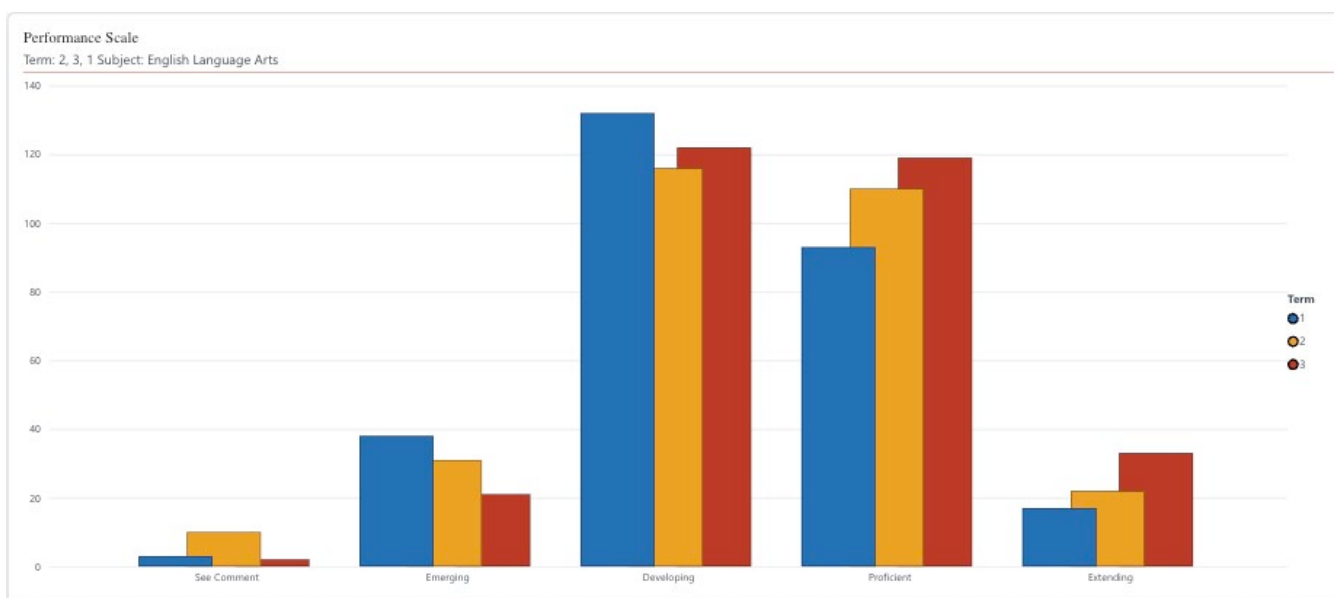


Figure 2 2025-2026 Term 1, 2, and 3 Literacy Performance Scale

Over the course of the year, the Osler staff also strive to prioritize equity and ensure that all students feel welcome and supported. Amongst grade 4 and 7 students who completed the Ministry of Education's Student Learning Survey (SLS), 86% feel welcome at school and 94% feel they get the extra help they need. As well, the resource team works alongside classroom teachers and support staff to ensure that students receive assistance through targeted practice and skill development. Our team uses a multi-tiered approach to provide enhanced practice to priority learners. Through professional development days, school wide presentations, in-class workshops, and field trips, we continue to learn and grow. Staff engagement and discussions about equity and purposeful intentions to promote

inclusivity, friendship, and community are dotted throughout the year and have made a positive impact on the student climate, which in turn promotes success.

Reflecting on our journey of reconciliation, amongst grade 4 and 7 students who completed the (SLS), 90% identified that they are learning about Indigenous Peoples. There is still work to be done though, with only 64% of this cohort reporting that they are learning about local First Nations. We are confident that our teachers and staff will continue to incorporate Indigenous perspectives, learning, and activities in all they do and that we will be able to improve this momentum, in the present and in the future.