



2025-2026

School Learning Plan

SCHOOL STORY

University Hill Elementary School, located in Pacific Spirit Park near Acadia Beach and the University of British Columbia (UBC), is a Kindergarten to Grade 7 school with a population of 376 students. With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam) Nation.

The student population is composed of permanent residents in the catchment, as well as children of UBC employees, students, and visiting professors. It includes English Language Learners, as well as International and Indigenous students. The families of our students come from 31 different countries and many of the students are multi-lingual, with the school population having 32 different home languages. The cultural diversity of the school is a strength and lends itself to meaningful, cultural learning. We are very proud of the diversity that exists in and enriches the school community and are committed to creating an inclusive environment.

Generally, the students have well developed background knowledge and ask a lot of questions. The parents are actively involved in the education of their children and have high expectations for academic achievement.

The Parent Advisory Committee (PAC) is very active with an elected executive that is committed to providing amazing opportunities for the students. The PAC spearheads initiatives throughout the year to help support the learning of the students, as well as families in the school and organizations in the greater community. It also holds parent education sessions on various pertinent topics and organizes events that foster community and celebrate the rich cultural diversity of the families. Volunteers are plentiful in the school and students benefit from the many learning opportunities and the sense of community.

The school offers unique learning spaces for students. Located in Pacific Spirit Park, University Hill Elementary School has direct access to a network of trails in the forest, a freshwater salmon stream, and Acadia Beach. We have two outdoor classrooms with large rocks arranged in a circle. These spaces are used to help facilitate class meetings, drama activities, cooperative games, and other activities. We have a sensory and a calming room, as well as five small breakout spaces. As a school we recognize that students learn differently, and these spaces help provide students with the opportunity to regulate and be better prepared to learn.

The school also has an All Nations Room, which is used for Indigenous cultural teachings. Through the generous past support of FuturePlay, we have redesigned the library into a modern learning space with flexible furniture, open space, large whiteboards for ideation, and technology to support inquiry-based learning. The diverse learning spaces are conducive to place-based learning, self-regulation, and implementation of an inquiry model of teaching and learning. Students are invited to ask curious questions to drive their learning and understanding of the world. The teachers provide opportunities for students to refine their questions to engage students in making observations, predictions, creating and testing hypotheses, and using a variety of language skills to

communicate understandings. They also provide opportunities for the students to participate in a variety of school programs, clubs and sports, such as cooking classes, Drama, Art and Student Council, and Cross Country, Volleyball, Basketball, Badminton, Pickle Ball, and Track and Field, for example.

The proximity of the school to UBC and downtown Vancouver provides easy access to extension opportunities at educational venues, as well as mentorship opportunities. This creates a multitude of unique conversations and learning opportunities. Mentors have included faculty from the Faculty of Education/Outdoor Education and Biodiversity Genetics Department at UBC. Community partners include the Vancouver Public Library, Pacific Spirit Coastal Health, Covenant House Vancouver, BC Children's Hospital, University Endowment Lands, and various organizations at UBC.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at University Hill Elementary School are engaged with their learning and enjoy being at school. They eagerly participate in a variety of extra-curricular activities provided throughout the year, including Cross-Country, Volleyball, Basketball, Badminton, Pickle Ball, Track and Field, and the Art, Drama, Floor Hockey, Dungeons and Dragons, Pokemon, and Crochet Clubs. The students are also actively involved in taking on leadership opportunities and making positive contributions to not only our school (e.g. Library, Daily Announcements, Lunch and Equipment Monitors, Assembly Leaders, Student Council), but also the greater community (e.g. fundraisers for BC Children's Hospital and Covenant House Vancouver, visits to Purdy Pavilion Senior Centre at UBC).

Data from the 2024 – 2025 Student Learning Survey (SLS) and Communicating Student Learning Reports, also provides important information. Not only does it help build an understanding of the students, but it also allows provides a baseline for which to track their growth and compare the progress over the year, which will be discussed in the How Will We Know We're On Track? section.

For example, the SLS shows , the majority of students believe the school is a respectful and safe community (*52% of Gr. 4 and 88% of Gr. 7 students feel students treat each other with respect most of the time/all of the time; 87% of Gr. 4 and 81% of Gr. 7 students feel safe at school most of the time/all of the time*). It also indicates they feel welcomed at school (*82% of Gr. 4 and 81% of Gr. 7 students feel welcome at school most of the time/all of the time*) and have a deep sense of belonging.

Is school a place where you feel like you belong?		
	Gr. 4	Gr. 7
Sometimes	7 %	13 %
Most of the Time	52 %	46 %
All of the Time	32 %	26 %

(84% of Gr. 4 and 72% of Gr. 7 students feel they belong at the school most of the time/all of the time)

In addition, the Communicating Student Learning Reports also reveal that the students possess very strong numeracy skills.

Communicating Student Learning Reports - Mathematics			
	Term 1	Term2	Term 3
Emerging	4 %	4 %	3 %
Developing	18 %	19 %	16 %
Proficient	59 %	55 %	59 %
Extending	16 %	20 %	22%

(Term 1: 75% of school Proficient/Extending; Term 2: 75% of school Proficient/Extending; Term 3: 81% of school Proficient/Extending)

They also indicate that many of the students are on track with their literacy skills.

Communicating Student Learning Reports - English Language Arts			
	Term 1	Term2	Term 3
Emerging	11 %	8 %	8 %
Developing	41 %	40 %	37 %
Proficient	42 %	41 %	44 %
Extending	5 %	9 %	11 %

(Term 1: 41% of school Developing and 47% Proficient/Extending; Term 2: 40% of school Developing and 50% Proficient/Extending; Term 3: 37% of school Developing and 55% Proficient/Extending)

This is further reflected in SLS responses, where students expressed that they are continuing to improve in math, reading, and writing *(69% of Gr. 4 and 66% of Gr. 7 students feel they continue to get better at math; 75% of Gr. 4 and 72% of Gr. 7 students feel they continue to get better at reading; 64% of Gr.4 and 63% of Gr. 7 students feel they continue to get better at writing)*. However, there are still some students who are not yet consistently proficient in English Language Arts *(Term 1: 11% of school Emerging; Term 2: 8% of school Emerging; Term 3: 8% of school Emerging)*. Therefore, as a staff our goal is to determine how we can best support these students to strengthen their literacy skills. The students and staff also continue to identify that learning can be impacted by social-emotional challenges.

In addition to literacy and numeracy, the students at University Hill Elementary School continue to engage in activities which foster a deeper appreciation and understanding of Indigenous knowledge, culture, and history. For example, students write their own land acknowledgments, explore placed-based learning through regularly scheduled outdoor learning opportunities, participate in Orange Shirt

Day and Red Dress Day, and attend field trips to the Museum of Anthropology. Even though the students have shown growth in developing a deeper appreciation and understanding of Indigenous knowledge, culture, and history, feedback from the SLS suggests they may not always be aware when they are learning about Indigenous peoples so we need to make their learning more explicit (*42% of Gr. 4 students and 52% of Gr. 7 students feel they are learning about Indigenous Peoples at school most of the time/all of the time*).

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 work and efforts undertaken last year to create a welcoming environment where students felt a strong sense of belonging were very encouraging. Through a range of initiatives, including Magic Mondays hosted by Student Council to student-led monthly assemblies to extra-curricular activities, such as sports teams and various clubs, we saw a very positive and noticeable impact. As mentioned above, data from last year's SLS indicates students feel welcome at school (*82% of Gr. 4 and 81% of Gr. 7 students feel welcome at school most of the time/all of the time*). In addition, they also have a strong sense of belonging and there was an overall increase in students reporting that they feel this way in comparison to the previous year (**2024-2025 SLS:** *84% of Gr. 4 and 72% of Gr. 7 students feel they belong at school most of the time/all of the time, 7% of Gr. 4 and 13% of Gr. 7 students feel they belong at school sometimes*; **2023-2024 SLS:** *64% of Gr. 4 and 64% of Gr. 7 students feel they belong at school most of the time/all of the time, 27% of Gr. 4 and 25% of Gr. 7 students feel they belong at school sometimes*). Therefore, our goal this year is to continue implementing these successful initiatives and look for other opportunities to expand our work to further strengthen our school environment so that all the students continue to feel welcome and experience a deep sense of belonging.

Recognizing that both staff and students continue to identify social-emotional challenges as a factor that can impact learning, the school will also continue to prioritize developing the students' social-emotional skills. We will build on existing practices, including the implementation of social-emotional programs and targeted instruction aligned with the Physical and Health Education (PHE) curriculum at both the primary and intermediate levels, for example. Moreover, the school's Code of Conduct will continue to be intentionally embedded across multiple facets of the school (e.g. daily morning announcements, school-wide assemblies, Student Council initiatives) and opportunities for students to refine their social-emotional skills through leadership experiences, such as being monitors, assembly leaders, and part of Student Council, for instance, will continue to be provided.

Improve equity

As previously noted, last year's Communicating Student Learning Reports indicate that the students at University Hill Elementary School demonstrate very strong numeracy skills, and a significant number of students are on track with their literacy development. However, the data also highlights that some students are not yet consistently proficient in English Language Arts. Therefore, the literacy and equity focus this year will continue to prioritize reducing or eliminating the achievement gap for students in literacy. To best support these students, we will continue to engage in collaborative discussions and

practices focused on effective instructional and intervention strategies, and resources to enhance the students' literacy skills (e.g. assessment to inform and guide instruction; consistent and cohesive writing, and phonics and reading comprehension instruction at the primary and intermediate levels; intervention strategies/learning support). Through a focused and collaborative approach, we aim to strengthen instructional coherence, build staff capacity, and ultimately improve the literacy outcomes for all learners.

We also remain committed to fostering an inclusive school community that promotes respect for diversity. Central to this work is ensuring that both staff and students develop and demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminating actions. Over the past year, a variety of initiatives were implemented to reduce discrimination and promote respect for diversity. These included school-wide education, such as the implementation of social-emotional programs and lessons focusing on the PHE curriculum, and the reinforcement of our School Code of Conduct in various facets of the school, for example, which yielded positive results and helped strengthen a culture of respect and safety. This was reflected in the results from last year's SLS (*52% of Gr. 4 and 88% of Gr. 7 students feel students treat each other with respect most of the time/all of the time; 87% of Gr. 4 and 81% of Gr. 7 students feel safe at school most of the time/all of the time*). This year, we will continue these initiatives and explore additional efforts to create a school environment where all students feel safe, valued, and respected.

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

We continue to work on supporting the students in developing a deeper appreciation and understanding of Indigenous knowledge, culture, and history:

- Embedded Indigenous knowledge and perspectives into all curricular areas
- Indigenous Land Acknowledgement at the beginning of daily morning announcements, assemblies, formal meetings, and other events
- Embedded Musqueam knowledge into our Code of Conduct and using it as a framework to guide our practice
- Explored place-based learning through regularly scheduled outdoor learning opportunities
- Created two outdoor learning spaces, which include a circle of 12 stones to provide seating for a class of students to explore the power of using a circle for sharing, medicine wheel teachings, and other aspects of Indigenous culture
- Planned field trips to The Museum of Anthropology and Reconciliation Pole

- Collaborated with our Indigenous Education Worker to develop learning opportunities for students and staff on Indigenous themes
- Participated in National Truth and Reconciliation Day, Orange Shirt Day, Red Dress Day, and National Indigenous Peoples Day
- Purchased books and resources with Indigenous authors, illustrators, and information to support teaching and learning

Embedding these initiatives and practices into the fabric of the school has contributed significantly to the growth of the students having a deeper appreciation and understanding of Indigenous knowledge,

culture, and history. However, feedback from the SLS last year suggests they may not always be aware when they are learning about Indigenous peoples so we need to make their learning more explicit (42% of Gr. 4 students and 52% of Gr. 7 students feel they are learning about Indigenous Peoples at school most of the time/all of the time). Hence, we will continue to make learning more explicit, and implement the aforementioned initiatives and practices in order to strengthen the students’ knowledge and understanding.

HOW WILL WE KNOW WE’RE ON TRACK?

As we reflect on our progress toward this year’s goals, we can see areas of success, as well as areas where we still have work to do. Our efforts to ensure that students feel welcome and have a deep sense of belonging produced mixed results compared to the previous year as indicated in the data above in What We Know About Our Community Of Learners. For example, the initiatives we implemented, ranging from Magic Mondays hosted by Student Council to student-led monthly assemblies to extra-curricular activities, including sports teams and various clubs, had a positive impact. Data from the SLS this year indicated that many Grade 4 and 7 students reported feeling welcomed at school, which remained consistent with last year. The data also revealed that overall, many students continued to have a strong sense of belonging at school. However, while there was an increase in the number of Grade 7 students who reported feeling a deep sense of belonging, there was a decline among the Grade 4 students. This suggests that while our strategies are having a positive impact, particularly with older students, additional focus is needed to better support younger learners in developing a strong connection to the school community.

Do you feel welcome at school? Data Comparison 2024-2026					
2025 - 2026			2024 - 2025		
	Gr. 4	Gr. 7		Gr. 4	Gr. 7
Sometimes	12 %	14 %	Sometimes	17 %	15 %
Most of the Time	59 %	35 %	Most of the Time	40 %	46 %
All of the Time	27 %	45 %	All of the Time	42 %	35 %

(2025-2026 SLS: 86% of Gr. 4 and 80% of Gr. 7 students feel welcome at school most of the time/all of the time, 12% of Gr. 4 and 14% of Gr. 7 students feel welcome at school sometimes; 2024-2025 SLS: 82% of Gr. 4 and 81% of Gr. 7 students feel welcome at school most of the time/all of the time, 17% of Gr. 4 and 15% of Gr. 7 students feel they belong at school sometimes)

Is school a place where you feel like you belong? Data Comparison 2024-2026					
2025 - 2026			2024 - 2025		
	Gr. 4	Gr. 7		Gr. 4	Gr. 7
Sometimes	29 %	16 %	Sometimes	7 %	13 %
Most of the Time	34 %	41 %	Most of the Time	52 %	46 %
All of the Time	31 %	32 %	All of the Time	32 %	26 %

(2025-2026 SLS: 65% of Gr. 4 and 73% of Gr. 7 students feel they belong at school most of the time/all of the time, 29% of Gr. 4 and 16% of Gr. 7 students feel they belong at school sometimes; 2024-2025

***SLS:** 84% of Gr. 4 and 72% of Gr. 7 students feel they belong at school most of the time/all of the time, 7% of Gr. 4 and 13% of Gr. 7 students feel they belong at school sometimes)*

Similarly, our equity goal of reducing discrimination and promoting respect for diversity yielded mixed outcomes. On an encouraging note, school-wide education, including the implementation of social-emotional programs and more lessons focusing on the PHE curriculum, and the reinforcement of our School Code of Conduct in various facets of the school, for instance, contributed to a stronger sense of safety among students. This was reflected in the results from this year’s SLS compared to the previous year (**2025-2026 SLS:** 92% of Gr. 4 and 87% of Gr. 7 students feel safe at school most of the time/all of the time; **2024-2025 SLS:** 87% of Gr. 4 and 81% of Gr. 7 students feel safe at school most of the time/all of the time).

In terms of students treating one another in a respectful manner, the number of Grade 7 students in the SLS this year who felt that this occurred most of the time/all of the time remained high, which was consistent with last year’s results. However, the data for Grade 4 students revealed a decline in this area compared to the previous year, highlighting a need for targeted efforts to strengthen respectful interactions and inclusive practices among younger students (**2025-2026 SLS:** 35% of Gr. 4 and 87% of Gr. 7 students feel students treat each other with respect most of the time/all of the time; **2024-2025 SLS:** 52% of Gr. 4 and 88% of Gr. 7 students feel students treat each other with respect most of the time/all of the time).

In addition, when examining our goal of decreasing the achievement gap for students in literacy, a comparison of the Communicating Student Learning Reports from this year to last year indicates that results have remained unchanged. The data shows that a large number of the students at University Hill Elementary School continue to be on track with their literacy skills, but there are still some students who are not yet consistently proficient in English Language Arts. This suggests that while our current approaches may be maintaining existing outcomes, they have not yet resulted in the level of progress needed to close gaps in student achievement. This will remain an important area for continued focus and refinement for next year.

English Language Arts: Data Comparison 2024-2026			
2025 - 2026		2024 - 2025	
	Term 3		Term 3
Emerging	8 %	Emerging	8 %
Developing	37 %	Developing	37 %
Proficient	44 %	Proficient	44 %
Extending	10 %	Extending	10 %

*(**2025-2026 Term 3:** 37% of school Developing, 54% of school Proficient/Extending, 8% of school Emerging; **2024-2025 Term 3:** 37% of school Developing, 54% of school Proficient/Extending, 8% of school Emerging)*

With regard to our work on reconciliation, the results mirrored the mixed outcomes observed in our other goals. Our continued efforts to embed reconciliation initiatives and practices into the fabric of our school, including making it more explicit to the students when they are learning about Indigenous peoples have shown a positive impact for some students. Specifically, there was an increase in the

number of Grade 7 students demonstrating a deeper appreciation and understanding of Indigenous knowledge, culture, and history. However, there was a decrease in the number of Grade 4 students over the same period, indicating that these efforts are not yet reaching or resonating equally across all grade levels.

At school, are you learning about Indigenous Peoples? Data Comparison 2024-2026					
2025 - 2026			2024 - 2025		
	Gr. 4	Gr. 7		Gr. 4	Gr. 7
Sometimes	52 %	26 %	Sometimes	52 %	35 %
Most of the Time	25 %	28 %	Most of the Time	30 %	46 %
All of the Time	10 %	38%	All of the Time	12 %	6 %

(2025-2026 SLS: 35% of Gr. 4 students and 66% of Gr. 7 students feel they are learning about Indigenous Peoples at school most of the time/all of the time; 2024-2025 SLS: 42% of Gr. 4 students and 52% of Gr. 7 students feel they are learning about Indigenous Peoples at school most of the time/all of the time)

As we look ahead to the upcoming school year, we will continue to implement and build on the initiatives that have made a positive impact, particularly those that have contributed to students feeling welcomed and safe at school. At the same time, we recognize that there remain important areas for growth. While our Grade 7 students continue to report a strong sense of belonging and feeling respected within the school, the results for our Grade 4 students indicate that this experience is not yet consistent across all learners. Addressing this gap will be a key priority as we move forward. Moreover, we will continue to focus on narrowing the achievement gap in literacy and deepening the students’ understanding and appreciation of Indigenous knowledge, culture, and history. We will continue to work towards creating an equitable and inclusive learning environment for the students at University Hill Elementary School.