



2025-2026

School Learning Plan

SCHOOL STORY

“Learning involves patience and time” - First Peoples Principles of Learning

Ɂuuqinak'uuh Grandview Elementary is located in the heart of the vital Commercial Drive neighbourhood, on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and salilwatał (Tsleil-Waututh) Nations. The grounds include expansive green spaces, multiple playgrounds and fields, outdoor learning features, gardens, and sweeping views of the city. In June 1991, the school community held a potlatch to honour the addition of the Indigenous name “Ɂuuqinak'uuh,” gifted to the school by Elder Ramona Gus. Ɂuuqinak'uuh is a Nuuchahnulth word meaning “grand view.”

The school currently enrolls approximately 130 students from Kindergarten to Grade 7. Our learners reflect the rich cultural diversity of the Grandview Woodland community, including Indigenous Nations from across Turtle Island as well as settler and newcomer families from around the world. Nearly one third of our students (35%) identify as Indigenous, and 25% of our students have a Ministry designation for diverse abilities. Instruction at Ɂuuqinak'uuh Grandview is adapted to meet a wide range of learning styles, cultural backgrounds, and language needs, supported by a tiered model of intervention. A strong sense of community is at the heart of the school. Students consistently demonstrate care for one another, pride in their school identity, and appreciation for learning rooted in relationship. They respond well to clear routines and supportive adults, and our trauma-informed practices continue to guide how we build safety and trust in all learning environments. Students also value opportunities to learn from Elders, family members, mentors, and community partners who contribute to classroom and land-based learning.

Our team includes dedicated educators, support staff, and enhanced roles such as our Librarian, Indigenous Enhancement teacher, Indigenous Education Worker (IEW), Youth and Family Worker (YFW), School Counsellor, Neighbourhood Assistant, and a Food Program Coordinator. These positions strengthen wraparound supports for students and deepen connections between home, school, and community.

Learning at Ɂuuqinak'uuh Grandview emphasizes physical education, drumming, and music, supporting students in cultural expression, movement, and the arts. Staff professional learning this year was

centred on literacy and numeracy. Our literacy focus includes UFLI Foundations and improved assessment practices to track growth and identify early needs. In numeracy, staff are implementing Mathology from K–7 to strengthen conceptual understanding, common language, and inclusive math teaching practices. Collaborative Inquiry groups provide time for educators to explore strategies that support problem solving, reasoning, and student confidence in both literacy and numeracy.

Students at Łuuqinak’uuh Grandview benefit from a wide range of opportunities beyond the classroom. Programming includes our Out of School Care partnership with the Grandview Terrace, who offer before and after school care to our students. We have a strong relationship with the Britannia Community School hub and they help facilitate the learning garden educators, as well as after school programs like Super Science Club, Red Fox, Writer’s Exchange, YBYG (Yo Bro, Yo Girl), and Weaving Futures workshops. This partnership enhances hands-on, experiential learning for all students and supports the transition from elementary to high school. We are steadily expanding extracurricular offerings, including sports teams, arts-based clubs such as beading, and a growing Run Club that supports health, movement, and team building.

Our schoolwide behaviour framework, SOAR, guides how we build a positive, values-based learning environment. SOAR stands for Supportive, Open-hearted, Awesome Attitude, and Respectful. These shared expectations help students understand what it means to contribute to a caring school community. Through SOAR Assemblies, lessons, daily practice, and modelling from adults, students develop a strong sense of responsibility, belonging, and leadership. The Leadership Club provides additional opportunities for older students to embody SOAR values, support younger learners, and contribute positively to the culture of the school.

Caregiver engagement continues to be a strength of our school community. The PAC plays an active role in creating welcoming, inclusive opportunities for connection, including evening meals, community celebrations, and support for school initiatives. Monthly caregiver coffee mornings with our IEW help strengthen relationships, encourage participation, and build bridges between families and the school.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Łuuqinak’uuh Grandview, learners bring a wide range of strengths, interests, and lived experiences. Students come from many cultural and linguistic backgrounds, and this diversity enriches the life of the school. Families value connection, care, and relationships, and students thrive when school feels safe, predictable, and welcoming.

Łuuqinak’uuh Grandview learners come from rich cultural and family contexts, and they demonstrate a growing awareness of who they are and how to respect the values and experiences of others. This sense of identity and belonging is strengthened through classroom learning, community partnerships, and schoolwide events that celebrate diversity. Approximately 22% of students are English Language Learners, 35% are Indigenous, and 25% have a Ministry designation. These proportions highlight both the diversity and the complexity within our school community, where many students benefit from differentiated academic, social, and emotional supports.

Students at Łuuqinak'uuuh Grandview are most engaged when learning is hands-on, interactive, and connected to meaningful, real-world experiences. Many enjoy outdoor learning, creative expression, and opportunities to explore ideas through movement, building, art, and storytelling. A number of learners benefit from multi-sensory instruction and from working in small groups or one-on-one with a trusted adult. When routines are clear and relationships are strong, students show steady growth in confidence, independence, and willingness to take risks in their learning.

Grandview learners also demonstrate a strong sense of community. Students care for each other, look out for younger peers, and contribute to the school environment through gardening, cultural activities, and collaborative classroom projects. The small size of the school allows staff to know learners well and to respond to each student's unique strengths and needs.

At the same time, some students require additional support with self-regulation, social-emotional development, and transitions throughout the school day. Unstructured times such as recess and lunch often require consistent adult guidance and predictable routines. A portion of students also experience barriers related to food security, housing instability, intergenerational traumas, or complex family circumstances. These realities influence how students arrive at school each day and shape our approach to creating responsive and supportive learning environments.

In terms of literacy, 2025 FSA results provide one important lens on student learning. Among Grade 4 students who participated, 58% were "on track" or "extending," demonstrating steady development in foundational reading and writing skills. The remaining 42% were "emerging," indicating areas where ongoing targeted instruction will support further growth. For Grade 7 learners, 80% of participating students were "on track," reflecting strong literacy skills as they prepare for secondary school, while 20% were "emerging," highlighting continued needs that staff address through individualized and small-group support. Communicating Student Learning data (CSL) for the grade 4 cohort showed 53% of students were proficient, 32% in the developing range, 10% were extending and 5% were emerging in term 1 Language Arts. In grade 7, 57% of students were in the proficient range, 36% were developing, and 7% were emerging in term 1 Language Arts.

While assessments like the FSA provide helpful information, they do not capture the full picture of the growth we see daily—such as improved communication, stronger peer relationships, increased perseverance, and deeper engagement with learning tasks. Staff rely on classroom observations, CSL learning updates, and ongoing conversations with students to understand each learner's progress holistically.

The staff at Łuuqinak'uuuh Grandview are committed to building a school where every student feels valued, supported, and connected. Relationships, care, and belonging are at the heart of our work. We continue to honour the identities of all students and families while creating inclusive, culturally responsive environments that reflect the strengths of our broader community. Our goal is to ensure that every learner feels seen, safe, and successful at school.

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

Improving student achievement in literacy and numeracy, alongside supporting well-being and a sense of belonging, continues to be a key focus at Łuuqinak'uuu Grandview. Classroom-based assessment evidence, student work, and staff observations show that while many students are making progress, some continue to experience challenges with reading comprehension, written expression, numeracy reasoning, and problem solving in particular. We also know that students are more engaged and willing to take risks in their learning when instruction is consistent, accessible, and supported by strong relationships.

Literacy instruction at Grandview has remained grounded in strategies that work well at this school, and have been in place over the past several years, including explicit instruction, ongoing classroom-based assessment, and targeted small-group support. This year, staff also participated in a district professional development day focused on the Vancouver School Board's Responsive Literacy Framework. This learning supported a shared understanding of effective literacy instruction and encouraged reflection on classroom practice across grade levels. As part of aligning with this work, we have developed a broader, more inclusive approach to literacy support that is embedded within classroom instruction and aligned with the Responsive Literacy Framework, with the goal of reaching more learners in equitable ways.

At Łuuqinak'uuu Grandview, we are strengthening early literacy through data-informed, heart-centered instruction that develops foundational reading and writing skills while fostering confidence, belonging, and student identity. During the 2025–26 school year, our Kindergarten cohort of 18 students participated in daily 30-minute UFLI phonemic awareness and phonics instruction, alongside intentional opportunities to develop as writers through journal writing and explicit mini-lessons. Staff used DIBELS Letter Naming Fluency and Phonemic Segmentation Fluency assessments across three assessment periods to monitor growth and ensure students received timely support. By combining evidence-based literacy instruction with meaningful learning connected to students' experiences, cultures, we aim to improve literacy achievement while strengthening student well-being and belonging.

At Łuuqinak'uuu Grandview, we are working to ensure that all students have equitable access to literacy support through a school-wide intervention model that prioritizes early intervention, targeted instruction, and responsive support based on student need. Literacy support includes whole-class UFLI instruction in Kindergarten, small-group literacy instruction across the primary and intermediate grades, and individualized support when appropriate. Reading and phonics assessments are administered throughout the year to identify student strengths and needs and to determine intervention groupings. To reduce stigma and increase access, literacy support is often provided within classroom contexts so that students receive the support they need as part of an inclusive learning environment. Particular attention is given to Indigenous learners and students requiring additional support. School data demonstrates that students who receive early literacy intervention often

experience positive outcomes in later years, highlighting the importance of sustained, equitable access to support.

Numeracy instruction has been strengthened through school-based professional development focused on Mathology, and all classrooms have access to the program, supporting consistency, flexibility, and equity across grade levels. Student engagement and confidence in numeracy were further supported through Math Week, during which students participated in daily activities such as math bingo, math art, a math scavenger hunt, Questions of the Day, and a Question of the Week. The week culminated in a shared Math Festival with Queen Victoria Annex, held in our gym, which brought students and staff together in a collaborative and community-oriented math-focused learning experience.

Participation data from the Question of the Day showed a significant increase in student engagement, with entries growing from 40 on the first day to 110 by Day 4. Staff observed that student responses became more accurate and closer to being on track as the week progressed, suggesting growing understanding and confidence with the mathematical concepts involved. Anecdotally, students were highly motivated to figure out the problems, eager to share strategies, and very willing to help peers once they understood the solutions. Throughout the week, staff and students were frequently observed working together to problem-solve, reinforcing collaboration, communication, and positive learning identities. These observations highlight the strong connection between engagement, belonging, and achievement, and reinforce our commitment to continuing this work in ways that are meaningful, sustainable, and aligned with the Vancouver School Board Education Plan priorities of Student Success, Well-Being, and Equity.

Improve equity

Our work to improve literacy, numeracy, and student well-being is closely connected to our ongoing focus on equity. At Ɂuuqinak'uuu Grandview, equity means understanding and reducing barriers so that every student has meaningful opportunities to learn, participate, and feel a strong sense of belonging. While strong classroom instruction benefits all learners, we recognize that some students require additional, coordinated supports in order to fully access learning and experience success at school.

This work is guided through the collaborative approach of our School-Based Team, reflecting the problem-solving model used by the Vancouver School Board. The School-Based Team brings together classroom teachers, resource teachers, administration, and support staff to review classroom-based evidence, consider student strengths and needs, and plan responsive supports. This collaborative, strengths-based process allows us to be proactive rather than reactive, aligning classroom instruction, targeted interventions, and social-emotional considerations while keeping students at the centre of decision-making.

Our equity work is strengthened by the range of staff who support students and families in meaningful and interconnected ways. Resource teachers work closely with classroom teachers to support inclusive practice and targeted instruction, while our Curriculum Enhancement Teacher supports instructional development and learning opportunities across the school. Our Indigenous Education Teacher and

Indigenous Education Enhancement Worker play a key role in supporting Indigenous students, building staff understanding, and ensuring Indigenous perspectives and ways of knowing are honoured and embedded throughout school life. Our Youth and Family Worker helps support student well-being and family connections, helping to address social, emotional, and mental health needs that can impact learning. In addition, our Neighbourhood Assistant works closely with students and families to help bridge gaps between school and home, strengthening relationships and supporting engagement.

We also recognize that meeting students' basic needs is essential to equitable access to learning. Food security is closely connected to well-being, regulation, and engagement, and we support students and families through a range of food initiatives, including a morning breakfast program, hot lunch, Backpack Buddies, and additional food supports as needs arise. This work is further strengthened through community partnerships, including our relationship with the Vancouver Firefighters, who generously provide snacks for students, and Adam's Apples, a mental health initiative that provides apples to the school while encouraging connection, regulation, and breaks throughout the day. Together, these initiatives help reduce barriers to learning and reinforce that the school is a safe, caring, and supportive place for all students.

Equity is also supported through strong community partnerships. We maintain a close relationship with the Britannia Community School team, who help facilitate a range of after-school opportunities for our students, including Writer's Exchange, Boys and Girls Club, soccer, drumming, and Red Fox. These opportunities extend learning beyond the classroom, support student interests and identities, and help ensure that enrichment and connection are accessible to students who may otherwise face barriers to participation.

Together, the coordinated work of the School-Based Team, school staff, community partners, and food security initiatives reflects our belief that equity is ongoing, relational, and responsive. This work aligns with the Vancouver School Board Education Plan priorities of Equity, Well-Being, and Student Success, and supports our commitment to creating a school community where students and families feel supported, valued, and capable of success.

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

Our commitment to equity is deeply connected to our ongoing journey of truth and reconciliation. At Łuuqinak'uuh Grandview, we understand reconciliation as sustained learning, relationship building, and action that is embedded throughout school life rather than isolated to specific events. This work is especially important within the community and is grounded in respect for Indigenous students, families, and the lands on which we learn.

Over the past year, our school community has continued to deepen its understanding of Indigenous histories, perspectives, and ways of knowing. We hosted a Truth and Reconciliation Assembly that featured an Indigenous Elder, providing students and staff with an opportunity to learn through story, lived experience, and reflection. In addition, we secured funding to support ongoing time with an Indigenous Elder who is scheduled to visit and work with our school community three times

throughout the year, allowing for sustained relationship building and learning over time rather than one-time engagement.

Staff learning has also been an important part of this work. Staff participated in a district professional development day focused on Indigenous education, with some Łuuqinak'uuḥ Grandview staff attending and others taking on leadership roles by facilitating learning sessions. This professional learning has supported increased confidence and capacity among staff to engage thoughtfully and respectfully with Indigenous perspectives across grade levels and curricular areas.

Reconciliation is also supported through ongoing, student-centred experiences that honour Indigenous identity, culture, and creativity. The grade 7 students recently made drums to gift to the school as a leaving present, and they also made woven cedar headbands to wear to their leaving ceremony. This was facilitated by our Indigenous Education Teacher, our IEW, and one other Indigenous resource teacher. Our beading club, run by several staff members, has been very popular with students and provides regular opportunities for hands-on learning, relationship building, and cultural expression. We also had I-SPARC (Indigenous Sport and Recreation Council) come in to lead a workshop for all students in hoop dancing. In addition, staff worked with students who expressed interest in creating ribbon dresses, further supporting student voice, pride, and connection to culture through meaningful, guided learning experiences. It was a beautiful, student-centred day, and an important way to honour the community.

We are continuing this work through broader community-centred experiences. On June 18, we had a gathering to celebrate National Indigenous Peoples Day, which brought together students, families, community members, and students from a neighbouring school. It included Indigenous food, games, art, and entertainment, creating opportunities for shared learning and connection. As part of this gathering, we intentionally designed gifts for the “witnesses” of the event, recognizing the importance of witnessing, responsibility, and reflection within Indigenous traditions.

This work is supported throughout the year by our Indigenous Education Teacher and Indigenous Education Enhancement Worker, who work closely with students and staff to support Indigenous learners while also helping to embed Indigenous perspectives and ways of knowing across the school. We are also offering a parent tea to encourage connection and relationship building with Indigenous families, recognizing the importance of family voice and partnership in this work.

Together, these experiences show our commitment to continuing our journey of truth and reconciliation in ways that are authentic, relational, and sustained. This work aligns with the Vancouver School Board Education Plan and reinforces our belief that reconciliation, equity, and student well-being are deeply interconnected and essential to building a school community grounded in respect, belonging, and learning.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are making progress when we see students increasingly engaged in their learning, participating confidently in classroom activities, and demonstrating growth over time. Staff will continue to use classroom-based assessments, student work samples, observations, and learning conversations to understand how students are developing in literacy and numeracy and to identify where additional support may be needed. As a staff, we will regularly review student learning and achievement data through collaborative discussions, School-Based Team meetings, and ongoing inquiry work to ensure our practices are meeting the needs of learners.

We will monitor student growth through DIBELS Letter Naming Fluency and Phonemic Segmentation Fluency assessments administered in the fall, winter, and spring. For our Kindergarten cohort of 18 students, assessment data showed growth across the school year and informed instructional decisions, intervention planning, and targeted support. Staff will continue to review student results, classroom evidence, and teacher observations to ensure that students are developing the foundational literacy skills required for future success in reading and writing.

In addition to assessment data, we will look for increasing evidence of students applying their literacy skills in authentic ways. Success will be reflected in the number of students who see themselves as capable readers and writers, demonstrate growth in phonemic awareness and phonics skills, and independently communicate ideas through writing. Samples included in the Kindergarten learning story demonstrate students' ability to write phonetically, record increasingly complex ideas, and connect learning to classroom inquiries. We expect to see continued growth in both literacy achievement and student confidence as learners.

We will monitor progress through whole-school reading and phonics assessments, classroom observations, and ongoing review of student learning data. Current evidence suggests that targeted literacy intervention and small-group instruction are contributing to improved reading outcomes over time. Assessment data shows that many students who received literacy support in the primary years are demonstrating strong reading achievement in the intermediate grades, indicating that early intervention has a lasting impact on student success. Staff will continue to examine both annual results and longitudinal trends to understand how literacy growth develops over time.

We will also know we are on track when students report feeling safe, included, and connected to their school community. Evidence of this will be seen in student participation, attendance, engagement in classroom and extracurricular opportunities, and the quality of relationships students have with peers and caring adults in the building. Feedback from students, families, and staff will help us understand where we are succeeding and where we need to continue strengthening supports.

We will also monitor outcomes for Indigenous learners and all students receiving additional support to ensure that our instructional practices are reducing barriers and improving achievement. Evidence from student learning stories demonstrates substantial growth in reading levels for students participating in targeted interventions, including students whose progress may not be fully reflected in broad achievement categories. We will know our efforts are making a difference when increasing

numbers of students demonstrate growth in reading achievement, confidence as readers and writers, and successful transitions from targeted intervention to independent literacy learning. The ongoing movement of students from beginning and developing levels of reading toward proficient and extending levels over time will serve as an important indicator that our equity-focused literacy supports are having the desired impact.

As we continue our work toward equity and reconciliation, we will look for signs that students see themselves reflected in their learning, that Indigenous perspectives and ways of knowing are increasingly embedded throughout the school, and that Indigenous students and families feel a strong sense of belonging. We will continue learning alongside Elders, Knowledge Keepers, families, and community partners and we will reflect on how these relationships are contributing to a more inclusive and responsive school culture.

Ultimately, we will know we are on track when students are experiencing success in ways that are meaningful to them: when they are making progress in their learning, developing confidence in their abilities, building positive relationships, and feeling that they belong at ǂuuqinak'uuh Grandview.