



# Braemar School Plan 2025

# Vision to Goal Setting at Braemar

## School Context & Vision

At Braemar, our vision is to foster engaged critical thinkers and compassionate global citizens. Our mission is to work together as a community to create a caring, respectful, and inclusive environment where learning is both engaging and meaningful.

At our school, we are committed to providing meaningful assessments and relevant instruction that support the success of every student, while fostering professional growth for all staff.

We thrive on collaboration and responsive partnerships that strengthen our community and meet the needs of both students and society. In reference to the **BC Ministry of Education**, which emphasizes collaboration and partnerships in its **Core Competencies** framework:

People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit. ([BC Ministry of Education – Collaborating Core Competency](#))

By building strong, trusting relationships, we develop the confidence and sensitivity needed to share ideas and create solutions within our schools, families of schools, and the broader school district. Open, proactive communication fosters trust, respect, and mutual understanding, allowing us to convey the district's achievements and challenges. We celebrate individual and collective accomplishments, inspiring everyone to pursue and achieve success. Our diverse range of programs reflects the values and interests of our community, while our welcoming and safe school enhance the teaching and learning environment. Additionally, we ensure that seamless, appropriate information and communication technology supports all aspects of learning and operations.

## Acknowledgement of the Traditional Territory

Braemar Elementary, as a part of the North Vancouver School District, is situated upon the unceded traditional territory of the SKw'w'w'mesh Nation and Tsleil-Waututh Nation. We would like to thank the Coast Salish people and value the opportunity to learn, share and grow on this traditional territory.

## Braemar Vision Statement

Our Vision:

- To foster engaged critical thinkers and compassionate global citizens.

Our Mission:

- The Braemar School Community works together to provide a caring, respectful, and inclusive environment where learning is engaging and meaningful.
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Braemar

# School Goals

## **Goal #1 - Head: To foster a community that values literacy**

Our goal is to foster a community that values literacy by building skills and competencies that enable students to read and comprehend a variety of texts, as well as effectively and clearly communicate ideas. To achieve this, we will implement strategies such as promoting media literacy for students and families, incorporating Indigenous storytelling, and enhancing family literacy through parent information sessions and parent-student reading activities. Additionally, we will establish a Literacy Committee or working group to support initiatives like a community celebration of reading and a school-wide writing event.

### **Connection to District Strategic Plan:**

- Innovative Instruction

### **Objectives:**

- Build skills/competencies to read/comprehend a variety of texts
- Build skills/competencies to think critically about text/media
- Build skills/competencies to effectively and clearly communicate ideas

### **Strategies:**

- We have listed strategies and associated activities in the Strategic Actions section.

## **Goal #2 - Heart: To enhance a sense of belonging for students, staff and parents within our school community.**

Our goal is to enhance a sense of belonging for students, staff, and parents within our school community. To achieve this, we aim to foster engagement in learning and school activities, strengthen relationships, and build a culture of teamwork and collaboration. We are committed to practicing inclusivity and maintaining a positive classroom and school climate. Strategies include school-wide events such as sports teams, student clubs, and BPAC-sponsored activities like the Science Fair, Open House, and movie nights. We will amplify student voice through leadership opportunities and strengthen connections between older and younger students through buddy activities, Playground PALS, lunch monitors, and sports carts. Parent connections will be supported through coffee mornings and orientation sessions for new families. Additionally, we will share stories that reflect our diverse community through thoughtful library book selections and focus on social-emotional learning (SEL) and trauma-informed practices through programs like Second Step and Open Parachute.

### **Connection to District Strategic Plan:**

- Student-Centered Education & Mental Health and Well-being

**Objectives:**

- Foster engagement in learning and school activities
- Strengthen relationships and continue to build a culture of teamwork and collaboration
- Practice inclusivity and attend to classroom and school climate
- Identify barriers to inclusivity
  - Language barriers
  - Physical barriers

**Strategies:**

- We have listed strategies and associated activities in the Strategic Actions section.

**Goal #3 - Hands: To develop students' sense of ownership in extending their learning beyond the classroom.**

Our goal is to develop students' sense of ownership in extending their learning beyond the classroom by building connections to the local community and fostering an understanding of environmental stewardship. We also aim to strengthen home-school connections, bringing learning to and from the classroom. Strategies include enhancing home-school connections through student-led conferences, open houses, and regular communication between classrooms, schools, and families to reinforce community ties. We will cultivate local community connections through initiatives such as Soap for Hope, the North Shore Christmas Bureau food drives, ALS fundraisers, the Giving Tree, and PJs for a Purpose. To promote environmental stewardship, we will engage students in garden and nature-based learning, curriculum related to water and climate change, clothing swaps, invasive species management, and the Salmon program. These efforts will empower students to take an active role in their learning and community involvement.

**Objectives:**

- To build and develop connections to the local community
- To build and develop student's understanding of their role in environmental stewardship
- To build home-school connections by bringing learning to and from the classroom

**Strategies:**

- We have listed strategies and associated activities in the Strategic Actions section.

# Planning and Implementation

## Strategic Actions

**Head: To foster a community that values literacy.**

- Media literacy for students and families
- Concours d'art oratoire (CAO) for Intermediate French students
- Indigenous storytelling
- Family literacy enhancement
  - Parent information sessions
  - Parent/student reading
- Create a literacy committee/working group
  - Community celebration of reading in January / literacy week
  - School wide write in the early Spring
  - Participate in the NVSD Battle of the Books

**Heart: To enhance a sense of belonging for students, staff and parents within our school community.**

- School wide events
  - Spirit Week
  - Spirit Days
  - Earth Day
  - Kindness Week
- Sports teams
- Student Clubs
- BPAC sponsored events
  - Science Fair
  - Open House
  - Movie nights
  - Welcome Back BBQ
- Student Voice
  - Leadership
  - Older/young student connections
    - Buddy activities / Grade groupings
  - Playground PALS
  - Lunch Monitors
  - Sports Cart
- Parent connections
  - Konstella App (PAC communication and directory)
  - Coffee mornings
  - Orientation for new families
- Share Stories / Diversity in Library book selections
- SEL / Trauma Informed Practice Second Step / Open Parachute

- Recognition/celebration of cultural events/celebrations
- School-wide Hoedown to celebrate the Harvest
- School-wide Winter Concert

**Hands: To develop students' sense of ownership in extending their learning beyond the classroom.**

- Home/School connections
  - sharing learning
    - Student Led Conferences
    - Open House
    - communication home from classrooms and school to extend to home/community connections
- Local Community Connections:
  - Braemar Cares
  - Soap for Hope
  - North Shore Christmas Bureau, Food Drive
  - ALS Fundraiser
  - Braemar's Giving Tree
  - Holiday Cards for Seniors
  - PJs for a Purpose
- Environmental Stewardship:
  - Garden
  - nature-based learning
  - Forest open for class use
  - curriculum on water/climate change
  - Clothing swap
  - invasive species / ivy pull
  - Salmon programme
  - Cheakamus Centre programming for Grade 3, 4, and 6
- Participation in Arts Education:
  - Intermediate Talent Show
  - Intermediate Choir: singing at the District Intermediate Music Festival
  - Primary Days of Music: sharing music/dance/drama activities at the ESC



# Monitor, Evaluate and Adapt

## Ongoing Assessment and Reflection

### Progress Monitoring and Assessment:

- **Progress** will be monitored throughout the year by collecting and analyzing a variety of data sources, including student assessments, behavior logs, and attendance records.
- **Student achievement data:** Track academic performance (e.g., literacy, numeracy) through formative assessments, standardized test scores, and classroom evaluations. ELA and FSA
- **Behavioral data:** Use behavior tracking systems to monitor incidents, attendance, and student engagement.
- **Social-emotional learning (SEL) data:** Collect feedback through SEL surveys or student reflections to assess students' well-being.
- **Feedback from Staff:** Staff will have the opportunity to share successes, discuss challenges, and suggest adjustments to better support students.
- Solicit input from staff on whether they feel adequately supported by resources (e.g., time for collaboration, professional development opportunities) aligned with the school plan.
- Teachers and support staff will provide regular input during monthly staff meetings to ensure a holistic view of student progress and identify areas of concern.
- Teams will meet to review student progress in key academic areas, social-emotional learning, and overall well-being.

### Trend Analysis:

The school team will look for emerging trends from the data on student achievement, behavior, and well-being. If significant trends are identified, such as a particular group of students not progressing as expected or an increase in certain behavioral concerns, the school plan will be adjusted accordingly. Adjustments will be based on student need and may include additional professional development, curriculum changes, or increased support services for students. We will conduct a comprehensive review of data at multiple points in the year (e.g., fall, winter, spring) to assess whether adjustments to instructional methods or resource allocation are needed.

### Adjustments to the Plan:

If any gaps or trends are identified that indicate students are not meeting benchmarks, the school will promptly adjust strategies and interventions. The leadership team will work closely with teachers to adapt instructional practices, provide additional resources, or implement targeted interventions as needed. Collaborative decision-making will involve input from teachers, specialists, and families to ensure adjustments meet the unique needs of each student.

### Reflection (Interpretation):

#### Staff Reflections:



- **Teacher Feedback on Instructional Strategies:** Teachers will reflect on the effectiveness of specific instructional strategies and interventions used throughout the year. This includes analyzing how differentiated instruction, small group work, and individualized learning plans contributed to student growth.
  - Reflection Prompts for Teachers:
    - Which strategies led to the most significant gains in student achievement for literacy? In Student Belonging? In connections with home?
    - What challenges were faced, and how did adjustments impact student outcomes?
    - What areas of professional development should be enhanced for greater impact next year?
- **Student Reflections & Self-Assessment:** Students will be given opportunities to reflect on their own learning and progress throughout the year. Students will be given a survey to reflect on their sense of belonging, confidence and ability in literacy, and connections with home and the community.

# Communicating Progress

## Engagement

### Staff Engagement

In our school, staff play a significant role in goal setting and monitoring through various committees and collaborative efforts. While the school-based planning team is central to this process, we also have several other staff committees that contribute to the development and support of the school plan. These committees focus on key areas such as Social-Emotional Learning (SEC), Indigenous Learning, Technology (STEM), Gardening, Assessment and Reporting, Literacy, and Professional Development (Pro-D). These groups provide ongoing opportunities to review, reflect, revise, and communicate school plan goals, ensuring that we are continually aligned with our objectives and responsive to the needs of our students and community. Another area that plays a significant role in our school plan are student committees, sports teams, and arts performances.

### Student Voice

The student leadership group, composed of students from Grades 4 to 7, plays a vital role in providing student voice to our school plan. Acting as a sounding board, these students share diverse perspectives that help shape school initiatives, ensuring decisions reflect the needs and interests of the broader student body. Beyond offering input, the group actively fosters a sense of belonging by organizing school-wide events and theme days, creating opportunities for students to connect, collaborate, and celebrate together. Their leadership strengthens our school community, promoting inclusivity and encouraging student engagement in meaningful ways.

### Family and Educational Partner Engagement

Parents and community partners are actively involved in the planning and evaluation processes at our school through various initiatives and events. Home-school connections are strengthened by opportunities to share student learning, such as Student-Led Conferences and the annual Open House. Regular communication from classrooms and the school helps to extend these connections into the home and community. We also foster strong local community ties through programs like Braemar Cares, Soap for Hope, the North Shore Christmas Bureau, and our food drives, as well as fundraisers such as the ALS campaign. Events like Braemar's Giving Tree and Holiday Cards for Seniors further engage students and families in meaningful acts of service. Additionally, our Braemar Parent Advisory Council (BPAC) sponsors various events, including the Science Fair, Open House, and Movie Nights, which provide further opportunities for parents to engage with and support the school community. Special events like the FOS Dinner and Dialogue offer a platform for collaborative discussions with families and community partners, further enhancing the planning and evaluation processes.

## Reflection and Strategic Alignment

## **Reflection on Our School Plan as of January 10, 2025**

### **Goal 1: Head**

Our focus on literacy this year is progressing well, with efforts aimed at increasing student engagement with reading. Plans are underway to host a literacy week around World Literacy Day, featuring guest authors, individual and group reading activities, and a parent information night to further support literacy development at home. These initiatives aim to create excitement around reading and foster a culture of literacy within the school. While we are making progress, continued efforts will be needed to ensure all students are engaged and improving in their reading abilities.

### **Goal 2: Heart**

Our efforts to build a sense of belonging and improve student well-being are showing positive results. Office referrals for behavior remain minimal, and there are very few attendance concerns. The high level of student engagement in events such as the winter concert and the participation of a large number of Grade 7 students in basketball and triple-ball reflect a healthy, active school culture. While we are doing well in this area, we will continue to prioritize initiatives that strengthen student connections and ensure every student feels a strong sense of belonging.

### **Goal 3: Hands**

We are seeing strong progress in fostering connections with families and the broader community. Our participation in community support initiatives, such as the Soap for Hope drive and Braemar's Giving Tree, demonstrates our commitment to helping those in need. These efforts not only support the community but also teach students the value of giving back. Additionally, we have seen an increase in teachers sending regular classroom communications to families, helping to strengthen home-school partnerships. The Braemar Bulletin, sent every two weeks through the Smore platform, continues to be an effective communication tool, allowing families to access important information in multiple languages. Moving forward, we will continue to build on these efforts to maintain strong connections with our community and ensure parents feel engaged and informed.

### **Connection with the Framework to Enhance Student Learning (FESL):**

Our school plan goals of building student belonging, improving literacy, and fostering connections with home and community align closely with the BC Framework for Enhancing Student Learning (FESL) by prioritizing student well-being, academic success, and meaningful partnerships. The FESL emphasizes equity, inclusion, and continuous improvement to ensure that all students thrive in a supportive environment. Our focus on building student belonging reflects the FESL's core commitment to creating safe, welcoming spaces that promote social-emotional well-being. Similarly, our literacy goals align with the FESL's emphasis on improving student outcomes through evidence-based instruction and monitoring progress to close learning gaps. Lastly, strengthening connections with families and the broader community supports the FESL's call for collaborative engagement, recognizing that learning is enhanced when families, schools, and communities work together. By aligning our school plan with

these FESL principles, we ensure that our efforts are both student-centered and grounded in provincial priorities for improving student learning and well-being.