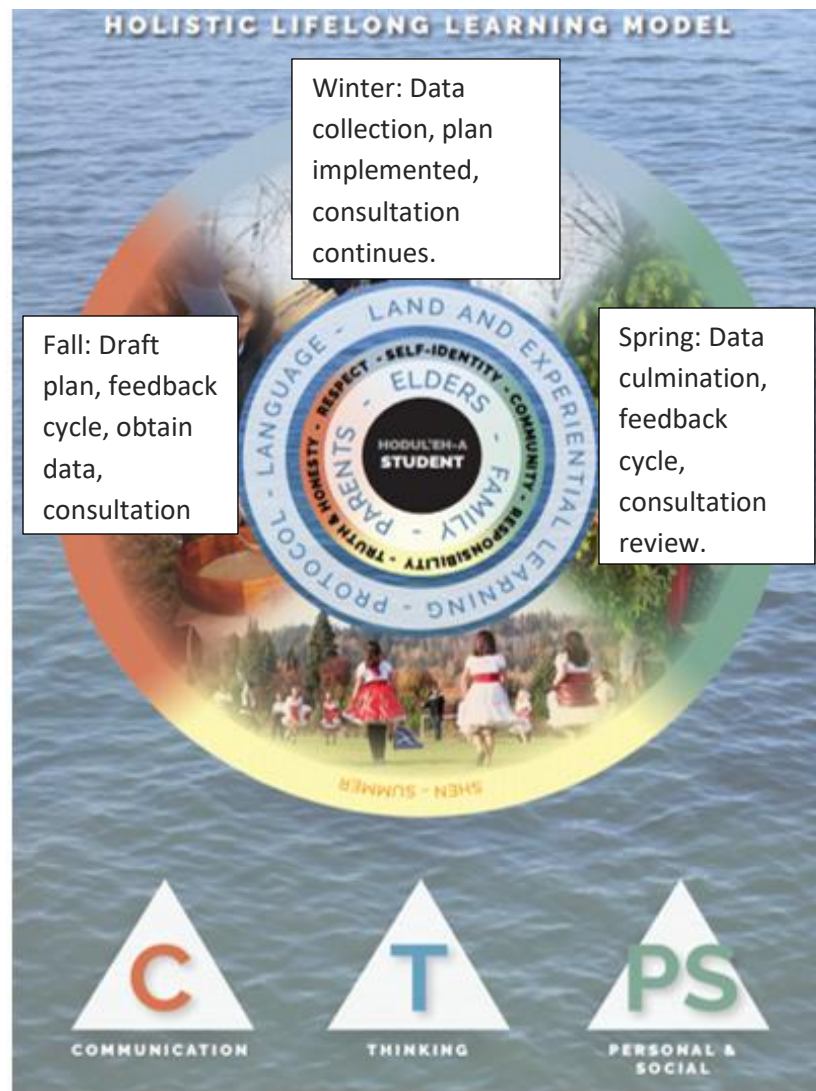




Elementary School

SCHOOL PLAN FOR
STUDENT SUCCESS

2025-2026

ABOUT OUR SCHOOL

**Lheidli T'enneh hubeh keyoh whuts'odelhti.
Nts'ezla hubeh yun ts'uwhut'i,
ts'uzt'en ink'ez ts'unuwhulyeh.**

**We respectfully acknowledge the unceded
ancestral lands of the Lheidli T'enneh,
on whose land we live, work and play.**



Van Bien Elementary School is located in an urban neighbourhood within the city limits of Prince George in School District 57. It is nestled in a settled subdivision, close to the Fraser River and big box retail stores. 135 students attend Van Bien. When you walk through the doors at Van Bien Elementary School, you will find an inclusive and welcoming learning environment. Our school is proud to offer targeted support for all learners in addition to promoting social emotional well-being and academic success. Indigenous culture holds a strong focus in our school and we are concentrating on the Holistic Lifelong Learning Model. Van Bien supports our community's youngest learners with early learning interventions. Van Bien values parents as learning partners and our Parent Advisory Council is very student focused. Van Bien offers many lunch time and after school programs including, but not limited to visual art, drumming, yoga, skating, Lego, beading, and volleyball for students in Grades K – 7. A free daily breakfast and lunch program is offered to all students in an effort to support learning. Van Bien is a neighbourhood school rich in community connections where events like the Ice Cream Social, the Pancake Breakfast and other seasonal events draw almost as many people as the neighbourhood's Candy Cane Lane Christmas display. We welcome you to step inside our doors and see all that Van Bien has to offer.

Van Bien Elementary School respectfully acknowledges that it has, and will continue to complete its work on the unceded ancestral lands of the Lheidli T'enneh



ENGAGEMENT PROCESS

Consultation:

- The consultation process began September 2023 to draft this School Plan for Student Success with our school staff members. The Van Bien staff reviews this document monthly and the Parent Advisory Council is consulted annually at the October meeting. Close attention has been paid to areas requiring further focus on the goals related to Truth and Reconciliation, Wellness, Equity of Access and Learning.

Van Bien has a specific goal of reaching as many families, stakeholders and rights holders as possible through our consultation methodologies and we will be reviewing these processes on a regular and yearly basis.

The engagement process is part of a three year cycle and will continue throughout the next two years in the following ways:

- Grade 4 and 7 students will be engaged in feedback through Student Learning Surveys,
- Parents will be engaged in feedback through the ice cream social questionnaire and ministry survey
- Each staff meeting will have a specific focus related to learning.

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SCHOOL DIRECTION



What we are going to enhance and create:

- Truth and Reconciliation – Enhance practice and knowledge of the First Peoples Principles of Learning. Create opportunities for collaboration and personal growth for all staff around themes of Reconciliation and Decolonization.
- Equity of Access – Enhance the accessibility of lunch and after school programs for all students. Create equitable access to consultation with our students and within our greater community.
- Wellness – Enhance the sense of belonging and physical / mental wellbeing of all students and create more inclusive opportunities for passion based, experiential learning for students.
- Learning – Enhance the literacy and numeracy outcomes for all students.

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IMPLEMENTATION PLAN

Truth and Reconciliation

Student Learning: Dedicated Culture Lessons and Circles in each class every week / Field trips for land-based learning (Ice Fishing, Community Walks) / Presentations and visits from Elders / Extracurricular clubs focussed on Indigenous activities (Drum Making, Drumming, Beading, Lahal)

Adult Learning: Teacher Professional Growth Plan addressing Standard 9 supported by Staff Professional Development (SD57 Learning Series such as “Weaving Together Strand of Practice”, familiarity with resources, websites, etc.) / Maintaining adequate and current teaching / learning resources with Indigenous content

Systems Change: Indigenize our school logo / Each day will start with a land acknowledgement, and welcome the day song / Dakelh word of the week posted and read

Baseline data for Truth and Reconciliation – looking at a 2% increase in the following areas:

“Are you being taught / learning about Aboriginal peoples in Canada / First Peoples at school?” “MANY TIMES” and “ALL OF THE TIME”

School Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	23/24	24/25
Grade 4	27	30	40	32	45	72	35	47	50
Grade 7	57	50	82	68	70	42	50	70	80

“Are you being taught / learning the local First Nation language at school?” “MANY TIMES” and “ALL OF THE TIME”

School Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	23/24	24/25
Grade 4	18	5	3	21	18	61	25	38	30
Grade 7	0	0	12	5	30	42	32	20	50

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IMPLEMENTATION PLAN

Wellness

Student Learning: Weekly Social Emotional Learning taught in targeted blocks through programs such as Open Parachute and Mindfulness activities / Provide opportunities for students to join After School Sport and Art activities and connect with the adult they feel they have a strong relationship with when extra support is required / Each student will be paired up with a buddie

Adult Learning: Jam and Chat where families come into the school and have conversations over coffee one time per month / Staff on supervision having conversations with parents and students / Staff Professional Development (SD57 Learning Series such as “Weaving Together Strand of Practice”, time set aside at each staff meeting to focus on personal wellness)

Systems Change: Incorporate Holistic Lifelong Model into learning / Daily Breakfast and Lunch program, Food will be shared at every staff meeting / School Wide Spirit Days / Welcome our families back into our schools (assemblies, performances, showcases)

Baseline data for Wellness - looking at a 2% increase in the following areas:

“Does school make you feel stressed or worried?” “MANY TIMES” and “ALL OF THE TIME”

School Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	23/24	24/25
Grade 4	36	17	14	16	18	11	15	13	16
Grade 7	43	50	25	32	40	42	43	44	43

“Do you feel good about yourself?” “MANY TIMES” and “ALL OF THE TIME”

School Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	23/24	24/25
Grade 4	59	61	59	58	70	63	65	66	61
Grade 7	38	38	65	53	35	41	57	60	41

“How would you describe your health (Mental and Physical)?” “EXCELLENT” and “VERY GOOD”

School Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	23/24	24/25
Grade 7	35	31	41	22	35	21	21	20	23

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IMPLEMENTATION PLAN

Equity of Access

Student Learning: Give students a chance to have a voice (leadership, announcements...)

Adult Learning: Recognize and honour diversity by ensuring teaching and learning materials and opportunities are culturally responsive / Provide adaptations so all students can work to their full potential / Staff Professional Development (SD57 Learning Series such as "Weaving Together Strand of Practice")

Systems Change: Lunch time and after school programs available to all students / Community connection with Indigenous Workers and Community Schools Coordinator where parents can meet weekly with these individuals (Jam and Chat)

Baseline data for Equity of Access - looking at a 2% increase in the following areas:

"Do you go to any clubs, dance, sports or music classes outside of school time?" "MANY TIMES" and "ALL OF THE TIME"

School Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	23/24	24/25
Grade 4	10	42	25	21	10	21	15	25	30
Grade 7	36	31	29	25	30	18	7	18	30

"Do you participate in any First Peoples activities?" "MANY TIMES" and "ALL OF THE TIME"

School Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	23/24	24/25
Grade 4	19	30	45	32	55	18	10	40	20
Grade 7	9	25	47	25	25	26	46	45	30

Kindergarten to Grade 7 Students participating in After School Sport and Arts programs

School Year	2021/22	2022/23	23/24
% of students participating	68.78	69.44	68.8
% of Indigenous students participating	72.94	61.72	66.5
% of students with diverse abilities / disabilities participating	55.55	52.63	53.7

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IMPLEMENTATION PLAN

Learning

Student Learning: Land based Learning / Use of manipulatives to support learning in Numeracy / Use of technology to support and enhance learning

Adult Learning: Include math manipulatives into daily Numeracy lessons / Incorporate Indigenous ways of knowing and learning into more subject areas / Staff Professional Development

Systems Change: Focused regular intervention in Literacy and / or Numeracy for all grades between four and five times a week / District wide assessments (K-7) to measure growth (BAS, SNAP, Writing Snapshots, etc.) / Enhanced technology and education

Baseline data for Learning - looking at a 2% increase in the following areas:

Percentage of students achieving "On Track" as assessed by the Benchmark Assessment System

School Year	2021/22 (Spring)	2022/23 (Spring)	2023/24	2024/25
Grade 1	42.14	35.29%	50.0%	30%

Percentage of students demonstrating proficient understanding of number sense in connection to real life as assessed by the Student Numeracy Assessment & Practice tool

School Year	2021/22	2022/23	2023/24	2024/25
Grade 1	0	66.66%	75%	90%
Grade 2-7	66.67	80.67%	63%	50%

Grade 4 and Grade 7 Numeracy and Literacy portions of the Foundation Skills Assessment

FSA - On Track and Extending		2021 /22	2022 /23	2023/24	2024/25
Grade 4	Literacy	45%	32%	61%	20%
	Numeracy	25%	21%	39%	20%
Grade 7	Literacy	61%	64%	60%	10%
	Numeracy	21%	25%	33%	5%

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SUCCESS MEASURES

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Truth and Reconciliation, Wellness and Equity of Access are measured annually in the winter through a qualitative approach with the Student Learning Surveys available to grades 4 and 7 students and their parents / guardians.

This is the second year of a three year engagement cycle.

- **Truth and reconciliation** - Our goal is to increase by 2% the percentage of Grade 4 and 7 students reporting “Many Times” or “All the Time” on the following questions: “Are you learning about first peoples at school?” and “Are you learning First Nations’ language at school?”
- **Wellness** - Our goals are to:
 - decrease by 2% the percentage of grade 4 and 7 students reporting “Many Times” or “All the Time” on the following question: “Does school make you feel stressed or worried?”
 - increase by 2% the percentage of grade 4 and 7 students reporting “Many Times” or “All of the Time” on the following questions: “Do you feel good about yourself?”
 - increase the percentage of grade 7 students reporting “Excellent” or “Very Good” on the following question: “How would you describe your health (Mental or Physical)?”
- **Equity of Access** - Our goals are to:
 - increase by 2% the percentage of grade 4 and 7 students reporting “Many Times” or “All of the Time” on the following questions: “Do you go to any clubs, dance, sports, or music classes outside of school time?” and “Do you participate in any First Peoples activities?”
 - increase the number of participants, particularly that of Indigenous students and students with diverse abilities / disabilities , in After School Sport and Arts activities
- **Learning** is measured quantitatively through both the Benchmark Assessment System (BAS) available to students (Grades K-7) 2 to 3 times per year, the Student Numeracy Assessment & Practice (SNAP) available to students (Gr.1–7) twice a year, and the Foundation Skills Assessment (FSA) available to students (Grades 4 and 7) annually – this is the second year of a three year engagement cycle; our goals are to:
 - have all students reading within one grade level of their chronological grade as assessed by the BAS
 - increase by 2% the percentage of students demonstrating proficient understanding of number sense in connection to real life (Grades 1 - 7) as assessed by the SNAP
 - increase by 2% the percentage of students in grades 4 and 7 achieving “On Track” and “Extending” in the Literacy and Numeracy portions of the FSA.

