

Burnaby School District – School Plan

Our Story

Who we are?

Ecole Sperling Elementary is a large and inclusive community. We offer Kindergarten to Grade 7 programs in both English and French Immersion. We are committed to building our school's community and each student's sense of belonging within our community. We are centred around our core values of 'Kindness', 'Caring', 'Respect' and 'Safety' and encourage our community members to strive for these in each of their decisions and actions.

Sperling recognizes and values the great diversity of our school community and is working to create a welcoming space for all. We have embedded indigenous perspectives and ways of knowing into our learning and are continuing to create spaces throughout our Sperling which honour and highlight indigenous contributions. Our students come from families originating from a wide range of places throughout the world. We have families with widely diverse home languages and our school has a large proportion of new English Language Learners. Rich language learning opportunities are provided throughout our school.

We have a very engaged student body with many opportunities for students to contribute to the fabric of our community. For example, our Grade Seven Student Council create a variety of school activities such as theme days and fundraising efforts build our student involvement and sense of community. We also have many opportunities for students to provide leadership and service through activities such as classroom monitoring, library monitoring, and morning announcements.

The Sperling PAC is very active and engaged and supports our school's learning and sense of community through their partnership with school events, the hosting of PAC events, and their enrichment of our school's programs and activities through the contribution of funds.

The Sperling school community comes together for many school-wide events throughout the year such as our Terry Fox Run, Pumpkin Patch, Winter Concert, Spring Concert, and Year-End School-Leaving.

What are we doing well?

Our school continues to demonstrate academic growth. Specifically in the area of Reading, our classrooms incorporate strong instructional reading practices with initiatives such as Home Reading Programs, Family Reading Times, Reading Clubs, and Story Workshops. Our teachers teach Literacy using class-wide instruction, structured literacy groups, and targeted literacy support.

Students with diverse learning needs are also supported by our Learning Support Services (LSS) teachers, our English Language Learner (ELL) teachers, and other educational professionals within the school. All students have access to technology within the classroom and school to support their Literacy learning, and those with diverse learning needs have specific Literacy programs on technology to support their learning.

Sperling Elementary continues to demonstrate strong social-emotional growth as well. Many visitors remark that our students are very “kind and polite”. Practices which support our students’ Social-Emotional Learning are incorporated into our regular daily classroom practices. Teachers employ strategies which support self-regulation and calming. They draw from programs such as Mind Up, Zones of Regulation, Growth Mindset, and Everyday Speech.

Students have rich opportunities to participate in other activities around Sperling. Our students enthusiastically participate in extracurricular clubs such as After School Running, Dungeons and Dragons, Coding, Chess, Sewing, Friendship, Feed A Zombie – Not A Landfill (Environment), Board Game, Graphic Novel, as well as a variety of sports teams.

How do we know?

We know we continue to perform well in Literacy through a variety of assessment tools and reflective practices. Students learning in Reading in the primary years is monitored by teachers through Benchmarks and other reading assessments. In the 2025-2026 school year, our Kindergarten and Grade One teachers implemented the Primary Literacy Assessment to look at the students' areas of strength and challenges in the area of Reading. The data was used to prioritize our supports in this area. Classroom supports and targeted small group and individual support were provided to classrooms and students using the data gathered.

In the intermediate, teachers use ongoing Reading assessments and proficiency scales on student Progress Reports. In the intermediate we can also see the students' performance on the Foundational Skills Assessment (FSA). These measures demonstrated strong performance in relation to both District and Provincial standards.

School-wide we continued to explore other key concepts in reading. In the 2024-2025 school year, we also undertook a school-wide assessment our students' ability to make 'Connections' while reading. In the 2025-2026, school year we practiced 'Finding and Providing Support Details' to support the students' ideas about the text.

Our teaching staff engage in ongoing collaboration and dialogue through school-wide Professional Development. Our teachers work together to look at the data we have gathered, look for areas of strengths and challenges in Reading, monitor what is working well, explore what additional supports our students may need, and plan for and implement the teaching of specific Reading practices and strategies to support those needs. Sperling has an active Literacy Committee which helps to coordinate our progress in our Reading goal.

In the 2025-2026 School Year, the Literacy Committee also embarked on the goal of building our students' enjoyment of reading as a way to increase student engagement in Reading. We implemented a number of initiatives to encourage student to develop their perspectives of why we read, that reading can be a source of enjoyment and entertainment, and to provide greater opportunities to read for enjoyment.

Our focus:

Goal Statement - To develop our students' ability to comprehend and make meaning from text

Rationale – The students' ability to comprehend and make meaning from text is a foundational skill for student success in all academic areas. By developing our students' to meaningfully and deeply engage with a variety of texts they are reading during literacy activities, we are also providing them the opportunity to develop their abilities in being thoughtful, reflective, problem solvers in all curricular and real-world contexts as specified in BC Curriculum.

Objectives – (1) To develop our students ability make deeper, more sophisticated connections and support their ideas about the text with supporting details (2) To foster the joy of reading for all learner in the community.

STRATEGIES: (to support Focus)

Skill Development

School-wide focus on teaching specific reading skills which contribute to greater reading comprehension.

- As a school, we have focused on making deeper connections to ideas found within the text
- As a school, we have focused on building our student's ability find details and support their ideas about the text using details from the text.

Strategies

Use of a variety of reading strategies and tools to support student's Reading proficiency

- Graphic Organizers
- Explicit and targeted Reading instruction based upon the various Reading assessments that are being implemented.
- Targeted small-group instructions
- Reflective practices to reinforce student's understanding

Assessment

- Develop our school's use of common reading and literacy assessments to assess student achievement and progress and enhance longitudinal progress tracking and supports for students (e.g. School-wide Dibels Reading Assessment and Burnaby School District Reading Assessments)
- Continue to implement Primary Literacy Assessment in K and Grade 1 years. Expand the Primary Literacy Assessment to the Grade 2 and Grade 3 years.
- Prepare for implementation of the Provincial Primary Literacy Assessment.
- Continue to develop the use formative reading assessments such as Reading