

## 2023-2024 School Learning Plan

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### SCHOOL STORY

With deep gratitude and respect, Sir Richard McBride Annex is honoured to be situated on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), S<sup>k</sup>wxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation). The annex opened in November 1963 as an overflow school for Sir Richard McBride Elementary and was named after the 15th Premier of British Columbia. Our diverse community is located beside scenic Grays Park in Vancouver’s Mountain View Neighbourhood near East 33rd Avenue and Fraser Street. We are a host to a Vancouver Smart Start Preschool Program. Our “small school with a big heart” houses four divisions from Kindergarten to Grade 3 with 78 students in total. Grade 3 students move on to the main school for their intermediate years. Most students are from English-speaking homes and approximately 14% receive support for English language development. The foundation of McBride Annex is built upon the establishment of close-knit relationships between families and staff and an appreciation of the whole child. Parents and caregivers value being involved in the daily life of the school by volunteering for field studies, and leading and supporting sport, art, and cultural activities. The school maintains a focus on social emotional learning that is woven throughout the curriculum.

At McBride Annex, we take pride in our community atmosphere through the establishment of strong home-school relationships. We also pride ourselves in our awareness of the needs of diverse learners, and the ability to provide opportunities and programs that enrich student learning and leadership. We are focusing on developing inquiry skills to support students in becoming critical thinkers. It is the hope of staff members that students identify themselves as global learners who view education in a positive way and can advocate for their learning needs. McBride Annex staff proudly provide a strong foundation in the core areas of the curriculum and embrace opportunities to experience place-based learning outside of the classroom while incorporating Indigenous Ways of Knowing. Staff are dedicated to creating an inclusive, welcoming community where diverse learning styles are supported and celebrated. We celebrate and encourage creativity, communication, collaboration, and fair play to support students’ overall achievement.

We have an active and committed Parent Advisory Council dedicated to funding educational activities and experiences that support and augment the learning happening within the school. The PAC also strives to create an inclusive community for students and their families through many social events, such as a Pancake Breakfast, Valentine’s Day Dance, and Spring Fair.

This year, we are continuing the exploration of independence, resilience and positive decision-making to support learners with increasing their self-advocacy skills, practicing a growth mindset, and becoming agents of their own learning. We are curious about how these social-emotional skills impact learning outcomes overall.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at McBride Annex are confident, enthusiastic, active learners with supportive, caring families. They demonstrate belonging and connectedness by seeking support from various adults in the school, volunteering for leadership positions, and being inclusive of others on the playground and within the classroom. Through inquiry and experiential-based learning activities, staff have noted that students demonstrate strength in creative and critical thinking.

For most students, English is the predominate language spoken at home but there are several students who speak, understand, or are exposed to other languages. There are just over 10 students who receive English Language Learning support, fewer than 10 Indigenous students, and fewer than 10 learners who possess a Ministry designation. According to Learning Updates, McBride Annex students demonstrate strength in Mathematics with well over 50 students who are either proficient or extending. In English Language Arts, over 40 students demonstrated proficiency in their ability to write and to read texts at grade level. Although reading and writing are strengths, literacy remains an area where continued growth can occur by improving reading fluency, decoding skills, and comprehension skills as well as, increasing clarity in writing by improving grammar and building vocabulary. In addition, staff have noted a need to foster social-emotional skills, primarily perspective-taking, normalizing failure, and building a growth mindset as this can have an adverse impact on their academic progress. Students are being supported in seeing errors and mistakes as learning opportunities and that learning takes patience and time. Therefore, improving literacy skills will be a goal for the annex next year coupled with strengthening social-emotional learning.

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## 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, improve equity, and continue our journey of reconciliation with First Nations, Metis and Inuit**

We will provide access to learning materials and resources that improve literacy skills, provide equity for all types of learners, and support Indigenous education by:

1. Encouraging and supporting reading at home by ensuring all students can practice with home reading books at their level.
2. Purchasing home reading books and levelled readers that are more inclusive and representative of a variety of students (culture, gender, ethnicity, etc.).
3. Purchase and provide tools to students that promote social-emotional learning and provide a variety of access points to learning, such as wobble stools and wiggle cushions, noise reducing headphones, fine and gross motor tools, etc.

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## HOW WILL WE KNOW WE'RE ON TRACK?

We have begun the process of achieving our goal by purchasing several new books for home reading and in-class guided reading groups. We will continue to purchase additional new books that are representative of various cultures, ethnicities, family make-up, and follow current literacy practices, so students have multiple opportunities to develop their reading skills at home and within a small group reading format at school.

To measure improved literacy skills, we will use anecdotal notes from in-class literacy group work, our school-based reading assessments (DRA and Benchmark), student performance indicated on Learning Updates, as well as a comparison of student writing samples from the beginning of the school year to the end of the school year.