

2024-2025

School Learning Plan

SCHOOL STORY

Dickens Annex is a buzzing community nestled in the Kensington-Cedar Cottage neighbourhood of East Vancouver on the unceded lands of the x^wməθk^wəyəm/Musqueam, Skwxwú7mesh/Squamish & salilwatał/Tsleil-Waututh Nations.

The school community is comprised of families with ethnic origins including, but not limited to: English, Chinese, Filipino, Vietnamese, Japanese and Mexican. Dickens Annex maintains an overarching theme of student-centeredness supported by four defined pillars:

- multi-age groupings of students within classrooms and work groups
- differentiated instruction for student engagement and learning
- authentic assessment for learning to monitor individual and continuous progress
- working within a collaborative learning environment

Students are encouraged to develop a growth mindset to extend their knowledge and experiences while contributing to their school environment by being bucket fillers through kindness and care towards themselves and others. Students are provided opportunities to participate in leadership roles such as hosting weekly assemblies, buddy reading, and library monitors. The staff, students, and parents value students being active participants in understanding their learning needs and strengths as well as setting their own learning goals. These elements are reflected in our school Code of Conduct, "Do Your Best, Help Others, Find Joy".

Dickens Annex shares an active and dedicated Parent Advisory Council (PAC) with Dickens Main. The PAC offers many diverse events throughout the year, culminating in an annual Spring Fling. We welcome parents into the school to contribute to student learning as volunteers, sharing their knowledge and experiences with the students.

The learners, staff, and school community appreciate and value Indigenous histories, cultures, and traditions and are committed to their ongoing learning. This is evident in student, staff and parent participation in singing the Coast Salish Anthem at weekly assemblies. With our ongoing commitment to Truth and Reconciliation, we continue to unlearn and learn through oral storytelling, hands on experience, and personal connections.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Most learners in our community speak English as their first language, with additional languages including Mandarin, Tagalog, Korean and Spanish. Students come to school with a wealth of learned and lived experiences; they have rich vocabulary, sentence structure, literacy knowledge, and an established love for stories and books.

As a school community, we value multi-age grouping to allow familial relationships to develop between students and their teacher, and amongst their peers. Older learners become leaders within their own classes as they take on leadership roles to help and guide younger learners. All learners also demonstrate their desire and comfort to speak and share about their learning during whole-school assemblies, with our Grade 3 learners leading these moments of sharing and celebration.

Dickens Annex learners have a strong sense of self and their presence in their community. The school demographic is representative of Vancouver's diverse population and the students go out of their way to embrace and welcome all learners in the school community. They are budding advocates for social justice. Learners continue to strengthen their self-regulation strategies through various Social Emotional Learning (SEL) programs, such as *A Little Spot* series, *Zones of Regulation*, and *Teaching About Personal Space (T.A.P.S.)*. Common language is used consistently throughout the school to support students' learning in this area as well as opportunities for them to engage in reflection and restorative practices.

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

At Dickens Annex, teachers work collaboratively to offer learners the individualized instruction they need to be successful at school. As part of our literacy program, we continue to further develop our structured and sequential approach to phonics and phonemic awareness instruction introduced the previous year. Learners are also immersed in rich literature through well-curated books in the library and Group Language (a whole-school shared reading of a book) followed by discussion and activity. Through these approaches, we aim to foster a culture of reading while developing our identities as writers through activities such as bookmaking.

Improve equity

By providing evidence-based instruction to all learners, we continue to identify students who require additional, intensive support and accommodate needs-specific learning strategies and environments. We frame our instructional planning around the needs of all our learners, with a focus on our priority learners to ensure equitable access for all. Equity and student well-being are the driving forces behind our educational practices to ensure that our priority learners are centered in our decision-making, and every student is working toward their own goal, at their own pace, to become proficient in competency-based skills. We adjust and vary our approach to the needs of our learners with small group instruction and one-to-one interventions.

We continue to learn about how to be better allies and to stand alongside and do the work of anti-oppression. We are committed to promoting a culturally responsive literacy program by integrating diverse cultural perspectives to foster an inclusive learning environment where every student feels valued and understood.

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

As part of our ongoing journey towards reconciliation, students learn about local Indigenous culture, stories and histories as well as excellence and achievements. We continue to work on being better allies by contributing our time and participation; to not simply learn about Indigenous peoples in the classroom but engaging in learning on the land. Teachers and staff continue to share their ongoing Professional Development learnings with each other around culturally responsive curriculum as well as First Peoples Principles for Learning. We recognize the importance of applying our learning of Indigenous peoples, culture and teachings into our day-to-day lives. We have embarked on increasing our understanding of our connection to the land we live on and the Land Acknowledgements we share when we gather as a community of learners. Our singing and drumming of the Coast Salish anthem at weekly assemblies serves as a constant reminder of our respect for the local Indigenous cultures. It instills a sense of community and belonging among students, further enriching their educational experience.

HOW WILL WE KNOW WE'RE ON TRACK?

We compared baseline data collected at the beginning of the year in Term 1 with data at the end of the year in Term 3 to measure our progress in our school goals.

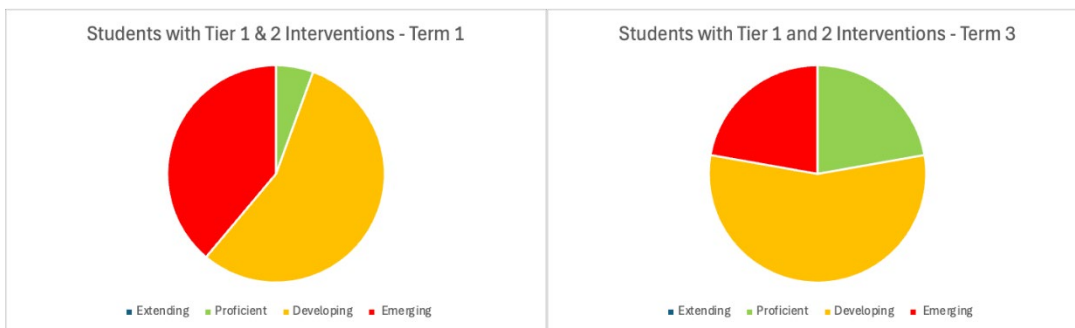
Our first goal is focused on student achievement in literacy (reading, writing and oral language). CSL data, Acadience, EDI data (for Kindergarten only), student / parental feedback, and teacher observations were the main pieces of data from which we measured our progress.



For reading specifically in addition to assessments done by classroom teachers, students are assessed using the Acadience screener three times a year, focusing on phonemic awareness, phonics, and reading comprehension. This frequent and skill targeted assessment allowed us to monitor progress in reading and adjust teaching strategies effectively.



Student achievement data (i.e. Acadience and CSL data) as well as student / parent / teacher feedback for students receiving Tier 1 and 2 interventions was collected to look at our progress towards our goal on improving equitable access to learning. Baseline assessment data was collected in Term 1 and again in Term 3.



Students completed self-reflections in the form of learning surveys before (January 2025) and after (June 2025) learning about the Coast Salish Anthem, personal connection to land and Land Acknowledgements. Their reflections focused on three areas of learning: knowledge and teaching of the Coast Salish Anthem, understanding of Land Acknowledgements, and ability to connect to the land.

Student responses revealed they felt confident in learning the Coast Salish Anthem (20% increase in confidence, from 75% of students in January to 95% of students in June) but felt less confident in their ability to pass along their learning to a friend or family member (5% decrease in confidence, from 38% in January to 33% in June), indicating further learning opportunities based in oral traditions and ways of learning would be beneficial to support growth.

Upper primary students' responses were compared before and after teaching about Land Acknowledgements. Student responses revealed a 37% decrease (59% in January and 22% in June) in students reporting, "I don't know" when asked what a Land Acknowledgement is.

All students were able to identify a place on the land they felt connected to. Among our upper primary students, 59% shared how they felt connected to the land, reporting feelings of well-being, personal memories and / or features of the land they loved.