

## 2024-2025 School Learning Plan

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### SCHOOL STORY

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθkwə́yəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).*

Sir James Douglas Annex is located on the ancestral and unceded lands of the x<sup>w</sup>məθkwə́yəm (Musqueam), skwxwú7mesh (Squamish), and səlilwətaʔ (Tsleil-Waututh) Nations. Sir James Douglas Annex Elementary is situated on the Southeast side of Vancouver, on the border of Sunset and Victoria-Fraserview neighbourhoods. It has an increasingly diverse population. According to the City of Vancouver, statistics in this area show a high number of immigrants, with a population identifying as a visible minority, and residents using a non-English mother tongue or non-English home language. Douglas Annex is part of the David Thompson Secondary School Family of Schools.

Douglas Annex is a French Immersion single-track school. French Immersion is a District Choice Program. There are 163 students in eight divisions and students receive instruction in French across all subject areas from kindergarten to Grade 3. Our diverse population includes students with many different cultural backgrounds, Indigenous students, and students with diverse needs. When students enter Grade 4, they move to Sir James Douglas Elementary which is roughly six blocks away on Victoria Drive and Brigadoon.

The Douglas Annex staff are collaborative and collegial, with newer members as well as many who have worked in the school for many years. In addition to the classroom teachers, there is one full-time Resource Teacher and a Fine Arts Teacher one day per week. The school is supported by a Vice Principal who also teaches in the library, while the principal supports the school from Douglas Elementary. The school is also supported by an Area Counsellor, a School Psychologist, a Speech and Language Pathologist, and a One-to-One Literacy Volunteer. Throughout the year, you may also see student teachers from nearby University programs working on their practicum teaching experience in classrooms, as well as volunteers.

Douglas Annex is invested in student learning in the classroom and beyond. It is an early intervention school with the Reading Recovery Literacy Program (IPLE). Students participate in a variety of extra-curricular activities, including Running Club, Track and Field, and Cross-Country. Students also participate in a Terry Fox Run every Friday afternoon, weather permitting. Performances and other school experiences have been carefully selected to teach students about awareness, acceptance, inclusion, and social issues. This year, we welcomed Bollywood dancing with Karima Essa, Indigenous storytelling with 3 Crows Production and French songs with Will's Jams.

Sir James Douglas Annex and Sir James Douglas Elementary share a Parent Advisory Council (PAC). The PAC is very active and has supported the school by funding field trips, in-class workshops, cultural dance workshops, school barbecues and community building events such as our PAC Movie Night and our annual Pumpkin Patch.

Douglas Annex is a small school, so most students and staff know each other. This creates a very safe, warm, and welcoming environment. Students know the school motto is *to take care of ourselves, each other, and our school*. A school song was created by staff members and is sung by students in at least one of the assemblies during the year. For many years, students have addressed staff members at Douglas Annex by *Madame* or *Monsieur* and their first name. For example, students refer to the Vice Principal as Mme Michelle and with this practice, students are respectful of their teachers. Most students come to school ready to learn and are immersed in French from the first day of kindergarten. Staff work collaboratively with each other, as well as with parents, while providing an exciting academic program for their students.

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

At Douglas Annex, students are engaged in learning French from the moment they start Kindergarten. We have students enrolled in our program that speak a variety of languages at home. Many students are learning a third or even fourth language when starting French.

Since students are only in the beginning stages of learning French, many without any previous exposure, the staff show patience and understanding while students learn by listening first and then when ready, starting to respond using simple French words and phrases. Douglas Annex is an early intervention school with the Reading Recovery Literacy Program (IPLE) which targets the most at-risk learners in Grade 1, and classroom teachers following a structured literacy approach.

Other programs the staff currently use to support student learning, physical and mental well-being and belonging include The Zones of Regulation, Second Step, the TAPS program and Ready Body Learning Minds (RBLM). In addition, there are sensory pathways set up in the hallway and students are often seen jumping and following various actions. The staff prioritizes Social Emotional Learning. There is also an outdoor learning area and a school garden complete with both Indigenous plants and a pollinator garden. Douglas Annex is also supported by the David Thompson Community Schools Team Hub who have provided programming through community connections and support to our students in many ways. To engage the students in acts of kindness beyond the school and to support the broader community, children at Douglas Annex sent thank you cards to veterans for Remembrance Day and created holiday cards for the patients at Holy Family Hospital in December.

### **French Oral Language**

French oral language was identified as the academic area to focus on for this year. The staff have collaborated on collecting data and improving practice and consistency across grade levels.

In December 2024 we collected baseline oral language data which indicated that 51% of our students were at grade level or above in French Oral Language. To encourage students to speak French more regularly with peers and adults we implemented incentives and programs, for example students earned marbles in class for speaking in French, or students earned letters to

spell a word. Overall, there was a noticeable increase in spoken French among students, which was very encouraging to see. Furthermore, we invited French performers and purchased levelled books and decodable books in French to strengthen overall French language. Students are exposed to a variety of French books and stories during library periods and have discussions in French.

In March 2025, data was collected again to assess student improvement and at that time, it was found that 60% of our students were at grade level or above in French Oral Language. By the end of June 2025, 64% of students were at grade level or above in French Oral Language. This data shows that over the course of the year, students are acquiring more language skills and are feeling more comfortable speaking in French with adults and their peers.

Term 1	Term 2	Term 3
0 % EXC	1 % EXC	4% EXC
51% PRO	59 % PRO	60%% PRO
39% DEV	29 % DEV	27% DEV
10% EMERG	11% EMERG	9% EMERG

CSL (Communicating Student Learning) data from the third term also tells us that nearly 75% of Douglas Annex students are proficient or extending in Mathematics, demonstrating that numeracy is an area of relative strength for our learners.

**Equity**

Douglas Annex is a diverse community with a wide range of cultures, beliefs, and languages spoken. We value our diversity and celebrate the differences that make each of us unique. The staff is dedicated to ensuring equity in our school. There has been a concerted effort by staff to ensure diversity in our library collection to reflect the diverse student and family population with representation of many cultures, SOGI (Sexual Orientation and Gender Identity), and neurodiversity. Furthermore, performances have been carefully selected as an additional tool to teach students about awareness, acceptance, inclusion, and social issues. We strive to support our Grade 3 students moving up to Grade 4 at Douglas Main by facilitating a visit and a tour to help ease the transition through this milestone. Teachers are mindful to differentiate instruction to ensure equity in meeting students where they are. Teachers use flexible grouping to allow students to collaborate based on interests or skill levels, and rotate groups to expose them to diverse perspectives. Offering choices in assignments respects different learning styles and strengths. Tiered activities allow all students to work on the same concept at varying levels of difficulty, ensuring appropriate challenge. Visual aids and hands-on materials support learners, while regular formative assessments guide teachers in adjusting instruction in real time. This year, we noticed that office referrals have doubled in the second half of the year, leading us to question the cause of the increase. This has led us to look into Social-Emotional Learning and Executive Functioning on a deeper level next year.

**Reconciliation**

We are committed to engaging students in the reconciliation journey by ensuring Indigenous teachings are embedded in the curriculum and are addressed often with students. Students are involved in sharing the Indigenous land acknowledgement at every assembly and performance. For each gathering 2-3 students from our Grade 3 classes are selected to share the Indigenous Land Acknowledgement. By the end of the year, more than half of our Grade 3 population have had the opportunity to do the land acknowledgement in front of staff and students. We have the First

People's Principles of Learning posted in the school, and they are often referred to by teachers. We have an exciting and extensive collection of books that staff members use both in French and in English to share knowledge, learning and values of our First Nations, Inuit and Métis people. Students not only learn about Indigenous ways of being in their classrooms, but also outside in our garden, on our school grounds and in our community.

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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**

#### **Literacy**

We will continue to focus on building a strong foundation in reading, writing, speaking, and listening at the primary level. Students will continue to develop phonemic awareness and learn to decode words using phonics and sight word recognition, gradually improving their reading fluency and comprehension. They will begin to express their thoughts through drawing and writing, progressing from simple sentences to structured paragraphs in narrative, informative, and opinion formats. Students will continue to expand their vocabulary through conversation, reading, and context-based learning, while grammar, punctuation, and spelling skills are introduced and reinforced. Listening and speaking skills will continue to be nurtured through active participation in discussions, storytelling, and presentations. Additionally, students will continue to gain an understanding of how print works and develop an appreciation for books and various types of texts, laying the groundwork for lifelong literacy.

#### **Social Emotional Learning & Executive Functioning**

We will also focus on executive functioning and social emotional learning as they have been identified as areas of need for our students. Without well-developed social and emotional learning (SEL) or executive functioning (EF) skills, students cannot perform academically. In contrast, a student equipped with strong SEL and EF skills can recognize their stress, take a short break to self-regulate, seek help when needed, manage their time effectively, and ultimately accomplish the tasks required of them. Emotional awareness and cognitive control work together to support positive academic and social outcomes.

Improving executive functioning in kindergarten to Grade 3 students involves nurturing foundational skills like working memory, impulse control, flexible thinking, and planning through playful, structured, and age-appropriate methods. Activities and memory games help build attention and self-regulation, while visual aids like picture schedules and checklists support organization and task completion. Encouraging mindfulness through breathing exercises and using consistent routines, helps children manage impulses and transitions. Role-playing and sorting games foster flexible thinking, and assigning classroom jobs builds planning skills. Reading SEL books also supports emotional regulation and decision-making. By embedding these

strategies into daily routines and learning through play, our students will gradually strengthen their executive functioning in a fun and supportive environment.

To improve student mental well-being, we will continue to focus on Social Emotional Learning through the Zones of Regulation, EASE, Little Spot series and WITS (Walk away, Ignore, Talk it out, Seek Help) programs. We will continue with Ready Body Learning Mind (RBLM) and use Restorative Practice to build community and resolve conflict. We will have monthly assemblies highlighting positive behaviour, using our Grade 3 student leaders. Since unstructured times are particularly challenging for student self-regulation and conflict resolution, we will use consistent language and teach students how to solve problems in a peaceful way and ensure that support staff and supervision aides are also using the same language. The goal is to minimize office referrals and utilize a school-wide 3-point scale to manage office referrals.

### Improve equity

To improve equity at Douglas Annex, we will continue to celebrate, highlight, and share different cultural celebrations from around the world. When selecting performances for our students, careful consideration will be given to ensure representation. We will continue to grow our collection of books in the library to support teachers in sharing diverse content with students. We have a section of professional resources dedicated to Indigenous books, diverse cultures and families, SOGI, feelings, acceptance, etc. Teachers often use these books to read alouds, which allows for meaningful conversations with students. We will continue to share the Indigenous Land Acknowledgement, and students will learn the Coast Salish Anthem so that it can be shared during our assemblies. To promote equity in instruction, we will continue to differentiate to accommodate varying readiness levels, interests, and student learning profiles. Providing multiple modes of access, such as visual aids, audio resources, and hands-on activities, ensures that all students can engage with the material in ways that suit them best. Similarly, offering multiple means of expression empowers students to demonstrate their understanding in ways that align with their strengths. Incorporating culturally responsive teaching practices helps students feel seen and valued by integrating their backgrounds and experiences into the curriculum. Equitable teaching also means ensuring all students have access to necessary resources, including technology, support services, and a safe, welcoming environment. Teachers will participate in ongoing professional development in inclusive and anti-bias practices to continually grow and adapt their teaching to meet the evolving needs of their students.

This year, there has been a noticeable increase in the number of office referrals. To better understand the reasoning behind this increase, and ultimately decrease this number, we will closely look at class review data, SEL supports and compare the data from beginning of the year with the end of the year with targeted support for students. We will also work to follow a school-wide 3-point scale to address issues so that students, teachers, support workers, and supervision aides are using the same language and guidelines to address issues that arise.

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

To continue our journey of reconciliation with First Nations, Metis, and Inuit, we will continue to offer staff Professional Development around land-based learning and how to use the garden space for connection to each other and the land.

To learn about students' sense of belonging and their understanding around the land acknowledgement, more work will be done with our Grade 3 students next year. We will collect data at several points of the year to better understand where they are in their learning journey, as well as to guide us in how we support them.

We will continue sharing the Indigenous Land Acknowledgement and more of our students will learn the Coast Salish anthem and perform it at school gatherings and assemblies. Staff will continue to engage in professional learning around Indigenous education and Indigenous ways of knowing and being. We will continue to decolonize processes within our school through trauma-informed restorative practices.

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

- Review and compare progress through CSL data to track areas of growth and areas of need
- Review and measure progress in Executive Functioning skills such as impulse control (waiting their turn during a game or not blurting out answers in class), working memory (following multi-step directions or remembering classroom routines), and flexible thinking (the ability to transition from one activity to another or to adapt to new rules)
- Review and measure progress in Social Emotional well-being. This can look like positive engagement with peers and adults, the ability to regulate their emotions, follow directions and classroom routines, and play cooperatively and effectively resolve conflicts.
- Visible improvement in student regulation and utilization of strategies and tools to calm down. Measurable improvement through data and teacher surveys.
- Measurable improvement in student ability to peacefully solve problems when conflicts arise through office referral data and teacher surveys.
- Visible increase in learning of First Nations, Metis and Inuit culture and language through visual displays, and student and staff engagement.