

2024-2025 School Learning Plan

SCHOOL STORY

Kerrisdale Elementary Annex is an early primary school for the English Program Kindergarten to Grade Two students in the Kerrisdale Elementary School catchment. The students and staff are fortunate to be learning and growing together at a school with a beautiful outdoor learning space, situated next to Malkin Park, that includes an expansive field, trees, a playground and a large under covered area. This outdoor space is used extensively to extend and enhance student and community learning. With deep gratitude and respect, *we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation)* and the students make this acknowledgement daily during our morning announcements.

The school currently has four divisions with eighty-six students in attendance. Forty nine percent of Kerrisdale Annex students are English Language Learners with Armenian, Cantonese, Indonesian, Japanese, Kurdish, Mandarin, Persian, Filipino, Spanish, Turkish, Vietnamese and English among the first languages spoken by our families. Less than ten percent of the students have a ministry designation.

Kerrisdale Annex provides a safe learning environment where all staff know the names of the students and work together with the children to create a sense of belonging that respects and nurtures the development of the whole child as outlined as a primary goal in the District's Education Plan. The staff work collaboratively to build strong foundations in literacy and numeracy, and this year they are also focused on strengthening the social emotional well-being of the students with a key focus on building a strong growth mindset in the students which will serve them well as lifelong learners. Emotional literacy is explicitly taught, and students are called on to support each other in creating a home away from home where all are happy to spend their days. Effective classroom literacy programs are supplemented with our Reading Recovery Program and our One-to-One Reading program which currently benefits 3 community volunteers. Opportunities for student leadership include daily announcers, MCs at assemblies and playground helpers. Opportunities for curricular and extracurricular enrichment are available and over a third of our student population were on the cross-county team and track and field team. The library is a hub of learning in the school and on Fridays the majority of the students and family volunteers participate in a maker club which builds on applied design skills. The school has a newly established choir which has performed at four school events this year.

Kerrisdale Annex is a tight knit community with actively involved families and a hard-working PAC that is striving to provide fun, entertaining opportunities to build further connections within and between Kerrisdale Main School and the Annex as families often straddle the two campuses. The staff at the Annex and Kerrisdale Main are committed to maintaining connections between the two campuses and this year we have weekly grade 6/7 buddy visits, and the two schools have applied for a grant to build on connections that will support the transition of our grade 2 students to the main school next year. Teachers at the two schools have participated in joint professional development and the schools share key events such as the Terry Fox Run, Lunar New Year Celebrations and Sports Day.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

All the students at Kerrisdale Annex can name more than one adult who believes in them and who they feel confident will support them when they need help. The students express that they are happy to be at school, show excitement for learning, and are generally eager to try new things such as sewing, weaving, dance, cross country, Maker Club and choir this year. Through our focused SEL goal this year, students are becoming better able to identify their feelings and are learning to identify what they can do to make amends when they have a disagreement with a friend.

SEL was chosen as the primary goal for Kerrisdale Annex for the 2023 -2024 school year as, since the pandemic, the staff noted that students were struggling to solve problems independently, accept responsibility for their actions, and lacked perseverance and resilience in the classroom and on the playground, resulting in more daily interventions and support from staff to work through issues after recess and lunch recess. The most current available results of the EDI (Early Development Instrument) from Wave 8 (2023) show that forty seven percent of kindergarten students in the Kerrisdale neighbourhood are considered vulnerable on one or more of the five scales of the EDI compared to the VSB average of under thirty four percent. Kerrisdale's vulnerability scores on four of the five EDI scales were higher than the VSB averages for vulnerable students including a significantly higher vulnerability on the Emotional Maturity scale (25.8 % of students listed as vulnerable compared to the district average of 16.3%). This data reinforces the need to help our students further develop their emotional intelligence and self-regulation skills through direct teaching. The school participated in the EDI again in winter 2025 and will use the resulting data to inform our SEL goal and teaching.

The administration of the Devereux Student Strengths Assessment (DESSA) at the school in Winter 2024 showed that thirty percent of students at Kerrisdale Annex had an overall score in their Social Emotional Learning (SEL) that was lower than the school average, and while the percentage of students in June 2025 whose average score was lower than the school average grew to 37%, the school average on the DESSA also increased significantly from an average score of 21.81/32 to a school average of 26.09 with only 19.8% of students scoring less than the winter 2024 average. This data highlights both the success of the direct teaching of SEL curriculum as well as the need to continue on with SEL as a focus in future years. Specifically, data from all divisions as well as from parent responses in June 2025 highlight a need to focus specifically on **social awareness**. We asked parents to voluntarily complete the DESSA for their child for the first

time in June 2025 and we look forward to continuing to include parent assessment of SEL to give us more fulsome data to work from when planning our teaching and learning going forward.

In fall 2024, teacher observations and parent comments pointed to a need to focus on building a growth mindset in our students. Being resilient and knowing and trusting that successful learners can often feel uncomfortable as a natural part of the learning process will help the children to take necessary risks in their learning. We worked to build a common language that speaks to the grit needed for learning and shared this language with families so they could encourage and support their children in using this language at home.

Kerrisdale Annex is a CELI (collaborative early literacy intervention) school that has spent many years focusing on the literacy skills of the learners. Early literacy intervention continues to be a shared focus, and the staff acknowledge the support and growth that the Reading Recovery program has provided for students. With approximately half of the students at the school this year being English Language Learners, early intervention and targeted, high yield literacy strategies and programs become even more important. The universal design classroom strategies as well as the targeted small group and individual teaching of literacy skills has allowed for continued growth and success in literacy at the Annex.

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

The Kerrisdale Annex staff continues to value the impact that early intervention strategies have on the literacy achievements of students. Staff will continue to support CELI with a specific focus on reflecting on our literacy delivery and support model to ensure that we continue to implement high impact, research and assessment driven practices when replacing Reading Recovery as part of our literacy model in 2026-2027. The staff works together to implement many of the strategies and resources that were shared with the school in the Responsive Literacy Framework Kit, and we hope to support each other in further implementation of the grade level strategies in the 2025-2026 school year.

Performance Scale assessments on June 2025 Summaries of Learning show that over 65% of students are either at the proficient or extending level in Language Arts. Approximately 35% of students are at the developing level, and 0% of students are listed as emerging. Based on the last 4 years of data shared with families, literacy achievements are quite steady at the Annex with less than 10% students at the Emergent level in any grade and approximately 60%* of students at the proficient or extending level in any grade. The staff see literacy as the primary focus in the school and have identified a goal of developing a collaborative, strategic model for implementing best practices through professional development in the 2025-2026 school year.

Performance scale assessments for the 2023-2024 and the 2024-2025 school years also highlight that students are making steady growth in Numeracy. In the 2023-2024 school year, those students assessed at the emergent level in numeracy decreased by 50% from term 1 to term 3. In 2024-2025, the number of students assessed as emergent decreased by 100%, going down to 0% by the June 2024 Summary of Learning. At the other end of the performance scale, the data results

were also positive. In the 2023-2024 and 2024-2025 school years, students assessed as extending went up approximately 10% by term 3.

To address the social emotional needs of the students, teachers are implementing Second Step, Zones, The Little Spot Program, Circles, and a school wide positive behaviour support program that focuses on highlighting examples of kindness, growth mindset, teamwork and SEL skills with a different focus each month. The staff are working to create a common language to use with the students so that SEL skills can be transferred more easily. Specifically, the staff will continue to focus on ways to boost our mental strength and growth mindset. They will provide ample opportunities for students to try and reflect on new skills and activities and will speak deliberately and directly with students about the complex feelings and accomplishments that come with taking risks and persevering. Assessment used will ensure that success will be measured on the process as much as the product. Staff will also provide direct teaching in social awareness as this was identified as needed through our DESSA assessment in June 2025. Active listening, personal goal setting and reflection, clear communication, problem solving, recognizing and expressing emotions and ways to balance taking care of ourselves with taking care of others, will be some of the monthly topics explored.

Improve equity

The school staff and PAC have found and continue to look for ways to ensure that all students receive what they need to be the best learners they can be, thus supporting another key focus of the District Education Plan: Equity for all learners. Whether student need direct instruction, small, targeted learning groups, one-on-one teaching, extracurricular activities to promote balanced learning and an active lifestyle, or healthy food support, the school strives to offer every child a robust learning experience in an environment where they feel a sense of belonging and value.

In the 2024-2025 school year Kerrisdale Annex continued to have reading recovery and CELI groups to support our highest need literacy learners. Universal design practices, as well as guided reading groups, one-to-one reading volunteers (3 volunteers working with a total of 15 students in the 2024-2025 school year) and targeted resource groups are also ways that we ensure that all students are supported at their instructional level with regards to literacy. Proficiency scale ratings on learning updates show that our literacy initiatives allow all of our students to experience growth with 2023 data showing that the percentage of students assessed as emergent in literacy decreased by 50% from term 1 to term 3 while those assessed as extending also increased. 2024 term 1 and term 3 data comparison tells an even more positive story with those students identified as emergent in literacy decreasing by 100% between term 1 and term 3 and those assessed as extending increasing to 20% of the population in the same time frame. We have also established a choir at the school to ensure that all students receive music instruction along with visual arts instruction. Our Maker club enables all interested students to have a strong voice in their learning pursuits as they participate in ADST challenges outside of class instructional time.

To meet the needs of growing bodies, hot lunch is available to all families either as a pay for use program or through the district hot lunch program. PAC hosted a Winter sale which used family donated items to allow students to purchase gifts for loved ones with all proceeds going towards subsidies for the pay for use hot lunch program and the food bank. Non-perishable food was also collected in December and distributed to families to support them through winter break. At our PAC AGM, it was noted that with the introduction of the district hot lunch program, requests for

PAC financial support with the pay for use food program have dropped significantly, allowing the PAC to redirect funds earmarked for food security support to other PAC initiatives.

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

The Kerrisdale staff explicitly teaches students about reconciliation and Indigenous ways of knowing, learning and being with each other using picture books and other resources written by and representative of Indigenous people. In Spring of 2025 we used the majority of our learning resource budget to purchase the Strong Readers Leveled books as well as the Cedar School Decodable Books from Strong Nations to ensure that the books that we use daily for guided reading, conferencing and targeted intervention also allow our students to be immersed in Indigenous ways of knowing. Daily, the stories will teach our students through land-based education and will ensure that the students see Indigenous learners in literature along with images that represent the vast cultures and identities that make up our diverse population.

Most prevalent in our daily practices towards reconciliation, students continue to practice being in circle together to plan activities, set norms and goals for working together, and to work through problems/conflict. Along with reflecting on what each person can do for themselves to help them learn, we have also spent time in Circle, discussing how we can support each other on our learning journeys. Since adopting restorative circle practices to address playground conflicts, both in the moment with those directly involved and as larger circles to garner student input and review strategies, our referrals of playground incidents to the office have gone down almost 100% in the last two years with supervision aides and support staff feeling comfortable supporting students through the process on the playground as needed. As part of an effort to understand the impact of the restorative practices, a focus group was created to gather feedback from students. One participant shared the following reflection: having courage and a growth mindset “keeps me safe, because if I have the courage to be honest and share what happened, I won’t get in trouble. I will get help in figuring out how to fix things, so everyone is safe and happy.”

The students have also been using Northwest Coastal descriptors of local animal traits and qualities in their own self-assessments. Students share that they find it helpful to compare themselves to local animals when describing their own personal strengths and areas for growth in their learning journey.

The students make a land acknowledgement to start each day through morning announcements as well as at all assemblies. In the 2025-2026 school year, we plan to have each class personalize the land acknowledgement to include their growing understanding of the meaning behind this process and their understanding of the value of the land in their personal lives and learning.

The staff have begun discussions and planning to work with Musqueam elders or knowledge keepers to help learn more about the history of the land on which the school is built and the traditional plants and animals that inhabit the land with us. It is hoped that in learning more from Musqueam knowledge keepers we can work to translate our school motto from Latin into *hən̓q̓əmi̓nəm̓* and to consider having the motto have a more community centered focus that honors the land and promotes stewardship of the land (currently the motto is, ‘Nihil Nisi Optimum’ which translates to, ‘Nothing but the Best’).

In continuing our work with Reconciliation, our goal for the 2025-2026 school year is to further implement regular routines, such as using circle, that help us to benefit from Indigenous ways of knowing and growing.

HOW WILL WE KNOW WE'RE ON TRACK?

With regards to literacy and equity, we will continue to track the progress of our learners, with a key focus on our high-need learners, to ensure that all students experience growth and success with their reading, writing, and oral language. We will use learning updates, reading recovery and CELI group data as well as reading assessments and school wide writes with collaborative marking to track progress.

We will know that we have made further progress with our SEL goal when the students can consistently name their feelings and use a common language and process to work through disagreements, solve small problems independently, and approach learning challenges with an open and resilient mindset and a tool kit of strategies to use to connect with others, set goals and reflect on experiences. We will also use interval administrations of the DESSA and EDI results to track progress over time. With our focus on building learners with growth mindsets, we will continue to use observations, student and parent surveys and student and parent focus groups to track our progress.

In working towards learning more about the history of the lands that we live on and how to be good stewards of the land, we plan to complete projects and art installations that showcase student learning. Ultimately, the collaboratively reworked school motto will encapsulate the community's learning.