

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał (Tsleil-Waututh Nations). MacCorkindale Elementary School is located in the Killarney area of Vancouver near Central Park. Established in December 1967 as the first open-area concept school in British Columbia, we take pride in our rich history of educational innovation.

With an enrollment of 299 students, our school is a vibrant and diverse learning community. Our student body comprises a variety of linguistic backgrounds, including English, Chinese, Spanish, and other languages. Among them, a portion are English Language Learners (ELL). Our team consists of 26 full-time staff, 10 part-time staff, and 4 district staff, all dedicated to creating a supportive and collaborative learning atmosphere.

The school has a weekly Community Schools after-school program facilitated by our part-time Youth and Family Worker. At the heart of the community is an active Parent Advisory Council (PAC), who run a hot lunch program every Friday as part of their fundraising efforts. Our school has a collaborative staff and monthly “Be Your Best” assemblies that celebrate achievements and positive behaviour.

The unique positive characteristics of our school include a supportive, close-knit, and connected staff and community. With a multi-generational and diverse student body, the school feels like a family—open-minded, welcoming, and resilient. In our small, interconnected community, collaboration is a deeply practiced principle. We value diversity and respect people who are different, working hard to include all folks and respect others based on their gender identity. We feel safe in our neighborhood and at school, and we are continuing to improve our literacy skills with students actively engaged in their own learning. Adults at our school are welcoming and value our thoughts and opinions. At MacCorkindale, we know what to expect, and our rules and expectations are clear.

Recognizing assets such as working together, inclusivity, and a commitment to “Being Your Best,” MacCorkindale is centered on cultural responsiveness, social-emotional learning, community engagement, language support, and leadership development. These goals aim to enhance the overall educational experience for our students and create a dynamic and supportive learning environment where every student can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners at MacCorkindale possess a multitude of assets and strengths that contribute to a vibrant and supportive atmosphere. We embrace inclusivity, fostering an environment where students of diverse backgrounds feel welcomed and valued. Working together is ingrained in our educational culture, promoting collaboration and cooperation among students and staff. We prioritize kindness and compassion, celebrating acts of responsibility, respect and safety within our community. Furthermore, our multicultural community enriches the learning experience, providing opportunities for cultural exchange and appreciation.

Our school is home to a diverse group of students, including English Language Learners and those with various learning styles and abilities. Despite these differences, students are kind, caring, and enthusiastic learners who show compassion and respect for one another. They work well in groups, support each other, and embrace differences with acceptance and empathy. While some require academic or behavioural support, all are encouraged to do their best and are developing strong problem-solving and social-emotional skills. Students are creative, curious, and determined, contributing to a positive and inclusive school environment where everyone is valued.

The students demonstrate a wide range of strengths across academic, creative and social-emotional areas. They show growth in literacy and numeracy skills. Many students are curious, imaginative and eager to express themselves through different forms of communication. Socially, they are kind, cooperative, and work well with others, working well in groups and resolving conflicts respectfully. Overall, students bring enthusiasm, creativity and a positive attitude to their learning and relationships.

Leadership opportunities are available throughout the school, allowing students to take on roles such as morning announcements, office monitors, lunch buddies, playground buddies and safety patrol, fostering a sense of responsibility and empowerment for students. Recognizing the varied intelligences of our students, we provide a platform for them to showcase their creativity and talents. We hold monthly student recognition assemblies to celebrate the achievements and contributions of our learners, reinforcing positive behaviours and values such as respect, responsibility, and safety.

We recognize our students come to school with a variety of life experiences that can influence their learning and well-being. These challenges may affect their focus and engagement. As a school community, we remain dedicated to creating a caring, inclusive learning environment where every student feels valued, supported, and empowered to reach their full potential.

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

Our school community is dedicated to creating an environment where every student can succeed academically, socially, and emotionally. Grounded in social-emotional learning (SEL) practices, we continue to emphasize the mental and emotional well-being through regular classroom activities, weekly SEL lessons, and collaboration with families and support staff. Strategies like check-ins, mindfulness and

programs such as Zones of Regulation and WITS help students build emotional awareness, self-regulation and positive relationships.

Academically, we focus on strengthening literacy and numeracy through differentiated instruction, small group teaching and engaging, hands-on learning. In math, students build number sense and fluency through math talks, games, manipulatives and real-world problem solving. Teachers foster confidence by encouraging multiple strategies, promoting discussion and reinforcing foundational skills like place value and operations.

Literacy instruction emphasizes foundational reading and writing skills, including phonics, fluency, comprehension, and writing conventions. Through programs like Daily 5, UFLI and structured phonics instruction, students engage in daily reading and writing activities. Teachers support student growth with targeted strategies, interactive tools, and a focus on developing voice, stamina, and critical thinking in both reading and writing.

Improve equity

As a school community, staff at our school are actively working to improve equity by creating inclusive and supportive learning environments that meet the diverse needs of all students. They prioritize building strong relationships with students and families to better understand individual experiences and challenges. Teachers incorporate culturally responsive teaching practices, celebrating diversity through lessons, activities, and materials that reflect various cultures, perspectives, and abilities. Class discussions, picture books, and projects that highlight different traditions, holidays, and backgrounds foster understanding and respect among students. Every child feels valued and supported, knowing that essentials such as clothing, snacks, and connections to community resources are available when needed.

To promote equity in learning, teachers differentiate instructions to accommodate a wide range of learning styles and abilities. This includes adapting lessons, providing small group or one-on-one support, and offering students choices in how they demonstrate their learning. Visual aids, graphic organizers, hands-on activities, and technology enhance accessibility for all learners, including English Language Learners and students with Individualized Education Plans (IEPs). Teachers prioritize equity by providing ample class time for assignments and keeping homework manageable, ensuring all students have the opportunity to succeed. By explicitly teaching that everyone learns differently and celebrating multiple intelligence, teachers create an environment where all students can thrive.

Collaborative efforts among teachers, resource staff, and external specialists further enhance equity. Working on push-in support, rather than pull-out sessions, allows more students to benefit from targeted assistance within the classroom. This year, 24.8% of our student population received pull-out resource teacher support for academics; this is compared to 28.5% the previous year. Teachers also use strategies like goal-setting conferences with families, flexible scheduling, and ongoing assessments to identify and address barriers to success. Through these intentional and varied approaches, staff ensure that every student has equitable access to education and the opportunity to reach their full potential.

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

As a school community, we are deeply committed to fostering respectful relationships and a deeper understanding of First Nations, Métis, and Inuit peoples. Staff integrate Indigenous perspectives into the curriculum to ensure students gain insight into the history, cultures, and contributions of these communities. Daily land acknowledgements, the inclusion of the Coast Salish anthem in assemblies, and discussions about the significance of Orange Shirt Day highlight our commitment to reconciliation. These practices encourage respect, empathy, and cultural awareness among students and staff.

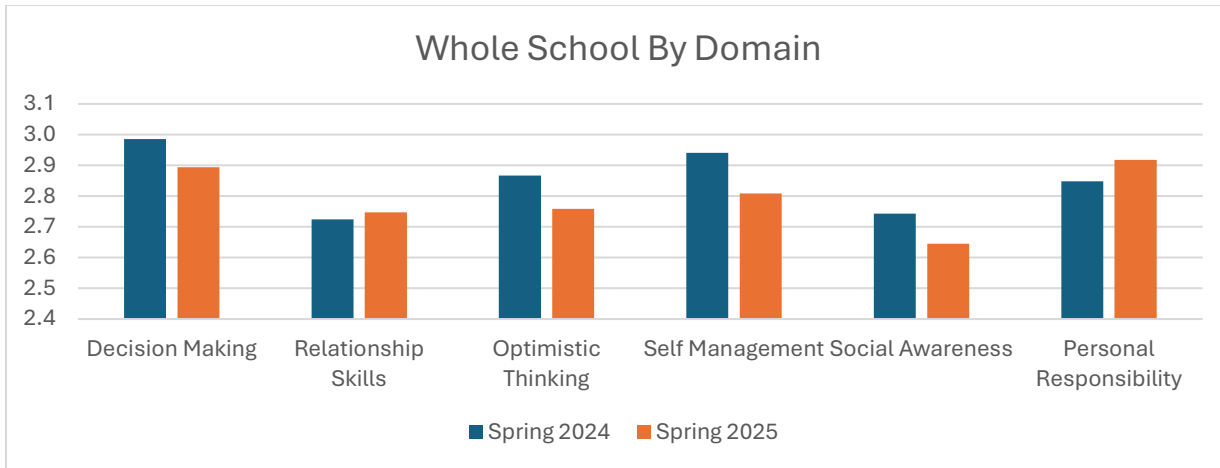
Teachers actively incorporate Indigenous teachings into their lessons, using authentic resources such as picture books, storytelling circles, and art activities. Students explore the significance of the cedar tree, the cultural value of salmon, and the history of place names in British Columbia, fostering connections to the land and its stories. Topics such as residential schools and Indigenous traditions are discussed thoughtfully, with an emphasis on empathy and understanding. Additionally, cross-curricular connections are made, such as exploring Indigenous shapes in geometry and traditional practices in science, ensuring that learning is holistic and meaningful.

Staff also engage in professional development to deepen their understanding and improve their ability to teach Indigenous content respectfully. By building strong, trusting relationships with Indigenous students and families, teachers and resource staff ensure these learners feel supported and valued. Through these collective efforts, our school aims to create an inclusive environment that honours the voices and experiences of Indigenous peoples while inspiring all students to learn and grow.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are achieving our SEL goal when students demonstrate improved emotional regulation, stronger relationships, and increased positive interactions with peers and adults. Observable indicators include fewer office referrals, reduced dysregulation, and a noticeable decrease in teacher intervention for problem-solving and conflict resolution. Students will actively use SEL strategies, show self-awareness, and communicate their emotions, wants, and needs appropriately. Feedback from staff and students, data from tools like the DESSA mini, and surveys will highlight progress, showing increased engagement, happiness, and a greater sense of calm and self-regulation.

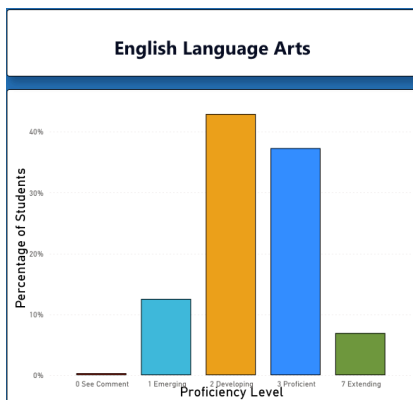
As students independently resolve conflicts, express themselves constructively, and adopt a collaborative, "bucket-filling" mindset, it will be evident that SEL goals are being met. These changes will be supported by staff collaboration and ongoing observations, reinforcing a school-wide culture of respect, kindness, and emotional well-being.



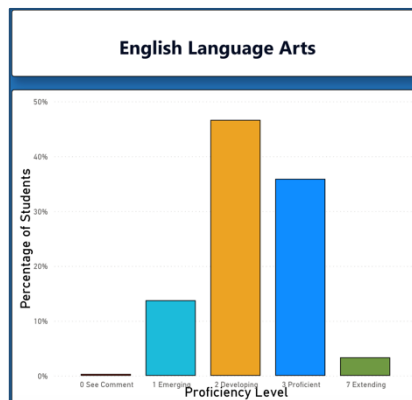
For the past two years, staff have administered the DESSA-Mini—a brief screener of social-emotional competence—to individual students. A comparison of Spring 2024 and Spring 2025 results shows modest gains in students’ personal responsibility and relationship skills, but highlights ongoing needs in decision-making, optimistic thinking, self-management, and social awareness. While the DESSA-Mini data did not reflect dramatic SEL growth, office referrals fell sharply from 171 in 2023–24 to 71 in 2024–25—a 41% decrease—demonstrating that MacCorkindale students are increasingly embodying our Code of Conduct by acting responsibly, respectfully, and safely.

The overall school’s English Language Arts proficiency improved each term this year, as evidenced by our CSL (Communicating School Learning) data seen below. In term one, 37.54% of students were proficient or better, in term two, 39.27% and in term three 44.22% were proficient or better in English Language Arts. In addition, based on our Grade 4 and Grade 7 English results. The percentage of Grade 4 students with a level of proficiency or extending in Language Arts increased from 61.3% in 2023-24 compared to 85.7% in 2024-25. Similarly, Grade 7 students demonstrated remarkable progress, with proficiency levels rising from 40.5% to 83.3%.

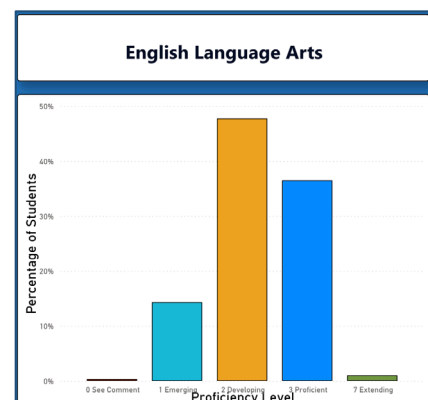
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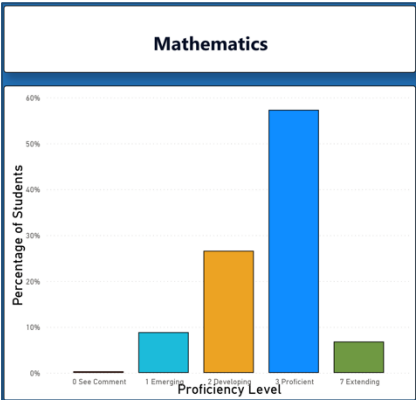


We will know we are achieving our math literacy goal when students demonstrate increased confidence, engagement, and proficiency in math. This will be evident through improved assessment results, classroom participation, and the ability to explain mathematical thinking

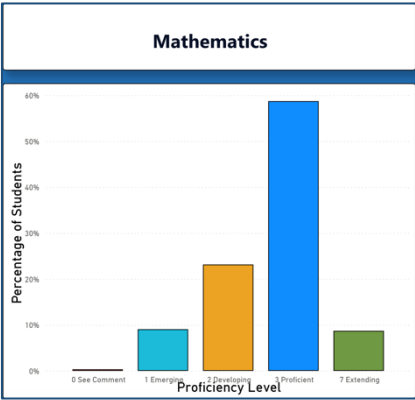
during activities such as math talks. Teachers will observe students applying math concepts to everyday situations, solving problems in diverse ways, and showing enthusiasm for learning math. Report card data, formal and informal assessments, and anecdotal feedback from teachers and students will provide insights into their progress. As more students achieve proficiency in their grade-level math skills and express a positive attitude toward numeracy, it will reflect the success of our strategies and interventions.

The school’s overall numeracy proficiency remained relatively stable this year, with 64.17% of students achieving proficient or better in term one, 67.44% in term two and 66.01% in term three (as indicated in the data below). Based on our Grade 4 and Grade 7 math results, the percentage of Grade 4 students with a level of proficient or extending in math improved with 85.7% in 2024-25 compared to 71.0% in 2023-24. Grade 7s also showed improvements with 83.3% in 2024-25 compared to 37.8% in 2023-24.

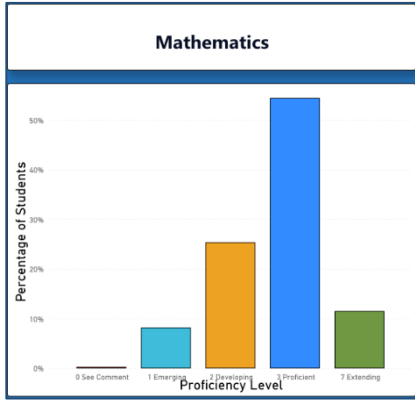
Term 1:



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We will know we are making progress in our journey of reconciliation when students and staff demonstrate an ongoing commitment to understanding and respecting Indigenous perspectives, history, and cultures. This will be evident when students can articulate the meaning of reconciliation, engage in meaningful discussions about its importance, and show respect for Indigenous cultures and traditions beyond designated events like Orange Shirt Day. Feedback from parents, students, and staff will also indicate a growing awareness and appreciation for Indigenous communities. As staff continue to integrate Indigenous perspectives into lessons and professional development, and as students recognize the complexities of Indigenous history and its contemporary relevance, our school community will move closer to fostering genuine respect and understanding. While reconciliation is an ongoing process without a clear endpoint, these milestones will serve as indicators of meaningful progress on this important journey.