

2024-2025

School Learning Plan

SCHOOL STORY

Chief Maquinna Elementary acknowledges, with deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəy̓ əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) &salilwatał (Tsleil-Waututh Nation)."

Chief Maquinna Elementary is in the Hastings-Sunset area in East Vancouver. The community consists of a culturally diverse population with new immigrants and multi-generational households with caring and respectful families. Families are busy, often with two working parents, but staff feel a strong supportive relationship between family members. Currently, we have an enrollment of 225 students from kindergarten to Grade 7 with 10 divisions. Many parent and grandparent caregivers do not speak English or have English as their second language. There are more than twenty different languages spoken in homes and many of our students are English Language Learners. These learners represent approximately 80% of our school population. The school community is extremely close knit, and everyone works together to support students and families. The staff work alongside the SWIS (Settlement Workers in Schools), Multicultural workers and Community Schools Team to provide services to families which include City Reach, Backpack Buddies, the Vancouver Firefighters Snack Fund, translation services, and the VSB lunch program. Maquinna has a caring, collaborative, and experienced staff, also made up of a diverse population. The range of experience of the teaching staff starts at new to role to near retirement. Our support staff including SSWs, SLP, Counsellor, School Nurse, OAA and building engineers are a dedicated group of individuals who support students, staff and are integral to daily life in our school.

The small size of our school enables all staff to form connections with most of the students. Older students often care for and play with younger students, and many buddy classes are formed to provide opportunities for connections between them. The phrase "It takes a village" embodies Maquinna School in the efforts of the entire school community.

Every Friday, the school community comes together for morning assembly, hosted by student leaders to share what's happening in the school, review expectations, celebrate or learn about special days, sing Happy Birthday, and lastly, to sing our school song. Student leaders from Grades 5-7 support the school in many ways. They learn leadership skills, volunteer time and learn about responsibility through many roles such as lunch leaders, announcers, assembly hosts, library volunteers, equipment monitors, and hallway monitors. Afterschool Homework club is open to students 3 days a week to receive some 1:1 support with homework through Van Tech tutors and our partnership with Frog Hollow. Other extra-curricular activities include staff sponsored co-ed

sports teams such as Volleyball, Basketball, Soccer, Cross-country, Track and Field, Pickleball, and Badminton.

We have a caring and active core group of parents who represent the Maquinna PAC. They work together to generously give their time to support students, staff and families. They meet regularly to support all members of the community by providing information and they fundraise to provide many student experiences such as special programming, equipment, programs and field trips such as our annual whole school Beach Day, Camp, and Pumpkin Patch. Many of our students would not receive these opportunities without the support of Maquinna PAC.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Through observations and connections, we know that our students try their best and are hardworking. They are curious and thrive on hands-on experiences and programs. The learners in our community are culturally diverse, with different levels of ability and the majority are second language learners, often speaking a different language other than English at home. This has an impact on learning as language is the basis of academic work.

Families are busy with parents working and some of our students do not have some of the experiences that other students may experience outside of school (e.g. fine arts/music programs, sports and outdoor opportunities). The school provides these experiences to all students through classroom activities, field trips, and programming.

Through CSL data, we know that most of our students are working at the Emerging and Developing levels in both Literacy (90%) and Numeracy (83%). These will continue to be areas of focus in the Schools' Learning Plan 2024-25. Many of our learners (75%+) are English Language Learners (ELL) where English is their second language. ELL students receive 5 years of English Resource Support but many of our students will not have attained a proficient level of English by the end of their 5 years of ELL support. Also, many of our students can decode at grade level, but comprehension of what they read is often lagging by 2+ grade levels. FSA data from the Fall of 2024 indicates most students in grades 4 and 7 were either On Track or Extending in both numeracy as well as Literacy. However, only about 20% of the students wrote the FSAs.

Many students demonstrate inclusion and respect for diversity, as reflected in the 2023-24 Student Learning Survey. However, incidents of racism and intolerance—such as name-calling, exclusion, and stereotyping—still occur. We recognize the presence of systemic racism and remain committed to raising awareness and driving change to ensure true belonging and equity for all students. Our work on belongingness, diversity, anti-racism, well-being, and acceptance at the school level mirrors that of the Education plan goals of the district.

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

We are continuing to improve student achievement in literacy in both primary and intermediate classes. Primary (K-3) staff have continued to develop the “Science of Reading” with the UFLI program, an explicit and systematic Phonemic Awareness Reading program. The UFLI program is used in conjunction with Guided Reading, P3P (VSB Literacy program), Big, 5, Spelling programs and other reading programs. Intermediate classes focus on comprehension and fluency and various writing programs through novel study, and using Reading A-Z. In collaboration with the Resource Team, staff are exploring different literacy assessment programs to provide staff with more detailed information of student’s reading levels and how to support each learner. These assessments provide information for general screening, diagnostic purposes, and classroom assessments.

Our literacy data this year from CSL reports, FSAs, surveys, and observations shows strong progress across Grades K–7. Term 3 reports revealed a 25% shift from Emerging to Developing profiles, with Proficient/Extending profiles rising from 63 to 76. Student Learning Survey results showed that 70% of Grade 7 students felt they were improving in reading (up from 48%), and 83% in writing (up from 64%). FSA results further support this, with 90% of Grade 4 and 86% of Grade 7 students achieving Proficient or Extending levels in Language Arts. These indicators confirm that we are making meaningful strides in literacy development.

The MDI report from 2022/23 and the Student learning Survey from 2023/24 indicate that many of our students were not within the medium to high range of well-being (15% in low range, with 85% in low range) and only 38% of grade 7 students felt they belonged at the school, 28% felt that adults care about them at the school, and 54% felt welcome at the school. As a staff, we felt student well-being, belongingness and a sense of safety were priority areas to focus on this year.

To improve our students’ mental well-being and sense of belonging staff are providing:

- A variety of programs to develop self-regulation such as Little Spot, Saleema Noon, Second Step, Zones of Regulation, and Mind-Up.
- Connection between students: buddy classes amongst primary and intermediates
- Weekly Friday assemblies with entire school community – celebrations, student learning and sharing, school song, expectations, problem-solving.
- Leadership programs for intermediate students (Grade 4/5 and Grades 6/7)
- Maquinna Traditions – seasonal activities (e.g. Kindness week, Spirit Week, Fundraising, Dance Events, Dress-up Days, weekly assembly etc.)
- Extra-curricular opportunities (sports, clubs, friendship lunch etc.) provided by staff
- Homework club to provide support for students who may not have academic support at home, or a language barrier

Maquinna staff continue to make meaningful progress in fostering student belonging and well-being. Data from the MDI and Student Learning Survey (2024-25), along with anecdotal observations, show improvements in peer relationships, optimism, self-esteem, and emotional

regulation. Students also reported feeling safer, more connected, and more confident in their ability to make a difference. These trends affirm the positive impact of our efforts to support student connections, safety, and emotional development.

Improve equity

To improve equity for all students, our school is committed to fostering an inclusive and supportive learning environment that meets the diverse needs of our community. Staff are deepening their understanding of inclusive education practices and implementing strategies that support students with a wide range of learning needs. We are exploring a variety of assessment tools, particularly in literacy, to ensure all students—especially those with diverse learning profiles—are accurately supported and challenged. Targeted literacy programs for both primary (K–3) and intermediate (4–7) grades are being introduced to enhance reading comprehension, fluency, and writing skills. Students are also encouraged to express their learning through various presentation styles, with an emphasis on choice and strength-based activities. Our Homework Club offers one-on-one after-school support from staff and high school tutors, helping students close learning gaps. We continue to collaborate closely with Multicultural Liaison Workers and the SWIS program to support immigrant families, and we address food insecurity through partnerships with CityReach, the VSB Hot Lunch Program, the Breakfast Program, Backpack Buddies, and the Firefighters' Snack Program. Additionally, we are exploring the use of Universal Design for Learning (UDL) to create more accessible and engaging learning experiences for all students.

Through discussion and observation, school staff noted that homework wasn't consistently completed by some students. We knew that many working parents might not be able to provide homework support because of a lack of time or a language barrier.

To support equity in learning, our Homework Club offers targeted academic support for students facing different barriers (time, language, support), with attendance varying by session. Most regular attendees maintained or improved their Math and Literacy profiles, while inconsistent attendance correlated with declines. SLS results showed students felt they had better access to help, and more students reported completing homework regularly. Looking at students with Q designations and regular homework club attendees, academic profiles improved by Term 3, suggesting that Resource support and Homework Club contributed meaningfully to academic equity and success for these learners.

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

At Maquinna, we are deeply committed to the ongoing journey of reconciliation, working in close collaboration with the Indigenous Education department to foster meaningful connections and understanding. The school's previous reconciliation efforts were individualized, with learning activities created by each classroom teacher. We wanted to create a more comprehensive approach to reconciliation through collaboration. Through cultural experiences such as weaving, drumming, and storytelling, students are immersed in the rich traditions and histories of Indigenous peoples. We are also integrating Indigenous perspectives into our learning, particularly in the areas of numeracy and everyday classroom practices. As a school community,

we continue to learn and sing the Coast Salish Anthem during our Friday assemblies, honoring the land and its original stewards while building a shared sense of unity. Our participation in the VSB Indigenous Focus Day further deepens our understanding, as we engage with the First Peoples Principles of Learning and explore the histories of the First Nations groups that are part of where we live and work. As we move forward together, we are guided by the understanding that *“we are all paddling together through changes in the waters and weather, are coordinating with others within and beyond our vessel, are continually defining our direction of travel, and will face moments when moving forward, backward, or sideways are all natural choices.”* This quote reminds us that reconciliation is a shared and evolving journey—one that requires patience, collaboration, and a deep respect for all voices along the way.

Within the 2023-24 Student Learning Survey, we noticed that many Maquinna students had reported low rates of First Nations learning. Despite the many learning opportunities provided by staff, we felt that Indigenous instruction at Maquinna needed to be more explicit and consistent within the school, with more collaboration and whole-school participation.

The Student Learning Survey results for the 2024-25 school year show a significant increase in students' awareness and learning about First Nations. When asked if they are learning about Indigenous Peoples, 77% of Grade 4 students responded affirmatively, up from 33% in the previous year, and 55% of Grade 7 students responded affirmatively, up from 36% last year. Additionally, when asked if they are learning about local First Nations, 45% of Grade 4 students responded affirmatively (with no data available for the previous year), and 60% of Grade 7 students responded affirmatively, up from 23% last year. These results indicate a growing awareness and understanding of First Nations learning among students.

HOW WILL WE KNOW WE'RE ON TRACK?

Our literacy data from multiple sources shows strong progress across Grades K–7. Term 3 reports indicate a shift toward higher achievement levels, with more students reaching Proficient or Extending. Student surveys reflect growing confidence in reading and writing, especially in Grade 7. FSA results also support these trends, with most students performing at or above district averages. Overall, the data confirms meaningful strides in literacy development.

As part of our commitment to Reconciliation, we observed growing student awareness of Indigenous Peoples, especially local First Nations culture and history. Grade 4 and 7 student surveys showed notable increases in reported learning. Parent feedback was also encouraging, with strong agreement that students are being taught about local Indigenous communities. These results, supported by staff and student observations, reflect meaningful progress in our efforts toward Reconciliation.

In terms of creating greater equity, our Homework Club supports students with various barriers, leading to improved academic outcomes. Regular attendees showed stronger progress, and surveys reflected better access to help and increased homework completion.

Guided by staff input and student data, our school will continue to prioritize Literacy, Numeracy, Belongingness, and Reconciliation in 2025–26. While progress has been made, CSL scores show a need to move more students into proficient and extending levels. To support this, we’re enhancing inclusive practices, refining assessment tools, and expanding targeted programs. We remain committed to fostering well-being and belonging, ensuring all students feel safe and valued. Our ongoing Reconciliation efforts aim to embed Indigenous perspectives and truths into our school culture, reflecting our shared commitment to equity and meaningful growth for every learner.