

2024-2025 School Learning Plan

With deep gratitude and respect, Sir Richard McBride Annex is honoured to be situated on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) & səliwətał (Tsleil-Waututh Nation).

The annex opened in November 1963 as an overflow school for Sir Richard McBride Elementary and was named after the 15th Premier of British Columbia. Our diverse community is located beside Grays Park in Vancouver's Mountain View Neighbourhood near East 33rd Avenue and Fraser Street. We are host to a Vancouver Smart Start Preschool Program. Our "small school with a big heart" houses four divisions from Kindergarten to Grade 3 with 81 students in total. Grade 3 students move on to the main school for their intermediate years. Most students are from English-speaking homes and approximately 18% receive support for English language development. The foundation of McBride Annex is built upon the establishment of close-knit relationships between families and staff and an appreciation of the whole child. Parents and care-givers value being involved in the daily life of the school by volunteering for field studies, and leading and supporting sport, art, and cultural activities. The school maintains a focus on social emotional learning that is woven throughout the curriculum.

At McBride Annex, we take pride in our community atmosphere through the establishment of strong home-school relationships. We also pride ourselves in our awareness of the needs of diverse learners, and the ability to provide opportunities and programs that enrich student learning and leadership. Student leadership opportunities include Big Buddies, Library Monitors, Playground Leaders, and Assembly Leaders. We are focusing on developing inquiry skills to support students in becoming critical thinkers. It is the hope of staff members that students identify themselves as global learners who view education in a positive way and can advocate for their learning needs. McBride Annex staff proudly provide a strong foundation in the core areas of the curriculum and embrace opportunities to experience place-based learning while incorporating Indigenous Ways of Knowing. Staff are dedicated to creating an inclusive, welcoming community where diverse learning styles are supported and celebrated. We celebrate and encourage creativity, communication, collaboration, and fair play to support students' overall achievement.

We have an active and committed Parent Advisory Council dedicated to funding educational activities and experiences that support and augment the learning happening within the school. The PAC also strives to create an inclusive community for students and their families through many social events, such as a Pancake Breakfast, Winter Family Skate, Valentine's Day Dance, and the Spring Fair which attracts community members from the surrounding area.

This year we are continuing to explore how resilience and positive decision-making support learners in developing a growth mindset and becoming more active agents in their own learning. We are particularly interested in how these social-emotional skills influence learning outcomes and foster student growth.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students at McBride Annex are confident, enthusiastic, active learners with supportive, caring families. They demonstrate belonging and connectedness by seeking support from various adults in the school, volunteering for leadership positions, and being inclusive of others on the playground and the classroom. Through inquiry and experiential-based learning activities, staff have noted that students demonstrate strength in creative and critical thinking.

For most students, English is the predominate language spoken at home but there are several students who speak, understand, or are exposed to other languages at home, such as but not limited to Tagalog, Vietnamese, Spanish and Punjabi. In addition to English Language learners, our community also supports students with special needs in an inclusive education program.

According to Learning Updates, McBride Annex students demonstrate strength in Mathematics with approximately 85% who are either proficient or extending on the BC Ministry of Education's Proficiency Scale. In English Language Arts, over 66% of students demonstrated proficiency in their ability to write and to read texts at grade level. Literacy continues to be an area for growth, particularly through improving reading fluency, decoding, and comprehension skills. Additionally, enhancing writing skills with a focus on expanding ideas and vocabulary remains a key focus. Staff have incorporated UFLI (University of Florida Literacy Institute) lessons into their literacy program to support the development of phonemic and phonological awareness in students.

Staff continue to teach and reinforce social-emotional skills with students. Students participate in a variety of social-emotional programs including: Zones of Regulation, Ready Bodies Learning Minds (RBLM), and MindUP. Students are supported to recognize emotions, utilize calming strategies, and develop a positive growth mindset. This work will continue next year as well as a focus on improving literacy outcomes for all learners.

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

- Meeting as teaching teams to discuss and implement best practices in literacy instruction based on current research.
- Purchasing levelled readers that target specific reading skills and are representative of a variety of students (culture, gender, ethnicity, etc.) for small group reading instruction.
- Encouraging and supporting reading at home by ensuring all students practice reading at home with appropriately leveled reading material.
- Implementing UFLI lessons schoolwide to build phonological and phonemic awareness.

Improve equity

- Gathering student feedback through surveys and utilizing CSL reporting data.
- Providing tailored individual and small group instruction based on assessment data (CSL and reading assessments).
- Providing support to priority learners through additional resource support and One to One tutoring.
- Purchase and provide tools that promote student focus such as wobble stools, wiggle cushions, noise reducing headphones, fine and gross motor tools, etc.
- Maintaining and expanding sensory and calming spaces to support students with sensory and self-regulation needs.

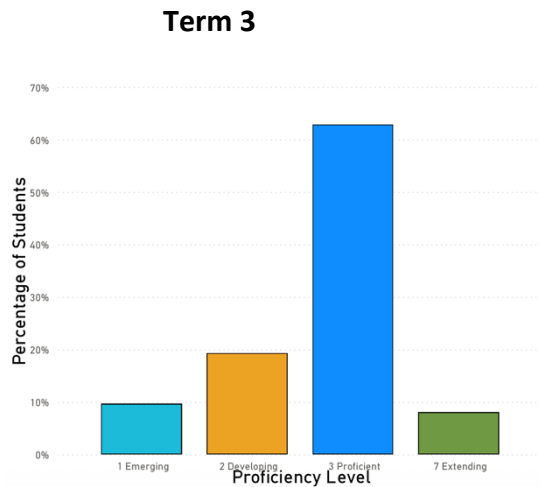
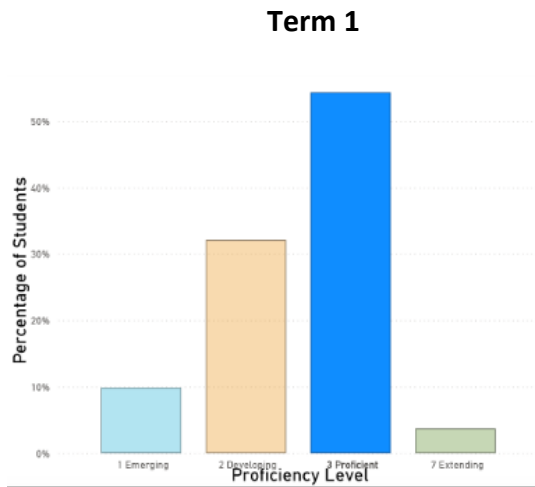
Continue on our journey of reconciliation with First Nations, Metis, and Inuit

- Beginning school gatherings with student-led Indigenous territory acknowledgement.
- Using culturally responsive teaching practices to ensure all students see their identities reflected in the curriculum.
- Honouring Indigenous knowledges and ways of being through place-based learning activities and the sharing of stories and videos written and developed by Indigenous peoples both locally and nationally.
- Continuing the practice of Sharing Circles within classrooms.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor progress as a whole school through the comparison of beginning, middle and end of year Learning Update data as well as other assessments (e.g., reading assessments DRA, phonics screeners, and anecdotal teacher data). The following graph compares first and third term literacy results. At the end of first term, 58% of students were proficient or extending and in the third term 71% of students were proficient or extending, thereby demonstrating a 13% increase in overall achievement for the course of the 2024-2025 school year in English Language Arts.

Literacy Results K-3



We firmly believe every student can demonstrate success through individual goal setting, understanding the core competencies and reflecting on their learning. Through targeted support, priority learners have demonstrated fair to significant growth in their individual learning goals, with students meeting or exceeding many personal goals. Annex staff will continue to support students by ensuring the resource model aligns with their needs and provides the individualized support each student requires.

Next year, we plan to continue to pursue our goal of increasing literacy achievement. To support this, we will maintain our current strategies and procedures while also updating our guided reading materials to better reflect the diversity of our community. Additionally, we are expanding student access to decodable books to support learners who need further practice with phonemic awareness. These decodable readers complement the implementation of UFLI lessons—a phonics-based approach to reading instruction now integrated into all classrooms.

Our commitment to reconciliation remains ongoing as we intentionally weave Indigenous worldviews into the curriculum in more explicit and meaningful ways. As part of this effort, students were asked to respond to the following three questions through an anonymous survey conducted mid-year and again at the end of the year:

- Are you being taught about Indigenous Peoples in Canada?
- Are you being taught about local First Nations Peoples?
- Do you know the name of the Indigenous Peoples whose territory is in Vancouver?

We will monitor student responses to these survey questions to determine if our teaching is having the desired impact on student learning.