

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Quilchena Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəyəm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

The name Quilchena comes from the Salish word meaning "flat place near water." Quilchena is a dual track school with approximately 315 students divided equally between the French Immersion and English tracks. Our school is located in the Kerrisdale neighbourhood in the south-western section of Vancouver. Quilchena school grounds are adjacent to Point Grey Secondary. The close proximity to the secondary school supports shared activities between elementary and secondary staff and students. Adjacent to the school is Kerrisdale Park and Ice Arena. To the north of us four blocks away is Quilchena Park, where many of our classes go to appreciate nature, get active and to take part in land based learning activities.

Quilchena enrolls 14 divisions, 7 English and 7 French Immersion. In the English track, approximately 30% of students are English Language Learners. In French Immersion many students are learning a third or sometimes a fourth language. Although most French Immersion students live in the area, some reside in different communities across the city. We have a before and after school program located in the basement of the school known to the students as SPG which stands for Shaughnessy Point Grey.

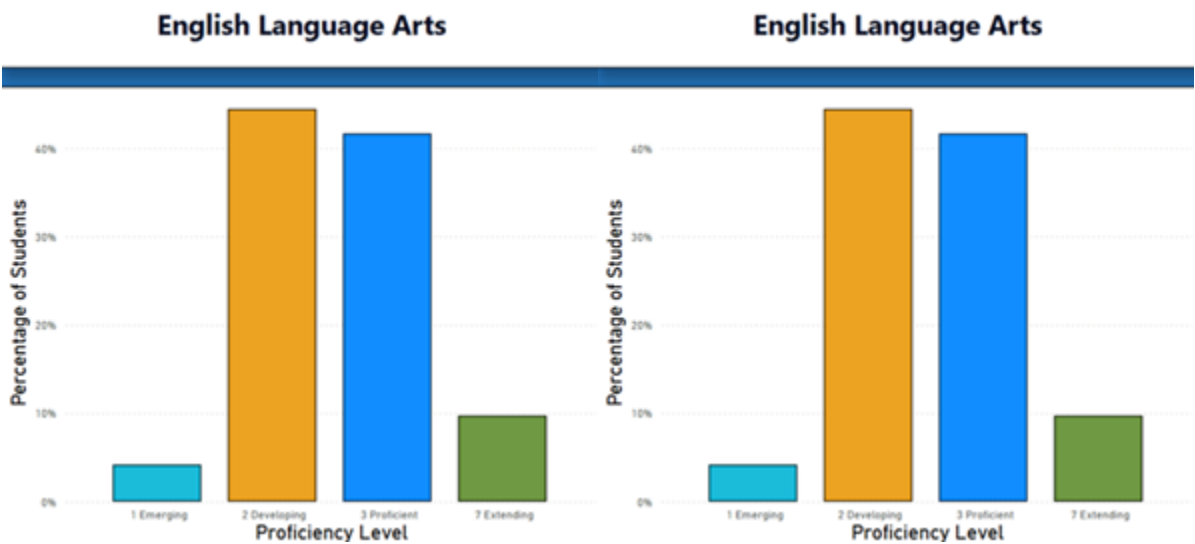
It runs from 7:30am to 9am in the morning and 3pm to 6pm after school. Many of the students in our community are involved in extracurricular activities both inside and outside of school. We have school teams for Cross Country, Volleyball, Basketball, Badminton and Track and Field. We celebrate student achievement through digital portfolios on SpacesEDU and Microsoft Teams. We have displays of student work in classrooms and hallways. We have evening showcases of Intermediate student work in the gym each year in the Spring. Each year we alternate between a Science Fair and Historica where students prepare a presentation on a historical figure.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

A variety of cultural backgrounds are represented in both mainstream and early french immersion. Inclusivity is important to the Quilchena community. It is a priority that students feel a sense of belonging and responsibility to the school and community. Older students assist younger students with fair play and inclusion and partake in leadership opportunities. Our "Problem Solvers" are a volunteer group of Intermediate students who assist other students on

the playground during break times. They also initiate games to help students learn new activities and learn social skills through play-based learning. As Wolves, we strive to demonstrate Wisdom, Ownership, Leadership, Versatility, Empathy and Safety each and every day. Our Code of Conduct is the guiding principle behind how all students, staff, caregivers and visitors will act. It provides us with guidance and language to promote positive behaviour and to address conduct that is unacceptable. The Parent Advisory Council organizes community events that provide fun opportunities for Quilchena families to connect like the Eco Fair and PAC BBQ.

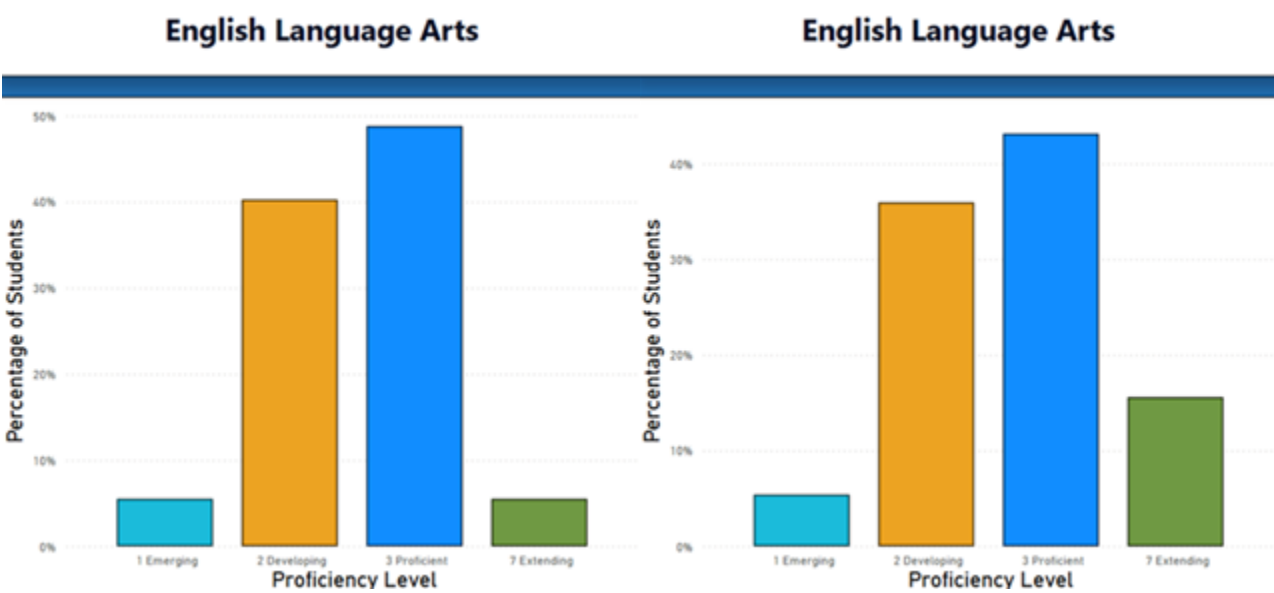
Below is Comparative data for Primary K-3 English Language Arts in 2024-2025 (Term 1 vs Term 3):



On the primary side, in Term 1 about 5% of students in K-3 were at the emerging level of proficiency and that percentage stayed pretty consistent through to Term 3. Although we did see growth from students at the emerging level, many of them starting on the low end of the scale and ending the year at the high end, it wasn't enough to move up to the developing level. Many of the students are in fact learning a new language, whether they are ELL students learning English or English students learning French. Language acquisition in the early years is something that will take time and we may not see significant changes unless we track progress over multiple years.

The developing level stayed fairly consistent from Term 1 at 42% and Term 3 at 45%. There was a slight drop in the proficient level from Term 1 at 48 % to Term 3 at 41% mainly because these students moved into the exceeding level. Here in Term 1 there were only 5% at the exceeding level which doubled by Term 3 to 10%. This is where we saw this biggest growth out of any area. It is encouraging to see students from our school show such an improvement at the highest end of the scale.

Below is comparative data for Intermediate gr.4-7 English Language Arts in 2024-2025 (Term 1 vs Term 3):



On the intermediate side, again the emerging levels stayed consistent from Term 1 to Term 3 at about 5 % of our student population. Most of the intermediate students at this level are ELL students who are just learning the language. There were about 40% of our students in gr.4-7 at the developing level in Term 1 compared to about 36% in Term 3. We had about 48% of our students in Term 1 at the proficient level and about 43% at this same level in Term 3. Again similar to the primary side we saw the biggest increase in the extending level from term 1 to term 3. In term 1 we only had about 5% of our intermediate students at the extending level which tripled by the time we got to term 3 at 15%. This showing a general upwards trend of improvement of ability levels from the developing level and up. This is encouraging to see, and shows that students with a basic level of English acquisition are able to show improvement throughout the year.

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 literacy goal is to improve achievement in literacy for all of our students. To improve literacy scores in Kindergarten to Grade 3, our teachers will continue to implement daily structured phonics and phonological awareness activities, provide small-group guided reading, and integrate vocabulary and writing into regular instruction. Using shared reading, literacy centers, and continuous assessment they can tailor support to student needs. Engaging families in reading at home and selecting culturally responsive, high-interest materials can further boost literacy development. A consistent, data-driven, and inclusive approach will ensure all students build

strong foundational reading skills. We will continue to implement these strategies to help build a strong foundation for literacy at our school at the primary level.

To support improved literacy scores in Grades 4 to 7, our teachers will continue to focus on explicit instruction in reading strategies, daily independent reading with high-interest texts, and small group guided reading tailored to student needs. Embedding writing across the curriculum, building academic vocabulary, and integrating cross-curricular literacy (especially in Science and Social Studies) will continue to strengthen comprehension. Using digital tools will help differentiate instruction, while culturally responsive texts and family engagement foster deeper connections and motivation. Consistent assessment and feedback ensure instruction remains targeted and effective.

Our teachers are encouraged by the improvements made and are looking at more ways to bolster students achievement in literacy. Our professional development committee has planned a school wide workshop in September with a writing focus. It will be lead by a VSB modern languages consultant and will based on “Year Long Writing Tools” by Adrienne Gear. We are hoping that as a staff this will help us plan our instruction around a common model so that we can work together to help our students improve their writing in the coming year.

Improve equity

Our equity goal would be to create an inclusive school environment where all students, regardless of their background, abilities, or circumstances, have equal access to high-quality education and have a strong sense of belonging at our school.

When looking at data from the Student Learning Survey, from our students, when asked “ Is school a place where you feel like you belong?” 71% of gr.7 students and 70% of gr.4 students indicated “most of the time” or “all of the time”. A sense of belonging is essential for elementary school students because it helps them feel safe, valued, and connected to their school community. When students feel like they belong, they are more likely to participate in learning, take risks, build positive relationships, and develop confidence. It also supports their emotional well-being and reduces feelings of isolation or anxiety. Belonging fosters inclusion, encourages empathy, and lays the foundation for academic success and social development throughout their school years.

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

As a school, our goal is to foster understanding of intergenerational trauma and its impacts and facilitate regular conversations using resources like books, articles, and guest speakers. We also aim to promote an inclusive and supportive school environment, encouraging students to be allies, support diversity, and challenge stereotypes through various classroom activities and discussions. By embedding these activities into the school’s curriculum and culture, we aim to foster a deeper understanding and appreciation of Indigenous histories, cultures, and contributions, while actively participating in the journey of reconciliation.

An example of some of the activities that various classes worked on are shown below:



This year we had multiple classes at both primary and intermediate participate in Foraging workshops with a Metis herbalist and educator, Lori Snyder who shared her knowledge about the medicinal and edible plants surrounding us. This program fits in with the third goal of the [VSB Education Plan](#) which is “to increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures and contributions.”

We hope to invite more Indigenous storytellers, guest speakers and performers next year and also hope to have more professional development for teachers to help embed this content into our curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

Based on CSL data from the 2024-2025 year, we can see that there are marked improvements in the extending areas of the Language Arts curriculum for both primary which doubled from 5% to 10% through the course of the year and in intermediate which tripled from 5% to 15%. We still have some work to do especially for our students at the emerging levels. Going forward, to assess if we are on track and adjust and adapt our interventions, we plan to have:

- Clear and trackable growth in literacy skills, demonstrated through literacy screeners, consistent assessment data, reading evaluations, and the Foundational Skills Assessment.
- For students at the emerging levels, track DRA levels from term 1 through to term 3.
- Continued work to ensure all of our students feel a sense of belonging at our school by providing them opportunities to join clubs, sports, and special interest groups before school, at lunch and after school to reflect a truly diverse and inclusive school environment
- Using Student Learning Survey data to ensure all of our students are aware of the ongoing Indigenous programming happening in our classrooms