

2024-2025 School Learning Plan

SCHOOL STORY

Queen Victoria Elementary Annex— often called as “QVA” by students, families, and staff—is a vibrant and welcoming school community located at 1850 East 3rd Avenue in Vancouver, British Columbia. *With deep gratitude and respect, we acknowledge that we live, learn, and grow on the ancestral and unceded territories of the xwməθkwəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) Nations. This land acknowledgment is an important part of our daily practice and reflects our ongoing commitment to Truth and Reconciliation.*

QVA is a small, close-knit school with six divisions serving students from Kindergarten through Grade 5. As of December 2024, our enrollment stands at 116 students. We are the annex to Laura Secord Elementary, a larger, triple-track school offering French Immersion programs just a short walk away. Each year, our in-catchment Grade 5 students transition to Grade 6 at Laura Secord, continuing their educational journey within a familiar and supportive community.

Our staff are deeply collaborative and committed to continuous learning. They bring creativity, care, and innovation to their teaching, always seeking new ways to enhance student learning and foster a strong sense of belonging. The QVA Parent Advisory Council (PAC) plays a vital role in school life, offering enthusiastic support for student learning, community-building, and anti-racism initiatives. Their contributions help provide a wide range of enriching experiences in the arts, athletics, academics, and social development.

QVA students are curious, creative, and socially engaged. They are eager to explore topics such as diversity, anti-racism, climate health, and Indigenous perspectives. Project-based learning is a key feature of our instructional approach, and students thrive when given opportunities to pursue their passions and collaborate across grades. Staff regularly create opportunities for cross-class learning, fostering a culture of connection, discovery, and shared growth.

Visitors often remark on the special atmosphere at QVA. While we are fortunate to have excellent indoor and outdoor learning spaces—including eight garden boxes and a recently upgraded playground—our greatest strength lies in our people. The students, families, PAC, and staff together create a school community that is caring, inclusive, and deeply committed to student success. At QVA, it is the people who truly make the school.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Queen Victoria Annex community is made up of dynamic, engaged, and expressive learners. Staff have identified several key characteristics that define our students: they are social, creative, artistic, and active; inclusive, community-minded, and accepting; and they demonstrate strong advocacy for causes they care about. QVA students enjoy sharing their lived experiences and express a strong sense of belonging within the school community.

Data from the Spring 2024 Student Learning Survey reflects this positive climate: 80% of respondents reported feeling happy at school “most” to “all of the time,” and 87% said they feel “welcomed at school.” While these results are encouraging, they also highlight an important area for growth—some students feel happy and welcome only part of the time. This underscores the importance of our continued efforts to foster a sense of belonging and well-being for every learner.

QVA students thrive when they feel challenged, have agency in their learning, and know they are cared for. 53% of students reported having choice in their learning and they regularly work on topics of personal interest. To increase student agency, we will continue to promote student engagement through initiatives such as school-wide projects and classroom-based passion projects that encourage voice, choice, and creativity.

Informal feedback from interest-holders (staff, families, and the PAC) has also identified key areas for social and academic development. These include strengthening peaceful problem-solving skills, particularly during unstructured times like recess and lunch and building self-regulation and resilience.

Academic data from the December 2024 Learning Updates (CSL) showed that 53% of students were assessed as Proficient or Extending in English Language Arts, with 47% at the Developing or Emerging levels. By June 2025, these numbers improved to 63% Proficient or Extending and 37% Developing or Emerging—an encouraging trend. Continued monitoring of CSL data will help us track progress toward our literacy goals, with a sustained focus on phonemic awareness in Grades K–2 and reading comprehension in Grades 3–5.

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

Queen Victoria Annex remains deeply committed to improving student achievement in literacy through a comprehensive, developmentally informed approach. In Kindergarten to Grade 2, instruction emphasizes the development of foundational skills such as phonemic awareness and decoding. As students progress into grades 3 to 5, the focus shifts toward strengthening reading comprehension and fostering deeper engagement with texts.

To support these goals, the school has implemented several targeted initiatives. These include the adoption of the Heggerty Phonemic Awareness Program and the Spelfabet Structured Phonics Program, both designed to build strong early literacy foundations. Students also benefit from

individualized support through the One to One Reading Volunteer Program, which provides personalized reading practice.

Professional learning and staff capacity is enhanced through participation in the District Literacy Residency, an intensive eight-week professional learning opportunity, as well as two district-wide Literacy Focus Days held in the fall and spring. Instructional practices are further enriched through novel studies and student-driven passion projects, which promote critical thinking and engagement. Additionally, the I.C.E. Framework (Ideas, Connections, Evidence) is used to help students develop thoughtful, text-based responses and deepen their comprehension.

Together, these initiatives reflect QVA's strategic and sustained commitment to fostering a rich, supportive, and engaging literacy environment for all learners.

Improve Equity

Queen Victoria Annex is committed to improving equity for all of our learners, a value that informs every aspect of our school community. We are committed to fostering an inclusive, supportive environment where all students have the opportunity to thrive. Through equitable access to resources, targeted academic support, and culturally responsive teaching, we strive to meet the diverse needs of our learners. This commitment is reflected in our curriculum, instructional practices, and school-wide policies.

Recent feedback from Grade 4 students highlights the positive impact of these efforts: 92% reported receiving the help they need to succeed, 92% believe all students in their class have a fair chance to learn, and 88% feel included and supported by their teachers and peers. These results affirm our ongoing dedication to building a compassionate school culture where every student feels valued, empowered, and equipped for success.

Our collective goal is to support the growth of all learners and to close achievement and opportunity gaps. Staff and students have engaged in anti-racism workshops led by VSB district resource teachers, and students have contributed by writing announcements that celebrate the contributions of Black and Asian Canadians and Vancouverites to their communities.

To support diverse learning needs, staff collaborate to offer multiple pathways for student success. This includes the use of the Ready Bodies Learning Minds (RBLM) room, quiet and alternate workspaces, and whole-class lessons that promote social-emotional learning, understanding of autism and ADHD, and perspective-taking.

Our commitment to equity extends beyond the classroom. The Parent Advisory Council (PAC) hosts an active Anti-Racism, Equity & Inclusion Committee (AREIC), led by dedicated parents and caregivers who support students, families, and staff in advancing equity. We also have a well-attended SOGI (Sexual Orientation and Gender Identity) club and strong participation in initiatives such as February's Anti-Bullying Awareness Day, reflecting our shared commitment to creating a safe and inclusive school for all.

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

The Queen Victoria Annex community—students, staff, families, and the Parent Advisory Council (PAC)—is actively engaged in a meaningful journey of Truth and Reconciliation. Students

regularly lead land acknowledgements at school gatherings, approaching this responsibility with sincerity and respect. As a school, we come together to honour significant days such as National Day for Truth and Reconciliation (Orange Shirt Day), Indigenous Veterans Day and National Indigenous Peoples Day. We frequently welcome Indigenous artists and performers to share their knowledge and traditions. These have included the multi-generational Sasquatch Dancers (Sts'ailes Nation), traditional hoop dancer Peter White, fancy dress and jingle dancer Janelle Aledina, and cedar mat weaving with Jessica Silvey.

As part of our commitment to ongoing learning and unlearning, QVA staff completed an eight-month professional development course titled Four Seasons of Indigenous Learning (First Season: Foundations). This ten-module course, accompanied by video lectures, explored foundational topics such as terminology, colonialism, racism, treaties, Residential Schools, and reconciliation. Through regular gatherings, staff engaged in courageous conversations that deepened both personal and collective understanding.

Our commitment to reconciliation is also reflected in our curriculum and learning environment. We continue to expand our library collection of Indigenous literature and integrate Indigenous knowledge, perspectives, and the First Peoples Principles of Learning into daily instruction. Students participate in place-based and nature-based learning experiences, including nature walks, gardening, and local field studies, which help foster a deeper connection to the land and its histories.

According to recent student feedback, 56% of Grade 4 students reported that they understand what reconciliation means, have learned about it in class, and have participated in related activities. This demonstrates the growing awareness among students and the impact of our efforts. By embedding Indigenous perspectives into our school culture, we aim to nurture cultural pride and confidence among Indigenous students while fostering empathy, respect, and a broader worldview for all learners.

HOW WILL WE KNOW WE'RE ON TRACK?

To track progress toward student achievement goals, Queen Victoria Annex employs a comprehensive range of assessment tools throughout the school year. School-wide writing assessments, conducted in early Fall 2024 and late Spring 2025, allow for meaningful comparisons of student writing development over time. In addition, grade-appropriate literacy assessments—including the CORE Phonics Survey, DRA/F&P, DIBELS, and the VSB P3 tools—are administered at key intervals to monitor reading proficiency. Foundational Skills Assessment (FSA) data, Communicating Student Learning (CSL) reports, and the class review process further contribute to a holistic understanding of student progress.

At the start of each school year, staff conduct class reviews to identify individual learning needs and determine appropriate pathways for success. These reviews are followed by regular team meetings to monitor student progress and adjust interventions as needed. Students requiring additional support may also be referred to the school-based team (SBT) for further planning and coordination.

To better understand student experience, we continue to utilize Student Learning Survey data and student self-reflections on core competencies. These reflections not only provide valuable insight into student learning but also amplify student voice—helping staff understand what matters most to learners and how best to support them.

Student Learning Survey responses also offer important perspectives on our reconciliation efforts with First Nations, Inuit, and Métis communities. Alongside student reflections, they help guide our integration of Indigenous knowledge and the First Peoples Principles of Learning into teaching, assessment, and school life. As this work deepens, we expect to see more frequent and authentic examples of these principles embedded in classroom practice and community engagement.