

2024-2025 School Learning Plan

SCHOOL STORY

Selkirk Annex is situated within the Kensington-Cedar Cottage community, in the center of East Vancouver, on the unceded lands of the xʷməθkʷəy̓əm / Musqueam, Skwxwú7mesh / Squamish, and salilwatał / Tsleil-Waututh Nations. The area is characterized by a wide social and demographic mix. Selkirk Annex supports the diverse needs of 95 students across five divisions from Kindergarten to Grade 4. Families at Selkirk Annex are linguistically diverse, identifying 14 different first languages.

The educational philosophy at Selkirk Annex is grounded in a learner-centered approach, supported by four guiding practices that shape teaching and learning across the school:

- Grouping students across multiple ages and grades to foster peer learning and collaboration
- Using differentiated instruction strategies to meet diverse learning needs and maximize engagement
- Implementing authentic, ongoing assessment practices to monitor individual student growth
- Nurturing a collaborative environment where learning is a shared, community-driven process

Students are encouraged to adopt a growth mindset — embracing challenges and building their knowledge while contributing positively to the school community. They are recognized for showing kindness and care to themselves and others as they grow socially and emotionally.

Leadership is a key part of student life at Selkirk Annex. Students take on meaningful roles, such as hosting weekly assemblies, delivering daily morning announcements, serving as library monitors, and acting as playground buddies — all of which help develop confidence and a sense of responsibility.

At Selkirk Annex, student voice and self-awareness are central to learning. Learners are supported in identifying their strengths, understanding their needs, and setting personal goals. These values are reflected in our school's Code of Conduct: Respect yourself, each other, and this place.

For the past three years, we have focused on maintaining our Healthy Schools Certification through Ophea and have applied for sustainability grants that support initiatives such as outdoor

learning and environmental stewardship. One key initiative that reflects these priorities is our school garden. Located on the playground, the garden serves as an outdoor classroom where students engage in hands-on learning about health, nutrition, sustainability, and community engagement. As part of their life skills development, students take an active role in planting, maintaining, and harvesting the garden, helping to build a deeper connection to nature and a sense of responsibility.

Our dedicated PAC actively supports a wide range of school initiatives and programs, demonstrating a strong commitment to enriching the learning environment for both students and staff.

The learners, staff, and broader school community deeply value Indigenous histories, cultures, and traditions, and remain committed to ongoing learning in these areas. This is reflected in meaningful participation in cultural events such as Métis and Squamish Nation dancing, Squamish Nation drumming and storytelling, and the regular singing of the Coast Salish Anthem at weekly assemblies. In alignment with our dedication to Truth and Reconciliation, we continue to engage in learning and unlearning through storytelling, hands-on experiences, and personal connections.

Selkirk Annex fosters an inclusive and welcoming environment for staff, students, and families. In June 2025, Selkirk Annex and Selkirk Elementary proudly celebrated Pride by hosting a large neighborhood parade. The event brought together parents, community members, local business owners, and students from both Gladstone and Tupper Secondary Schools, making it a meaningful and uplifting day for the entire community.

As part of the Gladstone Family of Schools, Selkirk Annex maintains strong ties with Selkirk Elementary and the Gladstone Community Schools Team.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Selkirk Annex, our community of learners includes both students and educators who grow together through shared experiences, collaboration, and a commitment to inclusion. We strive to create a safe, inclusive, and nurturing learning environment where every student is supported in their academic, artistic, physical, social, and emotional development. We recognize that meaningful learning takes time and requires patience, reflection, and a community-centered approach.

Our school serves a diverse population of students from a wide range of cultural and linguistic backgrounds. Currently, 54% of students are English Language Learners (ELL), and some students have Ministry designations reflecting a variety of unique learning needs. This diversity enriches our school community and reinforces our commitment to equity and belonging.

Learning at Selkirk Annex is holistic, experiential, and relationship-driven, grounded in values of connectedness, reciprocity, and a strong sense of place. Instruction is supported by a collaborative team that includes classroom teachers, our ELL and resource support team, education assistants

(SSAs), the school counsellor, speech-language pathologist, school psychologist, and supervision aides. Together, we take a team-based approach to nurturing the academic and emotional growth of each learner. Selkirk Annex also contributes to the broader educational community by serving as a mentorship site for teacher candidates from the UBC Bachelor of Education Program. Teachers act as school associates, providing real-world mentorship that benefits both candidates and our own learning environment.

As a school, we value multi-age groupings, which foster long-term relationships between students and teachers and encourage peer learning. Older students naturally take on leadership roles, supporting younger classmates both academically and socially. This model helps build a strong sense of family within classrooms and across the school.

Student voice and leadership are encouraged and celebrated at Selkirk Annex. Learners regularly take the initiative to lead weekly school-wide assemblies, speak publicly, and support one another. They are developing a growing awareness of their role in the broader community, supported by guiding principles rooted in inclusion, equity, and social responsibility. As part of their leadership and sense of responsibility, students also contribute to the care of their school environment — each division participates in weekly school grounds cleanup, reinforcing a shared sense of stewardship and pride in their space.

Social-emotional development is a central part of our school culture. Learners strengthen their self-regulation strategies through consistent use of Social Emotional Learning (SEL) tools, including mindful breathing and the Zones of Regulation language, which is used school wide.

Our student body reflects Vancouver's vibrant diversity, and learners consistently show openness, empathy, and inclusivity — actively making space for all members of our school community.

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

At Selkirk Annex, teachers collaborate to ensure students receive a balanced combination of whole-class, small-group, and individualized instruction tailored to their needs. In literacy, we use a structured and sequential approach to teaching phonics and phonemic awareness, helping to build strong foundational skills. Students are also immersed in rich literary experiences through our thoughtfully curated library collection and a weekly whole-school shared reading. Each week, all classes gather in the library to read a selected book together, followed by class discussions and related activities. These sessions encourage perspective-taking and help develop critical thinking and comprehension strategies.

Improve equity

Equity is a central value that informs all aspects of our instructional design and planning. Through evidence-based instruction, we can more effectively identify students who require additional or intensified support and provide them with tailored strategies and learning environments. By centering the needs of our most vulnerable learners, we ensure that every child is supported in working toward personalized goals at their own pace, while developing core competencies.

Our school community is also committed to the ongoing work of anti-racism and reconciliation. We engage in continued learning to become better allies, and we reflect these values in our decisions — such as intentionally diversifying the performers, authors, and workshop leaders who visit our school to reflect the diversity of the world around us.

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

Reconciliation is an ongoing process embedded in both daily practices and long-term planning at Selkirk Annex. Students engage in regular classroom conversations that explore Indigenous histories, contemporary issues, and cultural celebrations. Informed by the model of Black Excellence, we are committed to recognizing and uplifting the contributions of Indigenous peoples in politics, arts, and athletics.

Staff continue to grow their practice through professional development on culturally responsive pedagogy and the First Peoples Principles of Learning, which inform how we plan and deliver instruction. The singing and drumming of the Coast Salish Anthem at our weekly assembly grounds our community in respect and connection to the local Indigenous Nations. These shared moments reinforce our sense of belonging, deepen relationships, and root our school culture in care and responsibility.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor student growth and ensure we are meeting our school goals, we use a variety of assessment tools and data sources. These include formative and summative classroom-based assessments, school-wide writing samples, and teacher observations. In addition, we collect feedback from students and families through informal conversations, student self-reflections, and parent-teacher conferences, which help us understand the whole learner's experience.

A key part of our literacy assessment strategy is the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills), administered three times per year. This screener targets phonemic awareness, phonics, oral reading fluency, and comprehension. The data is disaggregated by grade and skill, allowing teachers to make timely, targeted instructional decisions and monitor the impact of interventions.

We also draw on Communicating Student Learning (CSL) reports throughout the year. It is important to note that within the CSL framework, “meeting expectations” includes students assessed as Developing, Proficient, or Extending, while those identified as Emerging are

considered not yet meeting grade-level expectations. Using this lens provides a more nuanced and accurate picture of student progress.

In mathematics, CSL data show that 87.76% of students met expectations in Term 1. By Term 3, that number rose slightly to 88.55%, indicating consistency across the year. Notably, the percentage of students assessed as Proficient increased from 55% in Term 1 to 65% in Term 3 — a 10 percentage point gain that reflects strong growth in numeracy skills across the grades.

In Language Arts, 79.21% of students met expectations in Term 1, and this improved to 83.34% by Term 3. Within this, the number of students assessed as Proficient increased from 22% to 31%. Encouragingly, the proportion of students in the Emerging category dropped from 21% in Term 1 to less than 20% in Term 3, suggesting gains in foundational literacy and successful early interventions.

These results reflect our school's sustained focus on literacy and numeracy foundations, including the use of structured phonics and phonemic awareness programs in the early grades. Teachers are using these data points to guide small-group instruction, target interventions, and enrich learning opportunities for all students.

Our data-informed approach is also deeply connected to our broader commitment to equity and inclusion. We continue to embed culturally responsive teaching practices by diversifying classroom libraries, integrating multiple worldviews into curricular content, and selecting literacy resources that reflect the lived experiences of our students and families. This ongoing work is strengthened by school-wide collaboration and professional learning.

In addition, our location — nestled between Kingscrest Park, the Annex Garden, and natural play spaces—offers a unique opportunity to weave land-based learning into the school day. This hands-on, experiential approach fosters deeper understanding of Indigenous knowledge systems, histories, and relationships to the land, while supporting well-being and curiosity-driven learning.

While we are encouraged by the year-over-year growth in both literacy and numeracy, we recognize that 31% proficiency in Language Arts indicates a continued need for differentiated instruction, targeted support, and a cohesive, school-wide approach to literacy development. To continue this forward momentum, we plan to maintain DIBELS screening and data meetings three times per year, monitor school-wide writing samples for emerging trends and learning gaps, further disaggregate CSL data by grade, identity group, and skill area, and use professional development time to reflect on and enhance instructional strategies aligned with our school literacy and numeracy goals.

Together, these strategies are helping us move steadily toward our school growth goals — ensuring a holistic, inclusive, and meaningful educational experience for all learners.