

2024-2025

School Learning Plan

SCHOOL STORY

Selkirk Elementary, one of Vancouver's largest elementary schools, enrolls approximately 670 students from kindergarten to Grade 7. The school offers both English and French Immersion programs, with the latter in its 16th year, comprising 9 divisions.

Located in the diverse Kensington-Cedar Cottage neighborhood, on the traditional, ancestral, and unceded territories of the Musqueam (x^wməθk^wəyám), Squamish (Sḵwəxwú7mesh), and Tsleil-Waututh (səlilwətaʔ) Nations, Selkirk represents around 30 languages, with significant support for English Language Learners and Indigenous students. The school consists of three classroom buildings and a fourth housing the Strong Start program and music room.

Our commitment to celebrating diversity fosters a culture of belonging. We emphasize the strength that diversity brings and actively engage students, staff, and the community in anti-racism practices and respectful communication. This year, we continue to prioritize SOGI initiatives, supported by the Intermediate Diversity Club, and celebrate various learning opportunities for all students. We are fortunate to have a highly supportive and engaged community, represented by our Parent Advisory Council (PAC), who supports programs and helps enhance the experiences of students through both fundraising efforts and community building opportunities. The school views families as partners in education. Families are keen participants in field trips, special events, and general day-to-day life at the school.

Selkirk's library commons functions as a collaborative literacy/STEM Hub. It includes shared laptop and iPad carts as well as various STEM materials. The teacher-librarian collaborates with classroom teachers and student support workers to engage students in activities ranging from coding to architecture. Both the library commons and the South Wing Building host story workshops, offering fun manipulatives to inspire creative writing and storytelling.

Via enhanced services support, Selkirk provides essential support to families and students. We offer food and daily items through programs like Backpack Buddies, daily snacks, a subsidized lunch program, and the "Books and Breakfast" morning initiative. Additionally, we connect families with external agencies for various services, including out-of-school activities, health care, and food security.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Selkirk students are hardworking, eager to learn, kind, compassionate, and creative. They are always ready to help and initiate new activities. We have over 15 clubs and activities taking place weekly at our school. The diverse student body means varied learning needs, requiring dynamic and adaptable teaching methods such as project-based learning, outdoor education, buddy reading, manie-musicale, etc.

In recent years, Selkirk has focused on enhancing social-emotional learning (SEL), well-being, and mental health. This work revealed that many students experience varying degrees of dysregulation based on observations and reviews of goals. Consequently, we decided to concentrate on developing executive functioning skills (EFS) to build on our SEL efforts and better address dysregulation. Staff observations indicated that students struggled with emotional control, sustained attention, persistence, and time management. Therefore, we aimed to support students by fostering resilience and perseverance.

During the 2023-2024 school year, one-on-one interviews conducted by the school principal with students from 20 out of 29 divisions revealed that students often judge themselves harshly when it comes to their executive functioning skills (EFS). We learned that 40% of the respondents are seeking strategies to manage dysregulation to gain better focus when learning. A survey sent to families in spring 2024 highlighted that 69% of their children experienced some challenges with EFS thus highlighting their importance. The families who responded to the survey also wanted their child(ren) to learn, especially in literacy, according to the family survey conducted virtually in Spring 2024 (90 responses).

Our goal was to see improvements in literacy as students became better regulated through EFS development. We observed gains in EFS, allowing us to now focus on academic growth in literacy.

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 will focus on tracking literacy data and practices that reflect our students' learning and highlight their engagement in seeing that language and text can be a source of creativity and joy. We want students to see themselves as readers and writers, feeling empowered to impact their own learning. Our goal is to develop a rigorous literacy program where every student thrives and to develop and document changing perceptions that learners have about their own literacy competencies.

Improve equity

Our literacy goal prioritizes all students, ensuring that they can achieve their potential. We aim to make every student feel seen. Using the district's Responsive Literacy Framework, teachers are collaborating to build a scope and sequence and to use varied approaches to teach literacy, with the students' needs always at the centre.

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

During the year, each class will use the Reconciliation Blanket to discuss and learn about Musqueam culture. We continue to practice land acknowledgements, helping students and staff learn the correct pronunciation of the three host nations' names and to support language reclamation. This aligns with Call to Action 14.iv: *The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.* We commit to updating the land acknowledgements to incorporate this new learning and unlearning.

HOW WILL WE KNOW WE'RE ON TRACK?

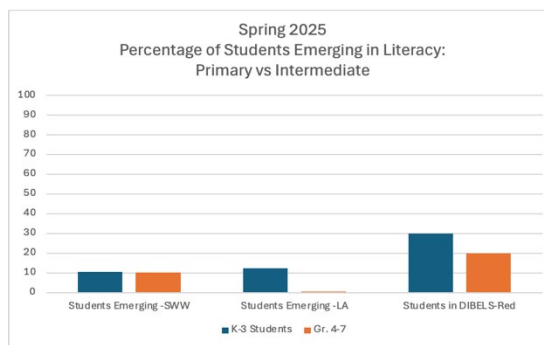
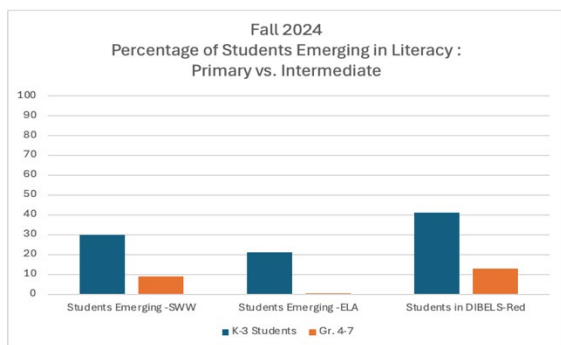
Supporting Every Child's Literacy Journey

Our goal is to develop a rigorous literacy program in which students reach their full potential. In the fall we assessed students in reading and writing. Our Primary (K–3) and Intermediate (Grades 4–7) teaching teams, along with our resource teachers, reviewed the results and planned targeted support. This included structured literacy approaches like UFLI and Heggerty, which are designed to build foundational skills in a systematic way and the district's Responsive Literacy Framework (P3P).

The data we collected showed that our youngest learners needed the most support. In writing, 30% of K–3 students were still emerging in their skills, compared to just 9% in Grades 4–7. In reading, 25% of students across the school required significant support with emerging reading skills, as identified by the DIBELS screener. Written Learning Update (CSL) data also showed that 21% of K–3 students were still emerging in English Language Arts (ELA), while less than 5% of students in Grades 4–7 were at that level.

We are proud to share that our students have made strong progress over the year. In writing, the number of K–3 students still emerging dropped by nearly 20%, while intermediate students remained steady at around 10%. In reading, K–3 students showed great improvement, with the number of students needing intensive support dropping from 41% to 29%. However, we did see an increase in the number of intermediate students needing support in reading—from 13% to 20%—which shows us where we need to focus next.

When we look at overall ELA performance on Written Learning Updates (CSL), the progress is clear. Among K–3 students, the percentage of students still emerging dropped from 21% in the fall to just 12.4% in the spring. Intermediate students remained steady at less than 5%, showing consistent performance.



We also want to highlight the incredible progress made by our Indigenous students. In Term 1, 40% were still emerging in English Language Arts. By Term 3, all those students had moved to either developing or proficient levels. This is a significant achievement, and it reflects the impact of our focused support and inclusive teaching practices.

Beyond academic skills, we also care deeply about how students feel about their learning. According to the Student Learning Survey, 92% of Grade 4 students and 89% of Grade 7 students agreed that “I am learning how to get better at writing”. In reading, 80% of Grade 4 students and 77% of Grade 7 students felt confident in their progress. These high levels of confidence, especially in writing, show that our literacy initiatives and explicit instruction in writers' craft and in different writing genres are helping students feel successful and motivated.

In summary, we are seeing strong growth in early literacy, especially in the primary grades. While we celebrate this progress, we also recognize the need to continue supporting our intermediate students, particularly in reading.

Creating an Inclusive and Equitable Learning Environment at Selkirk

At Selkirk, we are committed to creating a school where every student feels seen, supported, and included. This year, we have continued to strengthen our inclusive learning environment through collaboration, equity-focused initiatives, and meaningful cultural learning experiences.

According to the 2024–2025 Student Learning Survey, 87% of Grade 4 students and 82% of Grade 7 students agree that “I see students learning with many different adults.” This reflects our strong collaborative teaching model, where classroom teachers, support staff, and community partners work together to support all learners. It is a model that helps create the welcoming and inclusive environment we value so deeply.

We also gathered what is called “street data”—real, on-the-ground insights that reflect students' lived experiences and growth. For example, a district UDL (Universal Design for Learning) mentor worked closely with one of our classrooms, helping the teacher feel more confident in meeting the needs of all learners through their lesson planning. Our Early Learning Team also provided specialized tools and support for students with complex learning needs. Importantly, every student with diverse needs was supported by our Student Support Assistants (SSAs) to complete the Student Learning Survey—because every voice matters.

We have also taken meaningful steps toward equity and anti-oppression. In October, we hosted an in-house pumpkin patch so that all students, including those with mobility or sensory needs, could enjoy the experience without barriers. Staff and parents participated in anti-racism and equity learning sessions led by the AEO (Anti-racism, Equity, and Oppression) team. In 6 classrooms, teachers accessed anti-racist and anti-oppression workshops and co-teaching opportunities.

Every student at Selkirk also took part in a week-long dance residency celebrating the African Diaspora, as well as two days of African drumming workshops led by community elders. These joyful, PAC-funded experiences helped students connect with the creativity and cultural richness of Black communities. As a result, both staff and students are becoming more confident in recognizing and interrupting racism when they see it.

Continuing Our Journey of Reconciliation

We are also committed to deepening students' understanding of Indigenous cultures and practices. According to the Student Learning Survey, 52% of students recognized participating in Indigenous practices, while 83% of Grade 7 students did. This tells us that while older students are making strong connections, younger students may not yet recognize these experiences as part of Indigenous learning.

This gap presents an opportunity for us. Many of our Indigenous practices, including land acknowledgments, singing the Coast Salish anthem, participating in circles, experiencing Debra Sparrow's Reconciliation Blanket, and outdoor learning, may feel like regular classroom learning routines to younger students. We have learned that we need to be more explicit in naming and explaining the cultural significance of these activities so that all students can make meaningful connections.

The strong awareness in Grade 7 shows what's possible when Indigenous learning is made visible and intentional. Moving forward, we will continue to build on this foundation, especially in the primary grades, to ensure that every student understands and values the Indigenous teachings they experience.

Looking Forward: What is next?

The school will focus on strengthening explicit literacy instruction, deepening students' understanding of Indigenous practices, and enhancing equity by closely tracking achievement data and participation in extracurricular opportunities. Our plans include integrating Indigenous knowledge across the curriculum, partnering with local knowledge keepers, and monitoring progress through assessments and student surveys, all to ensure every learner is supported and engaged in meaningful learning experiences.