



2025-2026

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəŋəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (Tsleil-Waututh Nation).

Admiral Seymour Elementary is located in a vibrant and growing neighborhood between Glen Drive and Vernon Drive in the Downtown Eastside of Vancouver. The school community reflects the rich cultural diversity of the area, with 142 students from Kindergarten to Grade 7 representing a wide range of backgrounds, including Indigenous, Syrian, Chinese, Mexican, Colombian, French, Lebanese, Jordanian, Filipino, and Sri Lankan heritage. Students come from homes where many languages are spoken, such as English, Arabic, Spanish, Cantonese, Punjabi, and Vietnamese. Approximately 40% of our learners are English Language Learners, contributing to the multilingual and multicultural fabric of our school.

Seymour Elementary has a long and meaningful history. The original school building was constructed in 1900, followed by a second brick building in 1907. In 2000, the school celebrated its centennial with a community-wide celebration honoring its evolution over the decades. As the neighborhood has changed, Seymour has grown alongside it, becoming a dynamic and welcoming hub for children, families, and community partners.

Classes at Seymour are organized by grade groupings and split classrooms, allowing students to learn collaboratively across age levels. Students engage successfully in a variety of instructional settings, including individual work, whole-class learning, and small-group instruction. This year Seymour school was supported by a Youth and Family Worker and an Indigenous Enhancement Worker, both of whom provide essential programs and services to students and families. A Curriculum Enhancement Teacher further strengthens our literacy, numeracy, and curriculum initiatives by supporting classroom teachers and offering professional learning opportunities for staff.

Student safety and well-being remain central to our work. Seymour partners with two before and after-school care providers: RayCam, located at Hastings and Campbell, and the YMCA, which operates onsite. The school also offers a range of after-school programs focused on sports, science, and leadership. We maintain strong partnerships with community organizations, including the Saint James

Music Academy for music instruction, the Writer's Exchange for literacy enrichment, and Science World for hands-on science programming. According to the 2025 MDI survey, 82% of participating Seymour students reported having a positive after-school activity that supports their well-being.

To ensure students have access to nutritious food, Seymour provides both hot breakfast and hot lunch programs. We participate in the BC Agriculture in the Classroom initiative, receiving monthly deliveries of fresh fruits and vegetables. Healthy snacks are always available, and the Backpack Buddies program supports families by sending food home each week.

Our school benefits from the generosity of many community contributors, including the Terminal City Club, Lawson Lundell LLP, BC and Yukon Book Prizes, Sentinel Secondary, Brooksbank Elementary, St. George's School, and West Point Grey Academy. We are especially proud of our 20-year partnership with Borden Ladner Gervais (BLG), whose weekly reading sessions and book donations have enriched our classrooms and library. Fine Arts opportunities are further enhanced through school-wide performances, dance programs such as DancePlay and Young Actors Studio, music instruction from the Saint James Music Academy, and visual arts residencies. Our recent partnership with the Heart of the City Festival has brought Indigenous dance and drumming performances from respected local artists.

Seymour students also enjoy a wide range of athletic opportunities. Lively soccer games are a daily highlight during recess and lunch that capture the interest of many of the students. More than 110 students participated in six weeks of triathlon training with the Excelleration Triathlon Club in the

spring of both 2024 and 2025. We also had an incredible week of Pickle ball that was run by Tennis XL and an amazing field hockey program put on by the Vancouver Hawks. Throughout the year, students can join soccer, basketball, volleyball, yoga, cross-country, running, track and field, and gymnastics programs/teams.

Our library is a central hub of learning and connection. Each day includes an open library block for book exchange, quiet reading, and soft-start activities. Families are invited to regular family reading mornings, strengthening home and school connections. We have also created a Story Studio on the third floor, where students use a variety of materials to build and develop imaginative stories, supporting both oral language and written expression.

We continue to enhance our sensory room, a supportive space where diverse learners can regulate, explore, and develop strategies for emotional and physical self-management. This room has become an essential resource for students and staff.

Our parent and caregiver community plays an active and valued role in school life. The PAC meets monthly to discuss school initiatives and supports events such as Sports Day, Family Movie Nights, and the Grade 7 celebration. They also help organize cultural events, including Eid celebrations, and recently coordinated a clothing giveaway to ensure all students are prepared for colder weather. Families are regularly invited to assemblies, concerts, and community events, and many volunteer for field trips and school activities. Their involvement strengthens the sense of belonging and shared purpose that defines Seymour Elementary.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The students of Admiral Seymour Elementary are kind, thoughtful, and remarkably resilient. They come from a wide range of cultural, linguistic, and family backgrounds, and they bring with them rich identities that strengthen our school community. Students take pride in their heritage and show respect for the cultural values of their peers. This sense of belonging is reinforced through the many classroom and schoolwide cultural celebrations that take place throughout the year.

Our student population reflects the diversity and complexity of our neighborhood. Approximately 40% of students are English Language Learners, 35% identify as Indigenous, and 28% have a Ministry learning designation. Many of our learners require differentiated supports to access the curriculum, and a number of students have experienced imposed conditions both within Canada and internationally. These experiences contribute to their resilience but also create vulnerabilities that require thoughtful, responsive support. Improving daily attendance continues to be a priority, and we work closely with families to encourage consistent school engagement.

A continued focus at Seymour is making early connections with families to develop school-readiness skills. This links to our focus on literacy intervention as a critical component of our primary program. Targeted instruction in Kindergarten through Grade 2 is essential to building the foundational skills students need to thrive academically.

Students at Seymour learn best when they feel safe, connected, and supported by the adults around them. Positive relationships are central to their success. Our dedicated staff work intentionally to build trust, nurture confidence, and create learning environments where students feel comfortable taking risks. As a result, many students have become more open to new learning experiences and more willing to engage actively in classroom activities.

At Admiral Seymour Elementary, we are committed to educating the whole child. We recognize that learning extends beyond academics and includes social, emotional, cultural, and physical development. Our approach prioritizes the well-being of every student while celebrating their individual identities. Outdoor learning and out-trips are particularly meaningful for our students, who thrive when exploring nature and connecting with the land on which we learn.

By centering academic, social, and emotional growth and by emphasizing kindness and inclusion we aim to create a learning community where all students feel valued and capable. Our goal is to empower students to become well-rounded individuals who are academically prepared and equipped with the skills, values, and confidence needed to thrive in all areas of their lives.

Literacy Date for the 2025-2026 School Year

We continue to see strong growth in student literacy across Seymour, particularly in early reading development. Using assessments such as DIBELS, our Kindergarten to Grade 2 students demonstrated excellent gains in foundational reading skills, with Kindergarten and Grade 1 showing the most

significant progress. This growth reflects the targeted early literacy focus we have prioritized over the past year.

Our intermediate grades have also shown improvement, though not at the same rate as our younger learners. This difference is expected, given the multitude of interventions offered in the primary grades and the developmental nature of early literacy acquisition. We remain proud of the progress across all grade levels and will continue refining our supports to ensure consistent growth schoolwide.

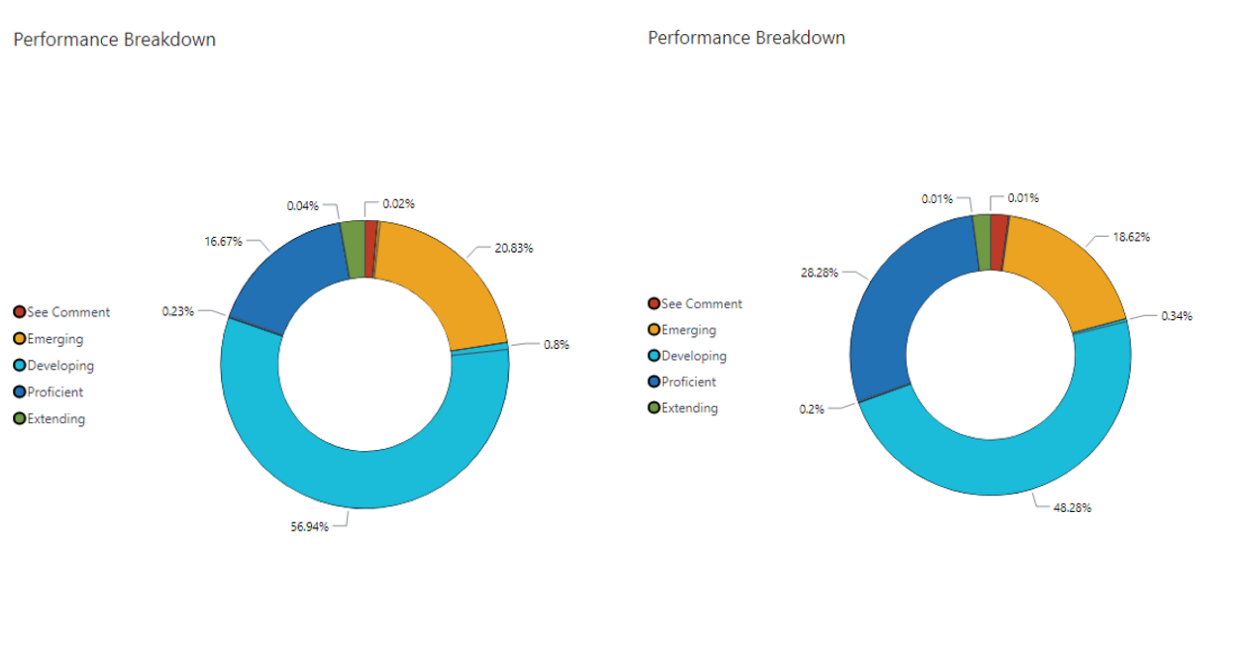
Looking ahead, we will maintain our strong emphasis on reading while expanding our focus on writing interventions. Strengthening writing skills will help deepen literacy development and support students in expressing their learning more confidently and effectively.

To reduce the literacy achievement gap, we remain committed to ensuring equitable access to supports for every student. This includes wraparound services, targeted interventions, and multiple pathways for students to engage with learning.

Below is the breakdown of Language Arts Written Learning Update Data for Term 3

Grade K – Grade 3

Grade 4-7



Student Learning Survey Data Grade 4 and Grade 7

The 2026 Student Learning Survey results show encouraging improvements in student well-being and connection at Seymour:

- 94% of Grade 4 and 7 students reported feeling a sense of belonging at school, sometimes, most of the time or all of the time.
- 82% of students reported that at least three adults at the school care about them.

These results highlight the strong relationships between students and staff and reflect Seymour's ongoing commitment to creating a warm, inclusive, and supportive school environment. Staff consistently go above and beyond to ensure students feel seen, valued, and encouraged.

We will continue to monitor this data to assess the impact of our initiatives and guide future planning in key areas of student experience.

Reconciliation

Seymour students have engaged in a variety of meaningful and authentic learning experiences related to Indigenous culture and reconciliation. The school year began with a community-wide Orange Shirt Day parade, where students and staff walked through the neighborhood with signs and posters to honor the day and raise awareness.

Throughout the year, all students have participated in weekly Indigenous learning sessions with our Indigenous Enhancement Worker. These sessions have included learning the Coast Salish anthem, exploring the history of residential schools, and participating in cultural celebrations that often include shared meals and community gatherings.

According to the SLS survey, 79% of Grade 4 and 7 students reported participating in Indigenous celebrations and activities at least some of the time, demonstrating the integration of culturally relevant learning across the school. We are excited to welcome a new Indigenous Enhancement Worker in the upcoming school year and look forward to continuing this important work.

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 at Seymour Elementary is to improve reading success for all students in all grades by providing them with explicit, systematic, cumulative evidence-based reading instruction. We will focus on student Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.

We will track our success by collecting assessment data in the fall, winter, and in the spring. For some children, physiological, medical, or attendance issues interfere with the goal of grade level reading. We will chart growth using this data.

Here is how we will meet our goal:

Strategies:

1. **Phonics Instruction:** Implement systematic and explicit phonics instruction to help students develop strong decoding skills and phonemic awareness. Utilize multisensory activities and manipulatives to engage students in learning letter-sound correspondences.
2. **Vocabulary Development:** Incorporate vocabulary-building activities across the curriculum to expand students' word knowledge and comprehension. Integrate strategies such as semantic mapping, context clues, and word study to deepen understanding of word meanings.
3. **Fluency Practice:** Provide regular opportunities for guided and independent reading practice to improve fluency and automaticity. Use repeated readings, choral reading, and reader's theatre to enhance prosody and expression.
4. **Comprehension Strategies:** Teach explicit comprehension strategies such as predicting, questioning, visualizing, summarizing, and making connections. Scaffold instruction to support students in understanding and applying these strategies during reading.
5. **Small-Group Instruction:** Implement targeted small-group instruction based on students' specific needs and skill levels. Use ongoing progress monitoring to adjust instruction and provide individualized support.

Improve equity

At Seymour we strive to create equity in school-wide literacy initiatives to ensure every student, regardless of background, language, ability, or learning style, has access to the tools and support they need to become proficient readers and writers. To achieve this, our staff team must implement differentiated methods of instruction that recognize and respond to the diverse needs of Seymour students. This includes using a variety of texts that reflect students' cultures and experiences, offering multiple ways for students to engage with content, and providing targeted interventions based on individual assessment data.

By embedding equity into literacy instruction, Seymour can work to create an inclusive environment where all students are empowered to succeed and grow as confident, capable communicators. By utilizing our support staff, Youth and Family Worker, Indigenous Enhancement Worker and Literacy Enhancement teacher, we can create, foster and enhance programs. We can also be creative with service schedules that support our most vulnerable students in a variety of ways. By doing this we can help students with many of the obstacles that they are facing in their day-to-day lives.

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

As a school we are working on making Indigenous education more authentic and hands on. By creating opportunities and experiences for students that embrace Indigenous ways of knowing, we hope to give students a plethora of authentic lessons, activities, experiences and field studies. Students at Seymour have engaged in outdoor learning on nature walks and field trips to the forests and beaches of the

lower mainland. Every week students work with the Indigenous Enhancement Worker on Indigenous art projects and activities. The Artist in Residence Christine Mackenzie a local Indigenous Artist has worked with all our students on Indigenous art projects for the last two years and will be returning in the fall to begin her third year of residency with us. Our school also has a beautiful Indigenous Enhancement room that all students are welcome to and spend time in weekly. For Orange Shirt Day we had a school-wide march around the neighborhood that was very powerful for our students and families. We will continue with this important work and are excited to engage in more authentic learning activities with an Indigenous focus next year.

HOW WILL WE KNOW WE'RE ON TRACK?

We plan to continue to use report card data and various literacy assessments from year to year to compare and analyze which areas we are improving in and what areas we need to focus on. Literacy is an area that we will be focusing on in the upcoming years. We are planning to continue to use the DIBELS assessment tool, the Phonological Awareness Skills Screener combined with the Quick Phonics Screener 3 times a year. By using these tools, we will be able to track Seymour student's abilities in literacy so we can create programming to target areas where they require support. We will continue to value Communicating Student Learning data (report card) as a keyway to communicate with families.

We will also continue to use the data from the Student Learning Survey to continue to monitor and track the mental well-being of Seymour students and their connectedness to our school. We are also hoping to conduct small focus groups to gather more specific data regarding student's mental health and social emotional well-being.

Lastly, we will be documenting and tracking Indigenous activities and engagement throughout the year by collecting pictures, videos and artifacts from our events and learning. We will keep track of all events and lessons on a calendar, so we can continue to build on this year to year.