



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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətaʔ (Tsleil-Waututh Nation).

Champlain Heights Annex is an elementary school (Kindergarten to Grade 3) located in the Champlain Heights area of southeast Vancouver. It is part of the Killarney Family of schools that consists of six feeder elementary schools. After attending Kindergarten to grade 3 at Champlain Annex, most of the students attend Champlain Heights Elementary school for grades 4-7 before transitioning to secondary school. This is a family-friendly community that is located within an abundance of green spaces as well as walking trails, including Everett Crowley Park, the fifth-largest park in Vancouver.

As a small K–3 annex serving a linguistically diverse community, the school continues to prioritize strong literacy instruction alongside social-emotional development, ensuring that all learners are supported early in their primary education.

We share a commitment to fostering a nurturing and inclusive foundation for every child's educational journey. The school is supported by a dedicated team of classroom teachers, student support workers, resource teachers, an area counsellor, a school psychologist, a speech and language pathologist, a Vice Principal (Champlain Annex) and Principal (Champlain Heights Elementary and Annex) who work collaboratively to create a strong sense of belonging and connectedness for students and families.

Students see themselves as capable and contributing members of their community. They demonstrate leadership in meaningful ways, giving back to the community through participation in school fundraising efforts like the Winter Market for charities such as Greater Vancouver Food Bank, World Wildlife Fund, and the Terry Fox Foundation, as well through volunteering with the school's Return-it program, or taking on other leadership roles such as school assembly presenters. The staff has created a school culture where students are taught how to show kindness, empathy and care for one another, learning to resolve conflicts peacefully and respectfully. This year, we have partnered with the Kelty Foundation to go deeper with our year-long theme of kindness, deepening our connection between home and school with a series of kindness challenges.

Our staff are deeply committed to lifelong learning and collaboration. We work together to plan professional development for our staff, with a continued focus on literacy, supporting our diverse

learners and social-emotional wellness of all students. This year, staff also began a learning journey with a new Lego therapy program for supporting student social-communication skills. We have been gradually implementing this program with targeted student groups with measurable success.

The school provides opportunities for students to work at building strong social skills through the lens of play both during regular instruction hours and during lunch recess with opportunities such as intramural soccer in the gym, scavenger hunts, Lego club and school choir, which are structured and supervised by one or more staff members.

In terms of physical literacy, we have been working closely with our school health nurse to support early physical literacy and many classes have included fun body movement programs and activities in the classroom and in the gym. Additionally, staff volunteers coach extracurricular activities such as Cross Country (October) and Track and Field (May), providing students with opportunities to build athletic skills and school spirit. Together, we strive to teach students to have active bodies and minds, be kind and caring, respectful, creative and confident learners in all aspects of their learning.

Our school grounds offer ample opportunities for play and learning. Classes make use of the seven garden beds to explore healthy living, sustainability, life cycles, and Indigenous connections to the land. Students enjoy use of the lower playground area that includes a play structure, swings, basketball hoop and backboard, blacktop for jump rope and tag as well as a beach sand pit, gravel field, and grass field on the upper playground where soccer is a favourite activity.

Our Truth and Reconciliation Journey: Our school community is committed to honouring Indigenous histories, cultures, and perspectives. Indigenous learning opportunities are integrated throughout the school year through classroom instruction, school-wide events, land acknowledgements, and learning experiences connected to the First Peoples Principles of Learning. We continue to build awareness, appreciation, and respect while fostering meaningful connections to the land and local Indigenous communities.

We are grateful for our active and community-minded Parent Advisory Council (PAC). PAC volunteers work collaboratively with the teachers and the school administrator to provide educational programs, school workshops, performances, and field trip opportunities for our students through raising funds. This year, they are invested in supporting the arts through arranging performers and workshops for musical theatre and dance, as well as providing field trip opportunities such as snow shoeing and Indigenous teachings at Grouse Mountain. Their dedication strengthens our school community and ensures every family feels supported and included.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Currently in the 2025-26 school year, there are **86 students** from Kindergarten to Grade 3. **34%** of the students are English Language Learners, with over 10 different languages spoken at home. Approximately **15%** of the students have disabilities or diverse abilities and a small number of students have self-identified as Indigenous. Our students come from diverse ethnic and demographic backgrounds, reflecting the rich diversity of the community.

Some strengths of our learners include a determination to work hard and engage in literacy activities to improve reading fluency and writing skills supported by structured literacy programs and literacy

assessment and intervention tools. Students are observant, thoughtful, and curious. Our learners also work collaboratively with their peers to act in kind and respectful ways, following the school code of conduct to “be Kind, be Safe, and be Great.” The students are very welcoming and inclusive of all learners. Some challenges for our learners include navigating peer interactions, conflict resolution, and self-regulation during instructional times and less-structured settings such as recess, transitions, and group activities. These areas for growth are developmentally appropriate for primary-aged learners and are addressed through proactive, explicit teaching across the school day. Students with disabilities and diverse abilities are valued members of the school community and are supported through individualized programming, staff collaboration, and partnerships with families and external supports. Building on our school-wide commitment to structured literacy, and social emotional well-being, all students benefit from explicit instruction, consistent routines, and intentional teaching of social communication and self-regulation skills in classroom and playground contexts. These approaches reflect Universal Design for Learning principles and support all learners in developing confidence, independence, and a sense of belonging within our inclusive 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

As a school community, we are working to improve student achievement in literacy and numeracy while supporting students’ physical and mental well-being and fostering a strong sense of belonging. Guided by the First Peoples Principles of Learning and aligned with the VSB Education Plan, staff use structured literacy approaches, including Sounds-Write and Colorful Semantics, to strengthen reading, writing, and oral language development. Assessment data is used to inform instruction and targeted interventions.

Recent results show positive growth in literacy achievement. Nearly 60% of students achieved at the Proficient or Extending levels in Language Arts by the end of the 2025–26 school year. The percentage of students achieving at the Extending level increased from 9.57% to 12.64%, while the percentage in the Emerging category decreased from 9.57% to 6.9%, indicating improved outcomes for students across the school.

In numeracy, we are building foundational number sense through explicit instruction, hands-on learning experiences, and opportunities for mathematical thinking, problem-solving, and discourse across classroom contexts. Classroom teachers, resource teachers, and support staff collaborate regularly to review student data and align instructional practices to support student achievement. School report card data indicates that approximately three-quarters of students consistently achieved at the Proficient or Extending levels in Mathematics across all reporting periods during the 2024–2025 and 2025–2026 school years, with the percentage ranging from 73% to 79%. Compared to the previous year, fewer students were working within the Developing category while more students achieved at the Extending level by Term 3 of 2025–2026, indicating increased success with deeper mathematical thinking and problem-solving. This data helps inform our continued efforts to provide responsive support and enrichment opportunities.

Alongside academic learning, we prioritize students' social-emotional development, self-regulation, and physical well-being through explicit instruction, structured play and movement opportunities, and targeted supports. By creating safe, supportive, and engaging learning environments, we aim to ensure all students feel confident, connected, and ready to actively engage in their learning. Through initiatives such as Lego therapy groups, kindness challenges, structured play opportunities, physical literacy activities, and social communication supports, we aim to foster a strong sense of belonging and well-being for all learners. We will continue to monitor student well-being through student voice, participation in school activities, and staff observations to guide future planning and support.

Improve equity

As a school community, we are committed to improving equity by ensuring all students have access to high-quality learning experiences and the supports they need to thrive academically, socially, and emotionally. We recognize and respond to the diverse strengths, identities, and learning needs within our community, including English Language Learners, students with disabilities, and those requiring additional social-emotional or academic support. Through collaborative planning, targeted small-group and individualized interventions, and partnerships with families and itinerant support staff, we work to reduce barriers to learning and participation. Staff engage in ongoing professional learning and reflection to strengthen inclusive, culturally responsive, and trauma-informed practices, ensuring instruction and supports are responsive to students' lived experiences. By fostering strong relationships, affirming student identity, and providing timely and intentional supports, we aim to create equitable learning environments where all students feel valued, capable, and supported to achieve success.

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

As a school community, we will continue to deepen students' understanding of First Nations, Métis, and Inuit perspectives through inquiry, reflection, and authentic learning experiences. We will strengthen opportunities for student voice, measure student understanding through surveys and reflections, and continue staff learning to support sustained and meaningful reconciliation practices.

HOW WILL WE KNOW WE'RE ON TRACK?

Improving Literacy and Numeracy Achievement

We will track student progress in literacy and numeracy using:

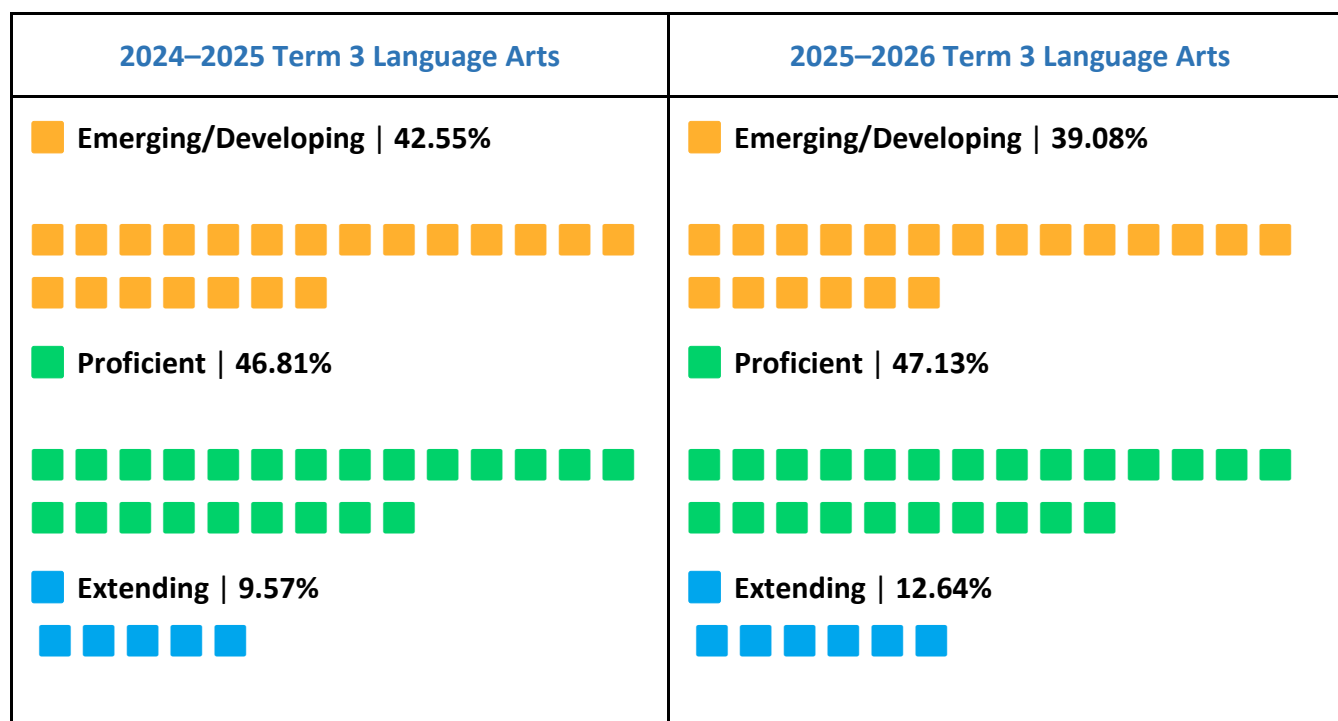
- School-wide assessment measures such as DIBELS to monitor early reading development
- Common writing assessments using school-wide rubrics
- Ongoing formative and summative assessments, including classroom work and CSL reporting data
- Longitudinal tracking of reading and writing progress from Kindergarten to Grade 3

This data will help us determine whether structured literacy approaches, math programs and targeted interventions are improving student outcomes over time.

What we are seeing:

Year-over-Year Language Arts Achievement

Language Arts achievement continues to show a positive trend from 2024-2025 to 2025-2026. The increase in students achieving at the Extending level (9.57% to 12.64%) by the end of the 2025-2026 school year suggests that more learners are exceeding grade-level expectations, while the decrease in the Emerging / Developing category from 42.55% to 39.08% by the end of 2025-2026 school year indicates that fewer students require intensive support. Achievement at the Proficient level remained stable between 46% and 47% by the end of the 2025-2026 school year, demonstrating consistent success in meeting grade-level expectations. Together, these results show that a greater proportion of students are meeting or exceeding expectations and suggest that current instructional practices and intervention supports are contributing to improved literacy achievement.



Mathematics achievement remained strong throughout the 2025–2026 school year, with over 78% of students achieving at the Proficient or Extending levels by June 2026. The increase in students achieving at the Extending level, combined with a reduction in the Emerging/Developing categories from 24.47% to 20.69% by June 2026, suggests that more learners are demonstrating higher levels of mathematical understanding while continuing to meet grade-level expectations. Overall, the data reflects positive progress in mathematical achievement and supports the continued use of instructional practices that promote reasoning, problem-solving, and mathematical communication.

2024–2025 Term 3 Mathematics	2025–26 Term 3 Mathematics
 Emerging / Developing 24.47%   Proficient 67.02%     Extending 7.45% 	 Emerging/Developing 20.69%   Proficient 67.82%     Extending 10.34% 

Improving Equity

We will examine student achievement data to better understand the progress of diverse groups of learners by using:

- Power BI report card data to analyze achievement trends across different groups of learners
- Classroom-level data to identify students requiring additional targeted support
- Ongoing monitoring of intervention outcomes

This evidence will help us assess whether our strategies are reducing barriers and improving outcomes for all learners.

Supporting Well-being, Belonging, and Social-Emotional Development

We will monitor student well-being through:

- Anecdotal staff observations of student engagement, behaviour, and self-regulation
- Student participation during structured and unstructured activities
- School-based surveys (baseline and year-end) to gather student voice

These measures will help us understand how effectively we are supporting students' sense of belonging and social-emotional growth.

Continue on our Journey of Reconciliation with First Nations, Métis, and Inuit

As a school community, we continue our journey of reconciliation by deepening our understanding, respect, and responsibility toward First Nations, Métis, and Inuit peoples. This work is grounded in the First Peoples Principles of Learning and is reflected in daily classroom practices, school-wide events, and ongoing professional learning. We intentionally integrate Indigenous perspectives, histories, and

ways of knowing across the curriculum while creating meaningful opportunities for students to learn about the land, local communities, and Indigenous cultures in age-appropriate and respectful ways. Through classroom inquiry, storytelling, land acknowledgements, and experiential learning opportunities, students develop a deeper understanding of Indigenous perspectives and their responsibilities as learners and community members.

Throughout the year, Indigenous perspectives are honored through school-wide events and learning experiences, including our annual Truth and Reconciliation assembly and related classroom activities. Students participate in opportunities to learn from Indigenous educators, leaders, and knowledge keepers, engaging in hands-on learning experiences that strengthen connections to place, community, and Indigenous ways of knowing. Staff continue to engage in professional learning and collaborative planning to support authentic integration of Indigenous perspectives across the curriculum and to advance reconciliation in meaningful and lasting ways. These efforts support the development of a school community rooted in respect, relationship, responsibility, and belonging.

What This Means About Teachers and Staff

The report card data suggests that instructional practices across the school are supporting strong student achievement in both literacy and numeracy. Mathematics achievement remained consistently high, with approximately three-quarters of students achieving at the Proficient or Extending levels throughout the year. Language Arts data also showed positive growth, with fewer students achieving in the Emerging category and an increasing number of students achieving at the Extending level by year-end.

This data suggests that:

- Teachers and staff are effectively supporting students to meet or exceed grade-level expectations in both Mathematics and Language Arts.
- Strong instructional practices, targeted interventions, and responsive supports are contributing to student growth.
- Students are demonstrating increasing levels of proficiency and deeper learning, particularly in Mathematics and in higher levels of literacy achievement.
- Continued focus on literacy instruction will help more students move from Developing to Proficient and Extending levels.
- School staff are creating learning environments that support growth for a wide range of learners while maintaining high expectations for achievement.

Next Steps

- Continue strengthening literacy instruction through evidence-based practices in reading, writing, oral language, and comprehension.
- Use school-wide and classroom-level data to identify students who would benefit from additional literacy or numeracy support and monitor their progress over time.
- Collaborate through professional learning communities (PLCs) to share effective instructional strategies and interventions.

- Continue providing targeted small-group and individualized support to help students progress toward proficiency and beyond.
- Expand opportunities for rich problem-solving, critical thinking, and communication in both Mathematics and Language Arts to support more students in achieving at the Extending level.
- Engage families as partners in supporting literacy and numeracy development at home.
- Celebrate student growth and achievement while continuing to refine instructional practices based on evidence and student needs.
- Conduct student surveys to gather baseline and year-end data related to belonging, engagement, and Indigenous learning, including understanding of local First Peoples perspectives and Land Acknowledgement learning.