



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) & salilwatał (Tsleil-Waututh Nation).

Dickens has a population of about 430 students. The staff have come to Dickens because of a strong desire to be part of this unique community. We embrace a philosophy where combined grade classes, team-teaching practice, and project-based learning are common throughout the school. The main tenets of our child-centered program are that the child is the focus of education; that social responsibility and decision-making must be taught and fostered; that learning is continuous; and that the purpose of evaluation is to inform our practice and promote further authentic learning.

Most classes are organized with two grade levels and taught through a multi-age collaboration model. Dickens is a caring, child-centered school where student leadership is nurtured. The staff is committed to collaborative decision-making and work as a Professional Learning Community. In addition to the mainstream school community, Dickens is home to a District Elementary Learning Support Program (ELSP) class supporting students with unique learning needs. Dickens has an active and supportive Parent Advisory Council (PAC) with high volunteer parent involvement throughout the school. PAC fundraising events, such as the Spring Fling and Dickens Disco, help connect the community to Dickens.

The physical space of our school building is well utilized. With its wide corridors, sliding glass garage-style doorways in our multi-purpose room, and adjoining classroom spaces, it is conducive to the child-centered, group learning philosophy that the community has embraced for many years. The multipurpose room and gym are additional community spaces that reinforce the multi-age group experiences such as the before and after school Cedar Cottage Childcare program.

Dickens offers a variety of extracurricular activities, sponsoring cross-country, volleyball, basketball, badminton, ultimate, and track & field teams for our students. Students also have opportunities to participate in other physical activities that are offered throughout the year, as well as schoolwide programs and presentations.

Student leadership is supported and shared through various school opportunities such as Daily Announcers, Spirit Week, Student-led Assemblies, Peer Helpers, Buddy Reading/Classes, Library Monitors, Student Council, Singing Club, Lunch Monitors, Safety Traffic Control, ASL Club, Chess Club, Diversity Club, Debate Club, Cartoonist Club, and Coding Club. Students come together to celebrate one another and the unique gifts we all bring by participating in Winter and Spring concerts and the Talent Show.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

As with any group of learners, Dickens students demonstrate diverse interests, strengths and stretches. Our school population includes approximately 8% of students with diverse needs and 11% who are English Language Learners (ELL). Our student population is diverse and while most families speak English at home, approximately 20% of our families have a different first language. The students and staff are curious about continual learning around issues such as social justice, anti-racism, diversity, and truth and reconciliation. Our staff and students continue to learn about and strengthen individual self-regulation strategies. By working on this together, we are developing common understanding and language that we use consistently throughout the grades and school.

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 focus this year has been on strengthening schoolwide instructional practices and developing a clearer understanding of student needs in literacy, numeracy, and well-being.

To support literacy achievement, we have implemented DIBELS as a school-wide screener to better understand student reading development. The resource team collaborated closely with classroom teachers to support consistent implementation, with a focus on data tracking, goal setting, and responsive instruction at both the class and individual student level. This work allows us to more intentionally identify students requiring additional support and adjust instruction accordingly.

To further support literacy, we continued our schoolwide writing process. Teachers met twice a year in grade groups to engage in professional dialogue around writing standards and criteria. Through blind marking of cold writes, staff gather evidence of student learning, identify trends, and determine targeted areas for growth. This process strengthens consistency in expectations and instructional approaches across classrooms. Through collaborative analysis of student work and teacher discussions, staff identified strengths in student voice, creativity, oral vocabulary development, and idea generation. Areas for continued growth include fine motor development, spelling, legibility, writing stamina, grammar, and editing skills. For the 2026 – 2027 school year, to support improvement in these areas, staff will continue to provide meaningful opportunities for students to engage in authentic reading, writing, and oral language experiences while implementing targeted instructional strategies that strengthen writing fluency, conventions, and written communication skills across grade levels.

In numeracy, we continued to explore the development of a schoolwide approach to math screening. This work is aimed at improving our ability to identify areas of need and strengthen classroom instruction, with a longer-term goal of building more cohesive and consistent numeracy practices across the school. For the 2026 – 2027 school year, we will be focusing on numerical literacy.

To support physical well-being, students have been actively participating in district sports such as basketball, volleyball, cross country, pickleball, and track and field. These opportunities support the development of motor skills, teamwork, and overall physical fitness, while encouraging lifelong habits of active living.

To support mental well-being, we are working in collaboration with our area counsellor to strengthen the use of restorative practices across the school. Social Emotional Learning (SEL) is taught within classrooms and during prep periods to build common language and support students in developing self-regulation, resilience, and positive decision-making skills. This reflects a shift toward more proactive and consistent approaches to supporting student behaviour and well-being.

To support belonging, staff offered many clubs throughout the year such as Diversity Club, Singing Club, ASL Club, Debate Club, Cartoonist Club, and Chess Club. Several leadership opportunities are also available, such as Library Monitors, Student Council, Peer Helpers, Traffic Safety Patrol, Lunch Monitors, and Buddies. This year we had our second annual assembly and schoolwide Pride Walk. This was also our second year for our schoolwide Indigenous Day celebration for Indigenous Peoples Day that consisted of an assembly and rotating stations throughout the morning organized with buddy class groupings.

To better understand students' sense of belonging, we conducted a schoolwide student survey. Results indicate that the majority of students report often or always feeling safe, happy, and connected at school. These results were shared schoolwide, and individual class data was provided to teachers. The survey also included opportunities for student voice. Teachers reviewed student responses and followed up as needed to ensure all students feel supported and connected within the school community. This data, along with the Student Satisfaction Learning Survey and the MDI (Middle Development Index) indicate that we will focus on strengthening student belonging with an emphasis on independence, grit, and resilience.

Improve equity

Our focus is on strengthening equitable access through classroom instruction, ensuring that all students, including students with disabilities and diverse learning needs, are meaningfully included in learning.

To support this, we have engaged district resource teachers to work alongside staff in implementing Universal Design for Learning (UDL) strategies. This is building staff capacity to design more inclusive learning experiences that reduce barriers and support a wide range of learners.

Through ongoing collaboration, we have strengthened clarity and consistency in roles, responsibilities, and support structures. This includes a shift toward building student independence and reducing reliance on one-to-one support where appropriate. We will continue to strengthen classroom-based supports and reinforce a collective responsibility for all learners.

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

We continue to deepen our understanding of Indigenous perspectives and ways of knowing through both student and staff learning, with a focus on embedding this learning in authentic and meaningful ways.

Students participate in daily morning announcements that include personalized land acknowledgements, where they reflect and share their own connections to the land. This practice has supported more meaningful engagement and a growing understanding of place and responsibility.

Staff have engaged in Indigenous-focused professional learning, including experiences with weaving that incorporate cultural teachings and stories. The Main school and Annex staff participated in a full

day of learning down at the Board working with our Indigenous department to collectively strengthen our learning.

Building on the learning experiences of staff, students also participated in meaningful opportunities to deepen their understanding of Indigenous cultures, histories, and ways of knowing. Through workshops facilitated by Indigenous Education Curriculum Consultants, students explored the art of weaving, including its cultural significance and the stories connected to this practice. Intermediate students learned to weave quarter bags, while primary students created woven bookmarks and explored the meaning of various patterns and colours. These hands-on experiences helped students develop a deeper appreciation for Indigenous knowledge, traditions, and artistic expression.

In addition, we hosted a full day Indigenous Peoples Day celebration, during which students participated in six interactive learning stations with their buddy classes. Activities included exploring Indigenous authored books, participating in a plant and tree tour, viewing educational videos, engaging with Indigenous music, experiencing a Métis museum presentation, and learning through traditional games. These experiences provided opportunities for students to engage with Indigenous perspectives in authentic and meaningful ways while fostering curiosity, respect, and understanding. Through these learning opportunities, students were encouraged to recognize the diversity and richness of First Nations, Métis, and Inuit cultures and to reflect on the importance of reconciliation in Canada.

To further support access to Indigenous perspectives, library resources have been reviewed and organized. Books written by Indigenous authors have been identified, sorted, and labelled to make them more visible and accessible to both students and staff to increase opportunities for students to engage with texts written from Indigenous perspectives.

This work reflects ongoing learning within our school community. Moving forward, we will continue to embed Indigenous perspectives, voices, and ways of knowing throughout the curriculum, strengthen partnerships with Indigenous Education staff and community members, and provide ongoing opportunities for students and staff to engage in meaningful learning that supports reconciliation and a deeper sense of respect, belonging, and understanding.

HOW WILL WE KNOW WE'RE ON TRACK?

For our literacy goal, we will know we are on track through grade group discussion meetings, staff meetings, targeted beginning and ending of the year assessments, Student Learning reports, and FSA data. We will continue with our K to 7 DIBELS assessments.

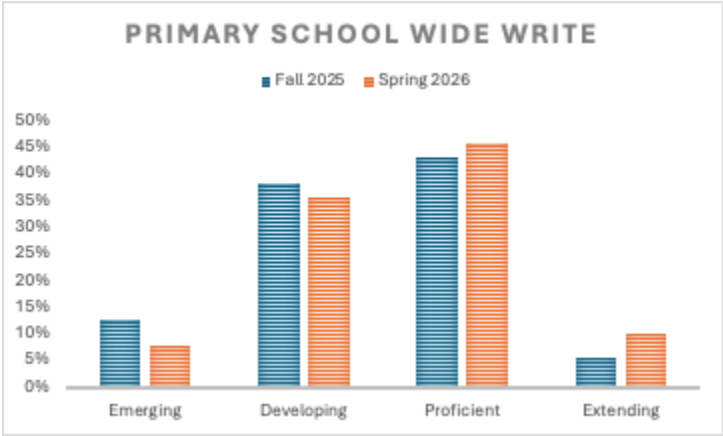
DIBELS K to 3

While positive growth was observed across the primary grades, Grade 1 results are highlighted as an example of particularly strong progress in early literacy development. Grade 1 DIBELS results demonstrate significant growth in early literacy skills, with the percentage of students achieving at or above benchmark increasing by 19% by the end of the year. Correspondingly, the number of students requiring intensive or strategic support decreased substantially, with the proportion of students needing the highest level of intervention reduced by approximately half. These results highlight the

positive impact of strong core instruction and targeted literacy interventions in supporting student achievement. Similar trends were observed in Grades 2 and 3, where the percentage of students requiring intensive support decreased by 5% and 9%, respectively. Collectively, these results indicate positive growth in foundational literacy skills across the primary grades and reinforce the importance of continuing evidence-based literacy instruction and early intervention practices.

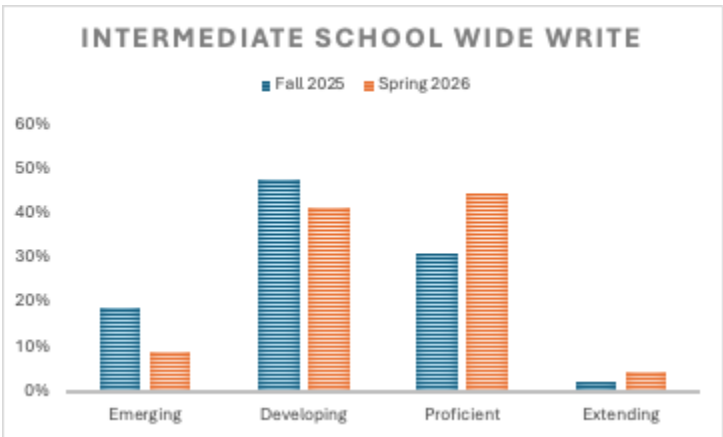
School Wide Write

Primary



Primary writing results demonstrate positive growth across the proficiency scale. The percentage of students in the emerging category decreased, while the proportion of students achieving at the proficient and extending levels increased. Overall, the percentage of students performing at or above proficiency rose by 7%, and the number of students achieving at the extending level nearly doubled. These results reflect steady improvement in writing achievement and indicate positive movement toward and beyond grade-level expectations.

Intermediate

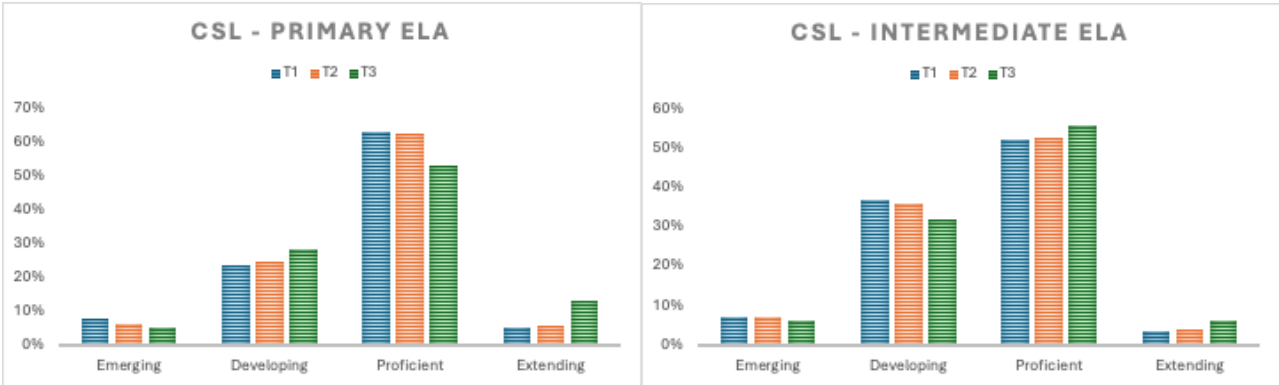


Intermediate writing results demonstrate notable growth across the proficiency scale. The percentage of students in the emerging category decreased by approximately 10%, while the developing category declined by about 6%, reflecting positive movement toward grade-level expectations. Concurrently,

the proportion of students achieving at the proficient level increased significantly, and the percentage of students in the extending category more than doubled. Overall, the percentage of students performing at the proficient or extending levels increased by 16%, demonstrating meaningful improvement in writing achievement. While these gains are encouraging, a significant number of students continue to perform within the developing range, indicating opportunities for further growth in writing achievement.

CSL Marks

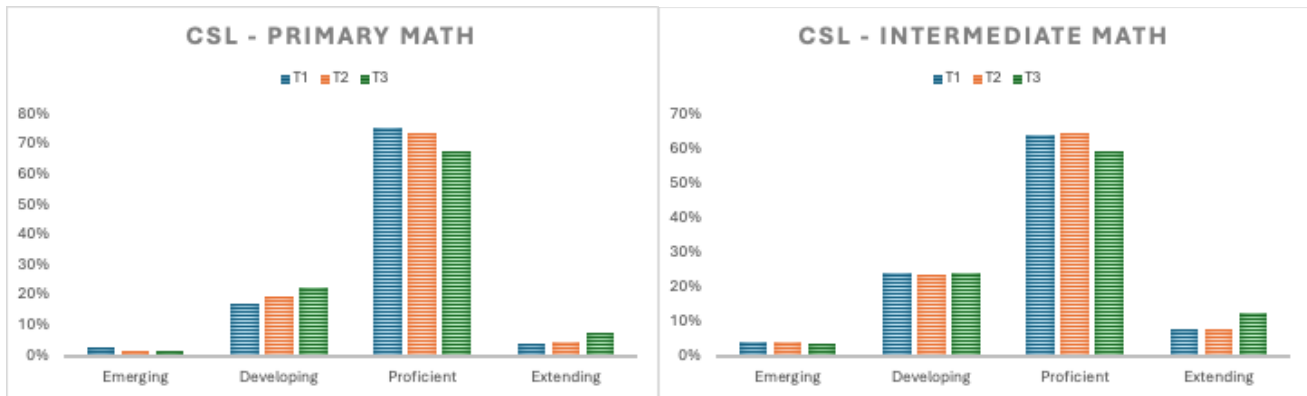
Literacy



Schoolwide English Language Arts data indicates that the majority of students are achieving at the proficient level across both primary and intermediate grades, with a decrease in the number of students identified as emerging over the course of the year. The number of students achieving at the extending level increased notably in both groups by Term 3, particularly in the primary grades, reflecting growth in students' literacy skills and written communication. Through collaborative analysis of student work and professional discussions, staff identified strengths in student voice, creativity, oral vocabulary development, and idea generation, demonstrating students' ability to express their thinking and engage meaningfully in literacy tasks.

Numeracy

For our numeracy goal, we will be concentrating on numerical literacy. We will be conducting beginning and end of year assessments as well as having data from staff meetings, Student Learning reports, and FSA data. This data will help us continue to delve into the areas of the greatest needs of our students in numeracy.



Schoolwide numeracy data indicates that the majority of students consistently achieved at the proficient level throughout the year across both primary and intermediate grades. The number of students identified as emerging remained low, while the proportion of students achieving at the extending level increased in both groups by Term 3, particularly in the intermediate grades. These results reflect strong overall achievement in numeracy and an increasing depth of mathematical understanding. To support continued growth, staff will continue to implement effective instructional practices such as math talks, math games, hands-on learning with manipulatives, and rich problem-solving opportunities that promote mathematical thinking, reasoning, and engagement. As a next step, the school will explore the implementation of a common school-wide numeracy screener to support consistent data collection, monitor student progress over time, and inform targeted instruction and intervention.

For our social-emotional goal, we will be highlighting a sense of belonging with a focus on independence, grit, and resilience. Using our end of year sense of belonging survey, we will be conducting it in the beginning and the end of next year using our data from this year as our starting point. We will also be looking at the MDI and the Student Learning Survey for more information. We will also have regular discussions throughout the year in staff meetings to delve in and address what we are noticing.