



2025-2026 School Learning Plan

SCHOOL STORY

“Chief Maquinna Elementary acknowledges, with deep gratitude and respect, (we/I) (are/am) honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).”

Chief Maquinna Elementary is in the Hastings-Sunset neighbourhood of East Vancouver on the ancestral and unceded lands of the Musqueam, Squamish, and Tsleil-Waututh Nations. Our school serves 235 students from Kindergarten to Grade 7 across 11 divisions and reflects a vibrant, culturally rich community. More than 20 languages are spoken in students’ homes, and approximately 80% of our students are English Language Learners (ELL), making linguistic diversity a defining strength of our school.

Many of our families are newcomers to Canada or part of multi-generational households. While parents and caregivers are often balancing busy work schedules, there is a strong sense of connection and care within the community.

Our school staff works closely with families and community partners to support students through meal programs (VSB, Backpack Buddies), settlement services (SWIS, MCLW), after-school programs (CST, Homework club, Frog Hollow), and access to resources that help remove barriers to learning.

Maquinna has a caring, diverse and highly collaborative teaching staff. Our highly dedicated group of support staff include Student Support Workers (SSWs), School SLP, Counsellor, Nurse, OAA and Building Engineer and Custodian.

Because of our size, relationships are at the heart of Maquinna. Staff know students well, older students naturally take on leadership roles, and younger learners benefit from connections across grades. School-wide events, assemblies, and shared experiences help foster a strong sense of belonging and community.

Every Friday our community comes together for morning assembly, hosted by student leaders to share what is happening in the school, to learn together in areas of reconciliation, and Social Emotional Learning. We also celebrate learning and successes and conclude by singing our school song.

Student leaders from grades 5-7 support the school in many ways, developing leadership skills, volunteering time and connecting with younger students. Roles such as patrol guard, lunch leaders, PA announcers, assembly hosts, library volunteers teach responsibility, skills and pride for their school. Afterschool Homework club is open to students from Monday to Thursday where students can receive 1:1 support with homework through school staff, Van Tech tutors and Frog Hollow Staff through a partnership program. Frog Hollow also provides a Friendship Program after school one day a week. Extra-curricular activities led by staff include staff-sponsored co-ed sports teams such as Volleyball, Basketball, Soccer, Cross-country, Track and Field, Pickleball, and Badminton. Other extra-curricular activities include Choir, Coding Club and student initiatives.

We have a caring and active core group of parents who represent the Maquinna PAC. They meet regularly to support school programming, provide information to families and to fundraise to provide funds for many student experiences such as field studies, in-class programs, and Camp. Many of our students would not receive these opportunities without the support of Maquinna PAC.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Each day, we see that our students are curious, resilient, and eager to learn—especially when learning is hands-on and connected to real experiences. They bring diverse strengths, backgrounds, and perspectives that enrich our school community.

Language development is central to our learners' success. Currently, 105 out of 235 students are receiving ELL support, and of those who have exited the program, many continue to need further development of their English proficiency (60%). This means that for a large majority of our students, language plays a key role in how they access and demonstrate their learning across all subject areas.

Family circumstances also shape student experiences. With many parents working full-time, some students have fewer opportunities for extracurricular activities or enrichment outside of school. As a result, school plays an important role in providing access to clubs, sports, field trips, and other experiences that build background knowledge, confidence, and social skills.

Student Achievement

Our data helps tell an important story about where students are and where support is needed. In September 2026, Communicating Student Learning (CSL) data showed that 66% of students were at the Emerging or Developing levels in Literacy, and 52% in Numeracy. While many students are able to decode text at grade level, comprehension often lags by two or more grade levels, which affects learning across subject areas.

FSA results from Fall 2025 provide an additional perspective. Among the approximately 25% of eligible Grade 4 and 7 students who participated, most achieved at the On Track or Extending levels in both Literacy and Numeracy. While this reflects strong achievement for those students, the low participation rate limits how fully this data represents our school population. ELL students and diverse learners are often excused from participating in the FSA.

Well-Being and Belonging

Student voice data highlights both strengths and areas for growth. The 2025–2026 Student Learning Survey shows that 87% of students report a strong sense of belonging and feel included, accepted, and respected at school. This reflects the caring environment that staff and students work hard to build.

At the same time, survey responses and school-based observations indicate ongoing incidents of racism, stereotyping, exclusion, and name-calling. These realities remind us that fostering an inclusive and equitable school culture requires ongoing attention and commitment.

Data from the Middle Years Development Instrument (MDI) shows encouraging trends. In 2026, 64% of students were identified as “thriving” or “medium thriving” in overall well-being, an increase from previous years. This year, students are reporting higher levels of happiness, improved self-esteem, and stronger relationships with adults at school. However, areas such as peer relationships and online interactions continue to require attention: peer belonging/connection scored higher than that of connections with adults and cyberbullying was identified as a growing concern by MDI and SLS data and the growing number of incidents within the school as report by students and families.

Lifestyle data also provides insight into student well-being. While there has been a decrease in high screen use this year, a portion of students still report extended time on devices, which can impact sleep, attention, and social development. Additionally, reading habits at home are an area of concern, with only about 25% of students reading daily and 42% reporting that they rarely or never read at home.

Overall, while our students feel safe, connected, and supported, the data shows that continued focus is needed in literacy, language development, inclusion, and well-being.

While these data provide valuable insights into students' experiences and needs, it is important to interpret MDI findings with caution, as only a small number of students (sample size) participate in the survey each year. The combined evidence across multiple data sources supports a comprehensive understanding of our learners: they are resilient, diverse, and capable, yet face a range of academic, social-emotional, and contextual challenges that must continue to guide our planning, instruction, and school-wide initiatives.

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 as a School Community

As a school, we are working to improve student outcomes in literacy and numeracy while strengthening well-being, belonging, equity, and reconciliation. These areas are deeply connected and guide our planning, instruction, and decision-making. These goals also align with the District Education Plan 2026. <https://www.vsb.bc.ca/education-plan-2026>.

In literacy and numeracy, we are strengthening our use of assessment data to guide instruction (DIBELS), with a particular focus on early literacy (UFLI and the Science of Reading) and reading comprehension. (Guided reading). Staff are building shared approaches to teaching that support consistency across classrooms, especially in early literacy and mathematics. We are also refining how we provide support to ensure students receive timely and targeted instruction that meets their needs with a re-imagined resource delivery model. This delivery model provides Resource support for our diverse learners as well as classroom support through push-in delivery, allowing supports for every child in the class if needed.

Supporting student well-being and belonging remains a central priority. Through social-emotional learning (Second Step, Zones of Regulation), physical activity (DPA, RBLM Room, Sensory Room), leadership opportunities, and inclusive school practices, we aim to ensure all students feel safe, connected, and valued. Programs such as extra-curricular, teamwork opportunities (sports, choir, friendship club), and classroom community-building (Circles, Restorative practices) help foster strong relationships.

Our work in equity focuses on reducing barriers and ensuring all students have access to the supports they need. This includes flexible teaching practices, (UDL), multiple ways for students to show their learning, and community and district partnerships that provide access to food, resources, and academic support. Again, re-imagining our Resource delivery model will help us to better support diverse and neurodivergent learners, while strengthening fair and responsive assessment practices. These practices ensure flexible, accessible instruction that meets the needs of all students.

We are also committed to reconciliation. Indigenous perspectives and ways of knowing are embedded across our school through classroom learning, school-wide activities, and connections with community and Indigenous partners. Indigenous language, history and culture provide learning opportunities for our students, staff and families at assemblies and gatherings. Through partnerships with the Indigenous Education Dept, collaboration with knowledge keepers and hands-on activities such as weaving, medicinal plants, and drumming helps build understanding, respect, and meaningful connections.

Evidence of Progress

Literacy and Numeracy

Multiple data sources indicate strong and steady progress in literacy and numeracy across the school. Foundational Skills Assessment (FSA) results show that nearly all students in Grades 4 and 7 are achieving at On Track or Extending levels. This is consistent with CSL data from Terms 1 through 3, which demonstrates a gradual shift of students from Emerging toward Developing, Proficient, and Extending levels across grades.

Early literacy screening using DIBELS highlights growth in foundational skills, particularly in Kindergarten, where all students demonstrated gains in letter naming and phonological awareness between the fall and spring assessment periods.

Student voice data further reinforces these outcomes. In the 2025/26 Student Learning Survey, 79% of Grade 4 students report that they are improving in reading, and 96% of Grade 7 students report they can demonstrate their learning in multiple ways, reflecting both increased confidence and engagement.

It is important to note that 105 of 235 students have active English Language Learner (ELL) profiles, making this progress particularly significant and indicative of effective, inclusive instructional practices.

Equity

Student voice, achievement data, and observations show steady progress toward greater equity. About **90% of students report having the materials they need** and being able to show their learning in different ways. This is consistent across subjects, with **86% in math** and **96% in reading and writing** reporting flexible ways to demonstrate learning.

Students are also showing growth in creative expression, especially in Grades 4 and 7. Access to basic needs has improved, with more students reporting they can get healthy food at school when needed.

Targeted supports, such as Homework Club, are making a clear difference. Students who attend regularly show better work completion and deeper understanding, supported by CSL data and teacher observations. Overall, these results show that school supports are helping reduce barriers and improve equitable outcomes.

Well-Being and Belonging

Student Learning Survey and MDI data show clear improvements in well-being and belonging. More students report feeling welcome, safe, and connected at school. For example, 77% of Grade 7 students and 83% of Grade 4 students feel welcome, and more students report that they enjoy school.

Students are also feeling safer at school and on their way to and from school. Mental health indicators are strong, with up to 90% of students reporting they are learning strategies to support their well-being. MDI results reinforce this progress. The number of students identified as “thriving” increased from **20% to 35%**, and key areas such as adult relationships and healthy habits have improved and are now above district averages. Notably, all students report having an adult at school who believes in their success, and 89% feel a sense of belonging with peers.

Together, this shows that students are increasingly experiencing school as a supportive and inclusive environment.

Reconciliation

Progress toward reconciliation is evident through both student voice and classroom practice. 97% of Grade 7 students report learning about Indigenous Peoples, and 86% report learning about local First Nations, showing strong integration of Indigenous perspectives.

Indigenous learning is embedded across the school through the First Peoples Principles of Learning. Students participate in meaningful experiences such as storytelling, land-based learning, and cultural activities supported by Indigenous Education staff and community members.

Students share their learning through discussions, presentations, assemblies, and announcements, including the Coast Salish Anthem and simplified Truth and Reconciliation Calls to Action. Many students can also explain their learning and recite the school’s Indigenous acknowledgment. These practices show that Indigenous education is part of the school’s culture, supporting ongoing understanding, respect, and commitment to reconciliation

HOW WILL WE KNOW WE’RE ON TRACK?

To ensure we are making meaningful progress toward our school goals in literacy and numeracy, equity, well-being and belonging, and reconciliation, we draw on a range of data sources. These include the Student Learning Survey (SLS), the Middle Years Development Instrument (MDI), and the Foundational Skills Assessment (FSA) for Grades 4 and 7. We also rely on school-based evidence, including Communicating Student Learning (CSL) report data across all terms, early literacy screening tools such as DIBELS, and ongoing feedback from students, staff, and families.

In addition to formal data sets, we value observational (“street”) data gathered through classroom practice and daily interactions. By combining these data sources, we are able to identify trends, measure growth over time, assess the impact of our strategies, and make informed decisions to better support all learners. This comprehensive approach ensures ongoing reflection, responsiveness, and alignment.