



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) & səliłwətaʔ (Tsleil-Waututh Nation).

Our school enrolled approximately 516 students for the 2025-26 school year. Twenty-seven languages are spoken at Jamieson with Mandarin Chinese being the most predominant first language of our ELL students. Jamieson is a diverse and vibrant community of learners with 45% of our students speaking a language other than English at home. In our school, 5% of our students are students with diverse abilities and have a Ministry designation.

Jamieson is home to an award-winning Strings Program, which has received consecutive accolades from the CBC Canadian Music Challenge dating back to 2016, most recently placing second in November 2024. Strings are provided through our school prep schedule to Grade Four -Seven students. Approximately 293 Jamieson students participate in the program. All Primary students in Grades K-3 participate in the Primary music program and take pride in performing twice a year for their families.

Jamieson has a staff of 53 who are committed to fostering a safe and caring environment for our students. They are dedicated to supporting student academic growth and achievement and overall wellbeing. Our school resource teachers work collaboratively with classroom teachers to support student learning needs. In addition, Jamieson staff are committed to working with parents as partners in education and connect regularly, both formally and informally, to support student learning and growth.

Jamieson offers a range of sports and extracurricular activities. This year, we have fielded sports teams for Junior and Senior Basketball, Badminton, Cross Country, Volleyball, Soccer, and Track and Field. We have an Advanced Strings Band for Grades 5, 6, 7, and a Rock Band club for students in Grades 2-4. We also have other activities focused on social responsibility and leadership, including the Jamieson Playground Buddies (intermediate student helpers), Library Monitors, Student Announcers, Lunch Buddies (intermediate student helpers) and School Safety Patrol (crosswalk).

Jamieson has a strong and actively engaged Parent Advisory Council (PAC). Many parents volunteer to support a variety of activities such as coaching sports teams, helping on field trips, with our hot lunch program, and other special events at our school. In the past year, the PAC has funded the purchase of a

robotics coding program and an iPad cart for our school library. The PAC runs a hot lunch program three days a week to raise funds to support programs offered at the school.

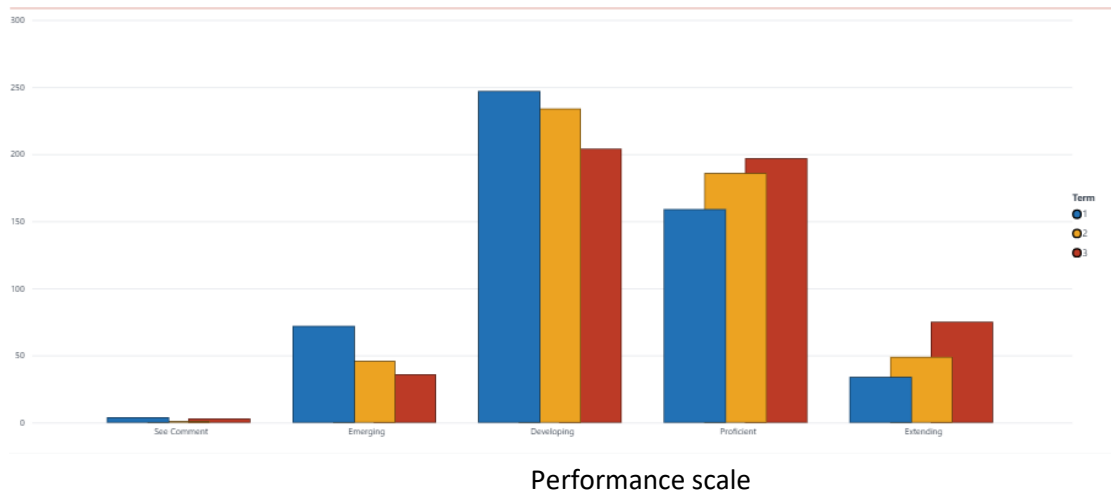
The Jamieson School Code of Conduct is based on Respect: Respect for Self, Respect for Others, Respect for the Community. Our code of conduct is embedded into our school planning, school culture, and school activities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

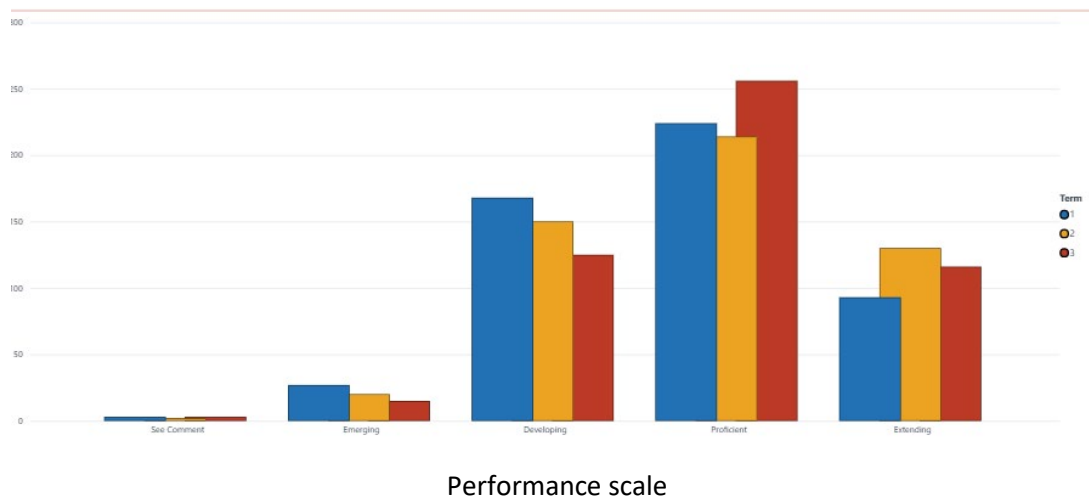
Throughout the 2025/2026 school year, Jamieson staff are reviewing and considering data from a variety of sources for information about the students in our school including: assessment data (report card (CSL), Foundation Skills Assessments (FSAs), DESSA- mini, DIBELS, provincial survey data (Middle-years Development Instrument (MDI), Student Learning Surveys (SLS) demographic data (enrollment, attendance), and anecdotal observations (students, staff and parents).

Students at Jamieson are a well-rounded group of individuals who demonstrate numerous strengths that contribute to their academic success. Report card data (below) for the school shows that students are making steady progress through the school year. More students have achieved a proficient and extending level in Language Arts and Math at the end of the third term in the school year 2025-2026 than the previous term.

CSL- Report Card Data- English Language Arts



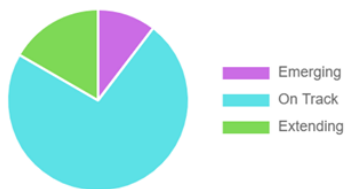
Math



FSA Results 2025-2026

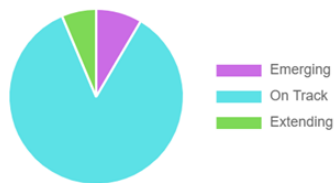
Our students perform strongly in Literacy and Numeracy. In Literacy, 90% of the Grade Four and Grade Seven students who participated are assessed as being on track or extending. In Numeracy, 91% of the Grade Four students who took the assessments are on track or extending, and 82% of the Grade Seven students are on track or extending.

Grade 4 2025/26
Literacy



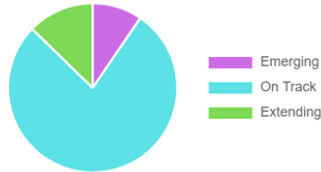
	Participation Rate – Writers Only	
	#	%
Emerging	5	10.42
On Track	35	72.92
Extending	8	16.67

Grade 4 2025/26
Numeracy



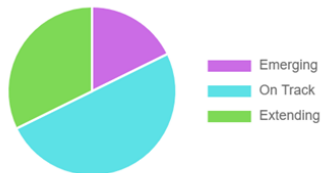
	Participation Rate – Writers Only	
	#	%
Emerging	4	8.51
On Track	40	85.11
Extending	3	6.38

Grade 7 2025/26
Literacy



	Participation Rate – Writers Only	
	#	%
Emerging	6	9.52
On Track	49	77.78
Extending	8	12.70

Grade 7 2025/26
Numeracy



	Participation Rate – Writers Only	
	#	%
Emerging	11	17.74
On Track	31	50.00
Extending	20	32.26

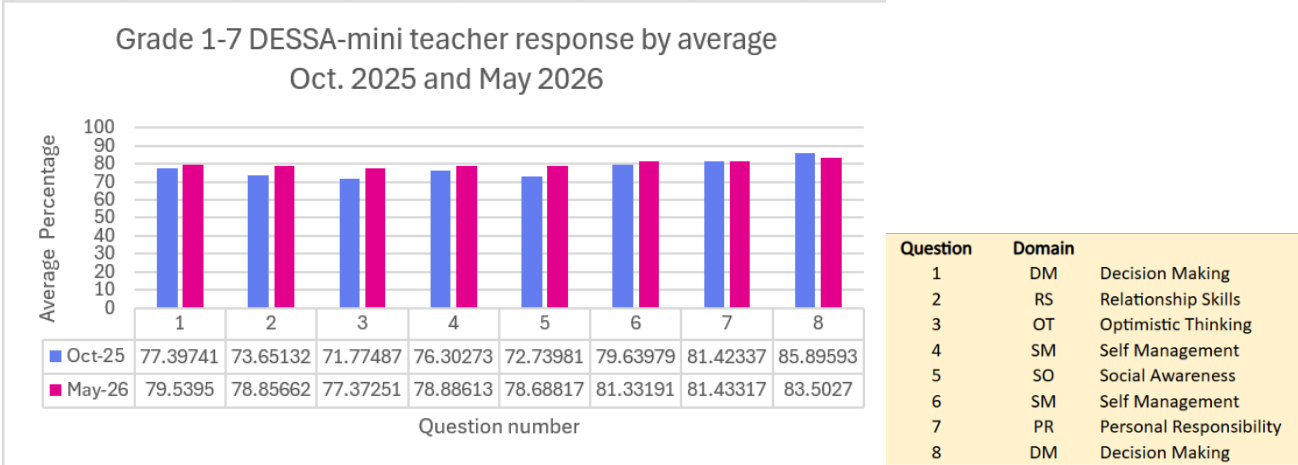
The 2025–2026 MDI results for our school, (Grade 6) indicate several strengths. First, students report strong engagement in out-of-school activities (95%), reflecting rich opportunities for enrichment and connection beyond the school day. Second, positive peer relationships are evident, with relatively high levels of peer belonging (57% high) and friendship intimacy (64% high), suggesting a socially connected student cohort. Third, school experiences are a relative strength, particularly academic self-concept (74% high) and school belonging (52% high), indicating that many students feel capable and connected within the school environment. Together, these strengths point to a supportive peer culture, strong engagement in learning, and effective opportunities for participation that enhance students’ sense of competence and belonging.

At the same time, the data highlights three key areas for improvement. Most notably, overall well-being is a concern, with 44% of students reporting low well-being, indicating a need to strengthen emotional health and resilience. Second, adult connectedness at school and in the community is comparatively weak, with only 33% reporting two or more important adults at school and lower adult relationship assets, suggesting a need to deepen caring adult-student relationships. Third, nutrition, sleep, and broader physical well-being are areas of concern pointing to opportunities for targeted health promotion and family engagement. These findings suggest a strategic focus on strengthening student well-being, fostering meaningful adult connections, and supporting healthy routines as key priorities for next year.

In October 2025, the results of the DESSA- mini (below) which all staff completed for their students, grades one - seven, showed the same areas for growth for their students across the school as the students self- reported last year in the MDI. Staff identified the domains of self- management, personal responsibility, and decision making as strengths and optimistic thinking, social awareness and relationship skills as the areas on which to focus their teaching.

A comparison of the results in May 2026 showed the greatest improvement across the domains identified as focus areas. The only domain that showed no improvement was Decision Making, although it still remained the highest.

DESSA-mini-Results- October 2025 and May 2026 Grades 1-7



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

The school goals have been selected to address the three aspects of the Vancouver School District Education Plan.

Literacy- Considering that 45% of our learners speak a language other than English in their home, our students make good progress in Language Arts. At the end of Term 3 in 2025, 51% of our students achieved proficient or extending on the performance scale for Language Arts, with 84% of our Grade Seven students achieving proficient or extending on the performance scale in this subject. We will continue to strengthen student achievement in literacy by using assessment data to inform targeted instruction and differentiated support. An example of this is how the Kindergarten teachers have used the DIBELS assessment to target their teaching at an individual, group, and whole class level. The adoption of the University of Florida Literacy Institute (UFLI) program across the Primary grades is an example of successful collaboration of teachers implementing evidence-based strategies to support all learners in developing foundational and advanced reading skills. The program is being expanded to meet the needs of some learners in the Intermediate grades who are new to English or who need additional time to consolidate their foundational Literacy skills. This year, 85% of our Grade One families participated in an interactive reading workshop delivered by the One-to-One Literacy Society. The workshop included learning positive reading strategies to support young readers at home, and each participant received a package of resources to enhance their child’s enjoyment of reading.

Numeracy- Jamieson students make good progress in Numeracy. At the end of the school year 2025, approximately 71% of our students across the school were assessed as being at a proficient or extending level with this number rising to 87.5% for our Grade Seven students. With approximately 45% of our learners being English Language Learners, teachers report that solving word problems in Math present challenges to these students, especially those who are emerging English Language Learners. We will ensure that there is an explicit focus on the 'language' of Math in the teaching of the curriculum. Our Resource team has also been focusing on skill building in Math- working with small groups of learners to ensure they have the foundational skills necessary for Intermediate Math. Several Primary teachers and our Teacher Librarian are participating in a collaborative inquiry with the Professional Learning Communities teacher mentors, with a focus on answering the question, how might mathematizing children's picture books support learning in numeracy, literacy, and core competencies? The inquiry will explore how to engage students in lively discussions of children's literature to foster wonder and joy for mathematics and literacy.

Physical and Mental Well-Being- To support the physical and mental well-being of all students, staff embed social-emotional learning into daily classroom practice such as morning check-ins and circle time, with a focus on the domains identified through the DESSA-mini: optimistic thinking, social awareness and relationship skills. Staff implement proactive strategies to help students manage stress and anxiety, including mindfulness practices, movement breaks, and access to calming spaces and the school garden. Many classes use our outdoor classroom space, take daily walks, and run around Tisdall Park.

Through intentional instruction and modeling, students will develop the skills needed to navigate challenges, build resilience, and maintain a healthy balance between academic and emotional demands. In monthly assemblies and in Morning Announcements, successes are shared and celebrated. Physical activities such as our popular Track and Field program, cross-country, soccer, volleyball, badminton, and basketball have been augmented this year with the opportunity to learn different sports such as curling and pickleball. Many Intermediate classes have taken field trips to watch UBC men's and women's teams compete in basketball, hockey, volleyball and rugby. After-school programming has expanded to include physical activity for younger students, such as a tennis program and Active Kids.

Belonging- Jamieson will foster a deeper sense of belonging and connectedness by continuing to work on creating inclusive, respectful, and culturally responsive learning environments where every student feels seen, heard, and valued. Drawing on student voice from the MDI and Student Learning Surveys, staff will prioritize relationship-building and student agency, ensuring that learners have opportunities to express themselves, collaborate meaningfully, and contribute to the school community. This year student initiated and student-led clubs, sponsored by staff have included a French Club, Chess Club, a Cubing Club, an Intermediate Craft Club, a Soccer Skills Development Club, an Eco- Club, a Primary Art Club, a Junior and a Senior Drama Club and a Gay Straight Alliance Club.

Every student at Jamieson is given the opportunity to perform, to share and celebrate their talents both as individuals and as part of a group. We have the Strings and Primary music concerts at the end of the first and third terms and enrichment opportunities offered by the school include the advanced strings orchestra and the STEAM Destination Imagination program, in which the school has

experienced success at a Provincial level for the past several years. PAC organise an annual Talent Show in which students share their creative passions.

There are opportunities for students to become more empathetic, caring, and knowledgeable citizens through student leadership, service to the community, and volunteering. Almost all Intermediate students participate in at least one of the following activities: the Spirit Team, the Grade Seven Graduation Committee, Assembly leaders, PA Announcers, Safety Patrol, Playground Buddies, Library Monitors and Lunch Buddies. Several classes lead a successful sock and glove drive for charity every November. A percentage of profits from the Young Entrepreneurs Fair goes to charities selected by students.

Student leaders applied successfully for two leadership grants this year, designed to enhance the learning environment for their peers. One group will be working with an Indigenous artist to create a mural reflecting inclusion and Coast Salish principles. The second group will be engaging Kindergarten and Grade one students in selecting playground games to be painted in the Primary outdoor space.

Improve equity

At Jamieson Elementary, equity is a fundamental principle that guides our educational approach. It means ensuring that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English Language Learner, has a Ministry designation, or comes from a diverse cultural background, we provide targeted assistance to help them succeed.

Staff participate in Professional Development to improve understanding of diversity, equity, and inclusion. With the support of District staff and professional development opportunities, we are working to build our knowledge and capacity to support students with diverse abilities to be successful. In staff meetings we are looking at the work of Shelley Moore regarding inclusion and examining our practice of Universal Design for Learning (UDL) using the work of Jennifer Katz.

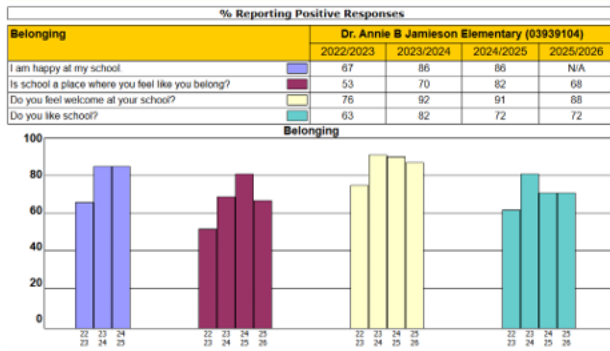
In themed student- led monthly assemblies, morning announcements, displays, newsletters, outside performers and special events such as Black Excellence Day, Pride Parade and National Indigenous Peoples Day gathering, we celebrate diversity, promote understanding, and incorporate students' cultural backgrounds into the curriculum. By doing so, we honour their identities and create a positive learning atmosphere. We allocate resources fairly and strategically. This includes access to technology, learning materials, field trips, extracurricular activities, and support services. Through our connections and knowledge of families, we actively seek opportunities to bridge any gaps.

This year, staff are continuing to evaluate the social emotional learning (SEL) programs being taught. We are working towards developing a program that is up-to-date, research-based, and equity-focused to ensure that all students receive the support they need, as identified by our data sources. By emphasizing equity, the program will address the diverse backgrounds and experiences of students, ensuring that every child feels valued and included. Staff are receiving ongoing professional development from District staff to stay current with best practices for inclusion. This has included sensory needs training and how to work with students using Augmentative and Alternative Communication (AAC) devices. This intentional and comprehensive approach will not only enhance

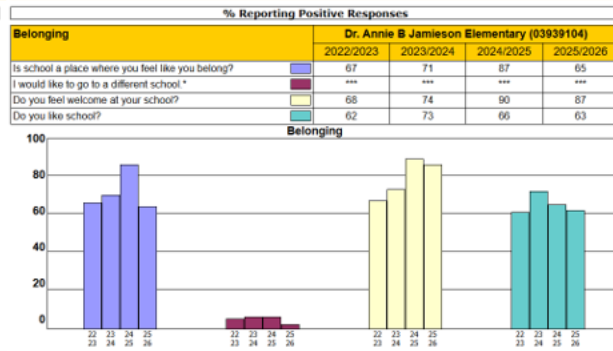
academic performance but also foster a positive, inclusive school environment where every student can thrive.

The results for both Grade Four and Grade Seven students from the Student Learning Surveys for the past year show that students report a decreased sense of belonging in the school and reduced levels of stress and anxiety. We will use this information as we continue to focus on sense of belonging, self-care and mental health as we plan our SEL curriculum for the next year.

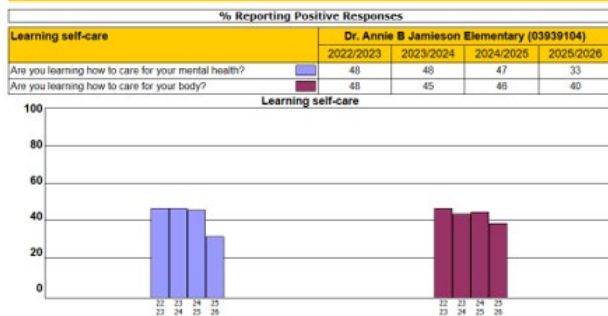
GRADE 4 RESULTS (in %), 2022/2023 - 2025/2026



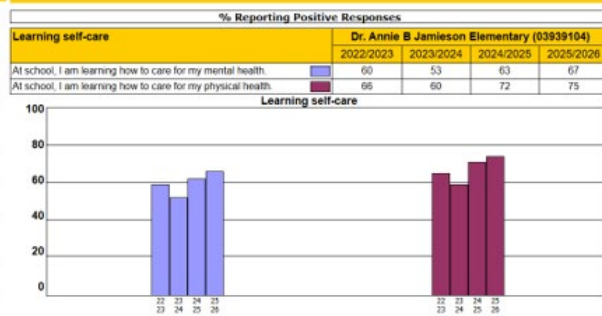
GRADE 7 RESULTS (in %), 2022/2023 - 2025/2026



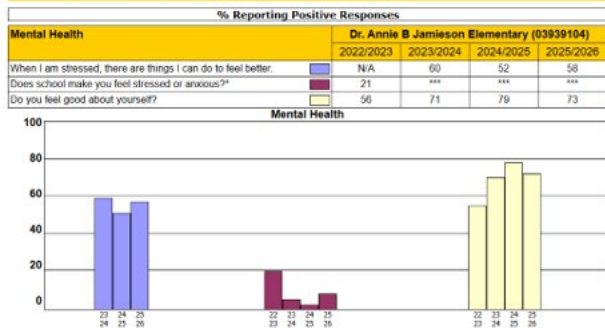
GRADE 4 RESULTS (in %), 2022/2023 - 2025/2026



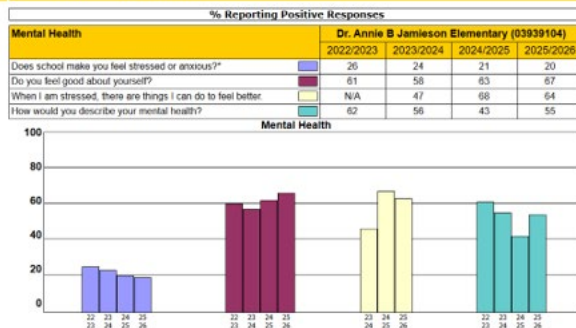
GRADE 7 RESULTS (in %), 2022/2023 - 2025/2026



GRADE 4 RESULTS (in %), 2022/2023 - 2025/2026



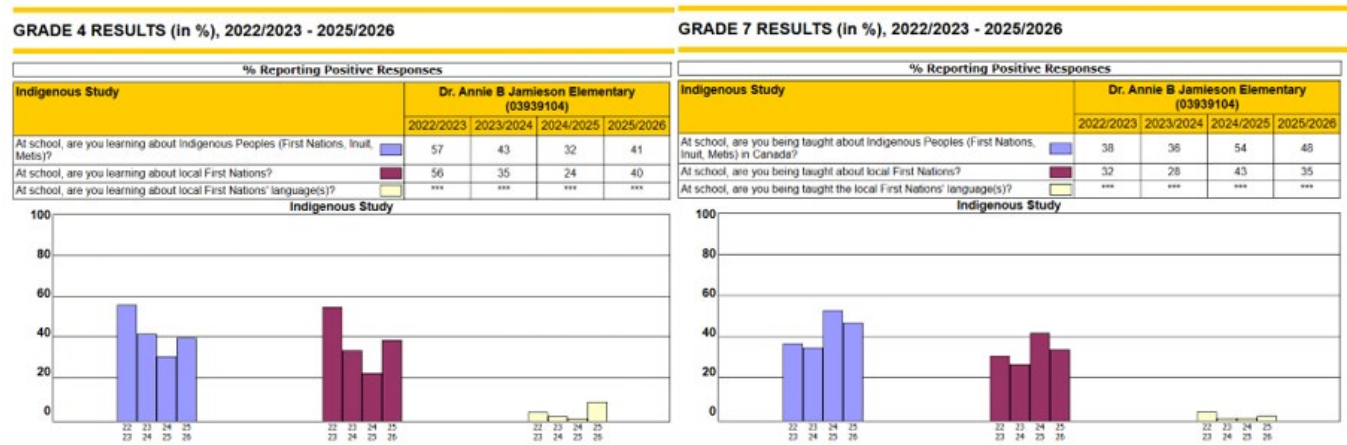
GRADE 7 RESULTS (in %), 2022/2023 - 2025/2026



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

The journey of reconciliation involves increasing knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. The Student Learning Survey responses show that Grade Fours report an increase in their learning about Indigenous Peoples and the Grade Seven report a decrease in their learning about Indigenous Peoples. We know that we must continue our ‘Reconcil-Action Journey’ with First Nations, Métis, and Inuit communities.

Student Learning Survey Results



We begin our daily announcements and assemblies by acknowledging the traditional territories. We all stand and sing the Chief Dan George song, accompanied by Indigenous drums and rattles made by our students and staff at the start of our assemblies.

In April, the Jamieson Indigenous Committee organised a morning of activities which included Squamish storytelling and an unveiling ceremony with our guest, Indigenous Knowledge Keeper, Alec Guerin. We ate bannock and honoured the work of Interior Salish Elder, Gerry Sheena, who carved a 6' x 2' red cedar plank in a four-salmon motif that holds the Reconciliation Blanket gifted by Musqueam weaver Debra Sparrow. We also honoured Kwiis Hamilton who worked on a Coast Salish Sculpture project thanks to a Grade Seven student who successfully applied for funding for a student leadership grant.

The Jamieson Indigenous Committee also led a full day celebration to acknowledge National Indigenous Peoples Day. Students learned about Tipi Teachings in the Tipi that was erected on the school grounds, witnessed carving, participated in a drumming workshop, had a gallery walk in the school library to view Indigenous artifacts and connected with the land in an outdoor education workshop.

Our goal is to embed the practices that we have started this year, such as drumming, singing and ceremony and to continue with the explicit connections to the First Peoples' Principles of Learning.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to monitor the student results in academic achievement through report card data, FSA results, School Based Team discussions, EDI, MDI, DESSA- mini, Grade Wide Writes and the Student Learning Surveys.

To monitor our journey towards equity and greater Indigenous understanding, we will continue to use Student Learning surveys and workshops as a forum to listen and provide students with a forum to share their thoughts, opinions and experiences.

Continued monitoring of school climate and interactions between students, staff, and parents offers realistic and authentic indicators of success, and reflects staff, student and parent voices. When there is positive energy in the building, and a willingness and excitement to be involved, it is a signal that we are on the right track. Staff engagement and discussions about equity, demonstrated applications of the First Peoples Principles of Learning in class activities, displays and learning overviews, as well as in staff meetings and informal discussions are an important way to track progress in this area.

These conversations are also a natural way to readjust our approaches by monitoring small successes and struggles. Readjustments can also take place when we receive formal results from formal testing, and this will be done by staff discussions through staff meetings and informal conversations.