



2025-2026

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, I am honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətaʔ (Tsleil-Waututh Nation)

Dr. George M. Weir Elementary School is located on East 44th Avenue, between Killarney and Rupert Streets, in a well established neighbourhood known for its strong sense of continuity and many generational families. The school is just a short walk from the Killarney Community Centre—currently undergoing field construction. We are also situated near Killarney Secondary School and adjacent to the FIFA training site. Homes in the area continue to be renewed and updated, reflecting a community that balances long-standing roots with ongoing growth.

Our school currently enrolls 400 active students across Kindergarten to Grade 7, with class sizes ranging from 43–58 students per grade. Weir supports a diverse learning community, including 175 English Language Learners, 49 students with Inclusive Education designations, and 3% Indigenous learners. The home languages represented are predominately English, Cantonese, Mandarin, Vietnamese, Tagalog, with Spanish, Russian, Portuguese and Punjabi also represented. Overall, our school reflects a vibrant, well-populated school with a wide range of learner needs.

Weir is fortunate to have a highly experienced and dedicated teaching staff, with many educators having contributed to our school community for over a decade. Our students benefit from the support of an area counsellor who is onsite twice a week, as well as a teacher librarian who enhances learning through both library programming and primary ADST prep. Additional specialist staff provide prep coverage in music and intermediate ADST, enriching the learning opportunities across grade levels. We also have a strong and skilled team of student support workers who play an essential role in meeting the diverse needs of our learners.

We offer a vibrant selection of weekly intramurals for our Grade 6 and 7 students, featuring a variety of sports such as volleyball, basketball, soccer, and badminton. Schoolwide clubs like Uno and chess provide additional opportunities for students to connect and build skills. Our well-equipped Ready Bodies Learning Minds room further supports students' self-regulation and overall wellbeing. Many of our teachers generously volunteer their time to coach team sports—including basketball, volleyball, and ultimate frisbee—helping students build teamwork and confidence. A new Diversity Club is

beginning to take shape, and we continue to host a weekly Thursday morning homework and reading session to support learners academically. More attention is being placed on building partnerships with Killarney Secondary and we are hosting an after-school STEM club for girls with the help of Killarney Girls4Tech Club.

Our school identity fosters a learning environment that supports the whole child, emphasizing academic growth alongside social and emotional wellbeing. Our school values student voice and encourages leadership opportunities that help learners feel connected, supported, and recognized for their individual strengths within our broader community. Student leadership opportunities at Weir are open to learners from Grades 4 through 7, offering a variety of meaningful roles such as morning announcers, equipment and hallway monitors, assembly leaders, and office monitors. These positions give students valuable chances to contribute to the school community while developing responsibility and confidence.

At Weir, we deeply value the strong partnerships we share with our families and broader community, recognizing that meaningful engagement enriches the learning experience for all students. Our active PAC plays an essential role in school life—supporting weekly sport intramurals, organizing community building events such as movie nights and the Spring Fair, and coordinating the book fair. We continue to build on our relationship with Killarney Secondary School with the help of the Community Schools Coordinator and enjoy strengthening connections between high school and elementary students. Our Staff also collaborate s weekly within grade aligned learning communities—an approach grounded in research highlighting the powerful impact of professional teamwork on student success.

We celebrate daily practices that align closely with the Education Plan’s goals of student achievement, wellbeing, belonging, equity, and reconciliation. Our daily student acknowledgements—rooted in the BC Core Competencies and our School Code of Conduct—highlight learning growth and positive behaviour, and are proudly displayed in our main gathering area to strengthen connection and school pride. Staff engage in ongoing reflection on student progress by reviewing schoolwide data such as FSA results and Kindergarten screeners, ensuring our approach to achievement is responsive and equitable. Many teachers incorporate mindfulness and create rich, relationship focused learning experiences that help students feel safe, grounded, and a sense of belonging. Our monthly assemblies reinforce reconciliation and community through personalized land acknowledgements, the Coast Salish Anthem, and the powerful presence of our awakened drums. Together, these celebrations reflect our commitment to nurturing confident, connected, and culturally aware learners.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Weir, our students consistently demonstrate a genuine curiosity for learning and a strong desire to explore the world around them. They welcome new ideas with enthusiasm, remain focused in their studies, and show a deep motivation to grow and achieve. This commitment to learning is reflected in our monthly assemblies, where we highlight student accomplishments, as well as in our ever-changing bulletin boards that showcase current classroom learning and activities. To date, over 120 students have been recognized for their growth in the Core Competencies. Our Gathering Space and Learning

Hallway remain vibrant areas of celebration, evolving throughout the year to reflect our students' learning journeys.

Recognizing the importance of language acquisition, staff continue to prioritize literacy development. This is our second year implementing full-school reading assessments using DIBELS. Early in the year, our attention focused on kindergarten results, which indicated that half of our students required more targeted support. We will administer the same assessment in late May to monitor progress and guide planning for next year's Grade 1 cohort.

Using this data, our resource team—together with classroom teachers—continues to take a responsive, targeted approach to literacy intervention. As in the previous year, we will compare student growth after intervention to evaluate impact and refine supports.

Our Grade 4 and 7 students once again participated in the Foundational Skills Assessment. This year, a focused effort was made to increase participation rates to help provide a clearer and more equitable understanding of our students' literacy needs. Comparing the 2024/2025 and 2025/2026 results confirmed our expectations: when more learners are included, we gain a more accurate picture of where continued literacy growth is needed.

Building authentic student voice and engagement remains a priority. Students are increasingly initiating clubs and activities—such as the Uno Club and Peer Leader Group—and this year, they will have opportunities to explore entrepreneurial interests through our ADST pop-up market planned for Term 3. Leadership opportunities have expanded as well, now including more Grade 4 students through term-based rotations for hallway and equipment monitors, assembly leaders, and morning announcers.

To further understand student perspectives, we continue to reference the Middle Years Development Instrument with our Grade 6 students. Our Grade 4 and 7 students completed the annual Student Learning Survey before Spring Break, and this year we added four Weir-specific questions focused on the Coastal Salish Anthem, food security, student recognition, and participation in Roaring to Read.

Supporting emotional well-being also continues to be central to our work. Morning Calm remains a valued daily practice, and a variety of social-emotional learning programs are offered throughout the school. In primary grades, attention has been placed on mandated abuse-prevention programming, while intermediate students have engaged in ongoing discussions about digital literacy, consent, and healthy relationships.

Our school community continues to deepen its reconciliation journey. The Coast Salish Anthem now holds a more prominent place in our assemblies, and we are strengthening the connections shared in our land acknowledgements. Each term, collaborative teams revisit their commitments to the First Peoples Principles of Learning, discussing how these principles take shape in classroom experiences. Students are increasingly confident in sharing land acknowledgements, and while many rich opportunities have emerged, we recognize the need to devote more attention to introducing Indigenous languages.

Finally, our staff engaged in several reflective sessions examining school programming and student needs. A key theme emerging from these conversations is a growing interest in better understanding executive functioning skills and exploring ways to support students in this critical area.

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

At Weir School, our work is guided by the shared goal of improving student achievement in literacy and supporting students' physical and mental well-being and sense of belonging. The BC Core Competencies are intentionally embedded within classroom instruction and school-wide practices to support students' academic growth, self-awareness, and personal and social responsibility. These competencies are regularly highlighted through morning announcements, monthly assemblies, and daily learning experiences, providing consistent opportunities for students to reflect on their learning goals, build self-regulation skills, and strengthen their sense of agency.

Student engagement with the core competencies is further reinforced through visible and collaborative initiatives. A communal tree display located in a central area of the school showcases school-wide competency goals, with students contributing leaves that reflect their learning, strategies, and growth. Intermediate student assembly leaders play an active role in strengthening belonging and student voice by selecting and sharing monthly texts that connect directly to the core competencies. Featured books are displayed in the main hallway, where school whiteboards serve as a shared learning space. This year, reflective prompts and opportunities for student response are being added to deepen engagement and connection. Weekly collaboration time within school learning communities remains a priority, supporting consistent instructional practices and shared responsibility for student success.

Improving literacy achievement continues to be a central focus at Weir School. Instruction is grounded in evidence-based practices that support reading, writing, and oral communication development. Across grade levels, instruction emphasizes vocabulary development, sentence fluency, comprehension, accuracy, and expressive language to ensure students are confident and effective communicators. In primary classrooms, structured and engaging approaches—including UFLI, Jolly Phonics, Heggerty, daily read-alouds, guided reading, Reader's Theatre, and Adrienne Gear's *Reading Power* and *Powerful Writing*—support foundational literacy skills while fostering engagement and enjoyment of learning.

In intermediate classrooms, literacy learning expands through literature circles, novel studies, story and essay writing, and presentation opportunities that promote critical thinking, creativity, and deeper analysis. Instruction across the school continues to be guided by the Five Pillars of Literacy, ensuring a balanced, coherent, and responsive approach. Ongoing collaboration among staff supports alignment, consistency, and responsiveness to student learning needs.

School-wide literacy assessment using DIBELS continues to guide instructional decision-making and monitor student progress, with kindergarten students included in the process this year to support early identification and intervention. Using DIBELS as one of our main data sources, we identified 42% of our ELL Learners required additional support. In Term 3, students received focused interventions. UFLI was used for our K-3 group and in grade 4-7, Explode the Code was predominately used as the main intervention. While some gains were made overall in the grade 1 and 2 groupings, our data showed our grade 3 to 7 groupings remained the same suggesting we need to intervene earlier.

Alongside academic achievement, Weir School is committed to promoting student well-being and belonging through a strong culture of reading and inclusive learning experiences. Our Roaring to Read program supported over 60 students on a weekly basis and our One to One Literacy program offered weekly support to our grade 1 to 3 students. Initiatives such as daily read-alouds, buddy reading, school-wide shared readings, open library mornings, and PAC-hosted book fairs provide meaningful opportunities for connection, engagement, and enjoyment. Continued attention to organizing decoding resources and highlighting new library materials during monthly assemblies supports equitable access to texts and reinforces reading as a shared and valued practice across the school community.

Improve equity

At Weir School, we continue to advance equity by intentionally creating learning environments grounded in belonging, care, and respect for the diverse identities of our students and families. Guided by an equity-focused lens, staff work collaboratively to recognize, honour, and embed cultural, linguistic, and community knowledge across classrooms and school-wide experiences. Cultural observances are intentionally acknowledged and woven into instructional and community learning opportunities, supporting identity affirmation and fostering intercultural understanding.

Student voice and representation are further strengthened through expanded leadership opportunities. This year, leadership roles were extended to include Grade 4 students, and a new Peer Helpers program was introduced to enhance connection, responsibility, and peer support across the school. Monthly assemblies continue to feature school-wide read-alouds that centre themes of diversity, equity, and inclusion, reinforcing shared values and supporting meaningful dialogue within the school community. Our MDI survey consistently shows ratings above district averages in areas of peer belonging, academic self-concept, school climate and school belonging.

Supporting student well-being and ensuring equitable access to learning remain central to our equity work. The Ready Body, Learning Minds room continues to be intentionally developed as a supportive space for students who benefit from movement, regulation, and grounding opportunities, contributing positively to students' physical and mental well-being. Our SSA and Resource Team continue to strengthen their support for students' increasing independence. A key focus this year has been professional learning related to prompting, de-escalation strategies, and the use of task baskets, enabling students to build self-regulation skills and greater autonomy in their learning.

In addition, the school lunch program continues to provide hot, nutritionally balanced meals to students requiring additional support, helping to reduce barriers to learning and promote overall well-

being. Through these combined efforts, Weir School remains committed to creating inclusive, responsive environments where all students feel supported, valued, and able to thrive.

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

This year, each learning community at Weir School committed to intentional practices that deepen students' understanding of Indigenous cultures through storytelling, relationship, and cultural perspectives. These commitments were developmentally responsive and grounded in respect for Indigenous ways of knowing and learning.

- **Owl Community (Grades 6–7):** Students engaged in oral storytelling by interviewing family members to explore and share their cultural backgrounds. This process honoured personal and collective histories while emphasizing the importance of preserving stories across generations.
- **Otter Community (Grades 4–6):** Students strengthened their connection to the land by exploring Indigenous ways of knowing and participating in traditional games.
- **Wolf Community (Grades 2–3):** Guided by the First Peoples Principles of Learning, students participated in storytelling activities that fostered meaningful connections to self, place, and community.
- **Hummingbird Community (Grades 1–2):** Daily morning circles using a talking stick supported routine, community building, and emotional safety, while promoting respectful listening and expression.
- **Turtle Community (Kindergarten):** Through developmentally appropriate experiences, students were introduced to the Seven Principles of Indigenous Storywork—Respect, Responsibility, Reverence, Reciprocity, Holism, Interrelatedness, and Synergy—laying an early foundation for cultural awareness and understanding.

Across the school, we remain committed to honouring and preserving Indigenous stories, languages, and traditions by thoughtfully embedding them into our learning environments. Practices such as talking circles and the use of talking sticks help create inclusive spaces for meaningful dialogue, mutual learning, and relationship building. These approaches encourage empathy, deepen understanding, and support students in sharing their own voices and stories. We were fortunate to learn about different Pow Wow styles through Nyla Bedard and gained a deeper understanding of the variations in dance traditions and their cultural significance.

In Term 3, as part of the National Indigenous Peoples History month, Alec Guerin, a respected Musqueam Councillor, offered a welcome. He emphasized the importance of language and land. We are accessing resources shared by Elder Larry Grant and utilizing *FirstVoices*, an internationally recognized platform that supports Indigenous communities in sharing and revitalizing their languages, oral traditions, and linguistic histories. Through these continued efforts, Weir School seeks to strengthen learning that is respectful, authentic, and grounded in Indigenous perspectives.

HOW WILL WE KNOW WE'RE ON TRACK?

Progress in literacy is monitored through targeted assessment tools and intentional instructional practices. Measures such as DIBELS (Dynamic Indicators of Basic Literacy Skills) and benchmark assessments provide valuable data to inform instruction and guide targeted support. A review of fall DIBELS data helped identify students requiring additional support, revealing that many benefit from sustained, long-term intervention. This consistent use of assessment data enables our resource team to effectively monitor needs and stay aligned with our literacy goals.

The implementation of UFLI in Kindergarten and Grade 1 has led to noticeable gains in phonics development. Ongoing collaborative discussions and data reviews also highlighted that students in Grades 2 and 3 would benefit from continued systematic phonics instruction. Moving forward, data indicates a need for increased focus on our English Language Learners (ELL). To address this, we will pursue professional development in ELL strategies and strengthen our emphasis on vocabulary development as part of our literacy goal.

Progress in equity is reflected in the consistent use of the RBLM room to support priority students. At the beginning of the year, only 40% of our priority students accessed this space. By Term 3, 100% of our students requiring additional support were accessing it on a daily basis. With guidance from the district inclusion team, we have strengthened inclusive practices that promote greater independence. Task baskets are now used regularly, and both the resource and SSA teams have enhanced their understanding of de-escalation strategies, prompting hierarchies, and approaches that build independence. Staff will also begin professional learning in executive functioning to deepen our capacity to support diverse learners.

Student involvement and a sense of belonging in leadership opportunities were a key focus this year, with an emphasis on building confidence and encouraging participation. Data from the Middle Years Development Instrument (MDI) and the Student Learning Survey indicate that students feel a strong sense of belonging and safety at school. Our continued efforts to celebrate diverse cultural perspectives support our commitment to inclusion, representation, and belonging. Looking ahead, we will continue to expand opportunities for student voice and leadership.

Our commitment to reconciliation remains an important and evolving focus. Through success planning, we have been able to provide targeted interventions for students requiring additional support, strengthened by our partnership with One-to-One Literacy. There has been increased visibility of Indigenous perspectives across classrooms. Next year, a ḥə́nqə́mihə́m language board will be installed near the Gathering Place to further support learning and visibility.

Summary:

Overall, our school has made meaningful progress in literacy, equity, student belonging, and reconciliation through intentional practices and data-informed decision-making. Strengths include improved phonics outcomes, expanded inclusive supports, and strong student engagement. Priorities moving forward include targeted support for ELL learners, strengthening independence skills, and deepening inclusive and culturally responsive practices.