



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 (Squamish), and səliłwətał (Tsleil-Waututh Nations).

MacCorkindale Elementary School is located in the Killarney area of Vancouver near Central Park. Established in December 1967 as the first open-area concept school in British Columbia, we take pride in our rich history of educational innovation.

With an enrollment of 280 students, our school is a vibrant and diverse learning community. Our student body comprises a variety of linguistic backgrounds, including English, Chinese, Spanish, and other languages. Among them, a portion are English Language Learners (ELL). Our team consists of 28 full-time staff, 5 part-time staff, and 4 district staff, all dedicated to creating a supportive and collaborative learning atmosphere.

The school has a weekly Community Schools after-school program facilitated by our part-time Youth and Family Worker. At the heart of the community is an active Parent Advisory Council (PAC), who run a hot lunch program every Friday as part of their fundraising efforts. Our school has a collaborative staff and monthly “Be Your Best” assemblies that celebrate achievements and positive behaviour.

The unique positive characteristics of our school include a supportive, close-knit, and connected staff and community. With a multi-generational and diverse student body, the school feels like a family—open-minded, welcoming, and resilient. In our small, interconnected community, collaboration is a deeply practiced principle. We value diversity and respect people who are different, working hard to include all folks and respect others based on their gender identity. We feel safe in our neighborhood and at school, and we are continuing to improve our literacy skills with students actively engaged in their own learning. Adults at our school are welcoming and value our thoughts and opinions. At MacCorkindale, we know what to expect, and our rules and expectations are clear.

Recognizing assets such as working together, inclusivity, and a commitment to “Being Your Best,” MacCorkindale is centered on cultural responsiveness, social-emotional learning, community engagement, language support, and leadership development. These goals aim to enhance the overall educational experience for our students and creates a dynamic and supportive learning environment where every student can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners at MacCorkindale possess a multitude of assets and strengths that contribute to a vibrant and supportive atmosphere. We embrace inclusivity, fostering an environment where students of diverse backgrounds feel welcomed and valued. Working together is ingrained in our educational culture, promoting collaboration and cooperation among students and staff. We prioritize kindness and compassion, celebrating acts of responsibility, respect and safety within our community. Furthermore, our multicultural community enriches the learning experience, providing opportunities for cultural exchange and appreciation.

Leadership opportunities are available throughout the school, allowing students to take on roles such as morning announcements, office monitors, lunch buddies, playground buddies and safety patrol, fostering a sense of responsibility and empowerment for students. Recognizing the varied intelligences of our students, we provide a platform for them to showcase their creativity and talents. We hold monthly student recognition assemblies to celebrate the achievements and contributions of our learners, reinforcing positive behaviours and values such as respect, responsibility, and safety. Despite these strengths, we are mindful of the needs and challenges that our students may face. Our students are eager and excited to attend school, bringing enthusiasm to their learning each day. However some require support in developing self-regulation skills and stamina to stay focused. Providing space for movement breaks and additional resources is essential to catering to the diverse academic needs of our learners. While many students enjoy being at school and exhibit self-regulation, others may benefit from encouragement and assistance in building problem-solving strategies and confidence.

Additionally, we acknowledge the external factors impacting our students, such as familial circumstances, trauma, anxiety, and lack of support at home. Friendship issues and the prevalence of screen time as a distraction are challenges that extend beyond the school doors. Despite these obstacles, we remain committed to nurturing a supportive and inclusive learning environment where every student feels valued, supported, and empowered to reach their full potential.

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 on the following to improve student achievement in literacy:

- Implementing early intervention and regular literacy assessments (BAS, DRA) to monitor progress.
- Using Heggerty and UFLI to strengthen phonemic awareness and phonics skills Providing small group and targeted literacy instruction across grade levels.

- Embedding comprehensive literacy practices—read-alouds, writing, and literacy centres.
- Differentiating instruction and promoting student choice to foster a love of reading.
- Engaging in professional learning (e.g., Adrienne Gear) to enhance literacy instruction.

As a school community, we are working on the following to improve student achievement in numeracy:

- Using ongoing check-ins and focused assessments to monitor progress and guide instruction.
- Building number sense and fluency through math games, puzzles, and hands-on activities.
- Providing small group and ability-based support, with targeted interventions from resource staff.
- Incorporating manipulatives and adapted units to support diverse learning needs.
- Engaging in professional learning (e.g., with Carole Fullerton) to strengthen math instruction.

As a school community, we are working on the following to improve student achievement in physical and mental well-being and belonging:

- Promoting belonging and emotional well-being through daily check-ins, greetings, and class meetings.
- Embedding SEL programs (Second Step, Zones of Regulation, The Spot of Emotions).
- Encouraging community building through group work, buddy systems, and spirit days.
- Supporting students through counsellor collaboration and consistent family communication.
- Providing movement breaks, mindfulness, and soft starts to support self-regulation.
- Measuring progress through positive engagement, improved self-regulation, and fewer referrals.

Improve equity

As a school community, we are working on the following to improve equity:

- Implementing Universal Design for Learning (UDL) and differentiated instruction to meet diverse needs.
- Providing multiple entry points, flexible timelines, and varied ways to demonstrate understanding.
- Using ongoing formative assessments and check-ins to guide responsive instruction.
- Incorporating cultural representation and recognizing diverse backgrounds and celebrations.
- Ensuring accessibility and inclusion in classroom learning and school-wide activities.

As a school community, we are working on the following to continue on our journey of reconciliation with First Nations, Métis, and Inuit:

- Deepening understanding of Indigenous histories, perspectives, and ways of knowing.
- Engaging in Orange Shirt Day, land acknowledgements, and assemblies featuring the Coast Salish anthem.
- Embedding the First Peoples Principles of Learning and Indigenous ways of knowing across subjects.
- Learning about residential schools and intergenerational trauma through literature (e.g., *Fatty Legs*).
- Building connections to the land through community walks and outdoor learning.
- Fostering understanding, empathy, and respect as part of our ongoing journey toward reconciliation.

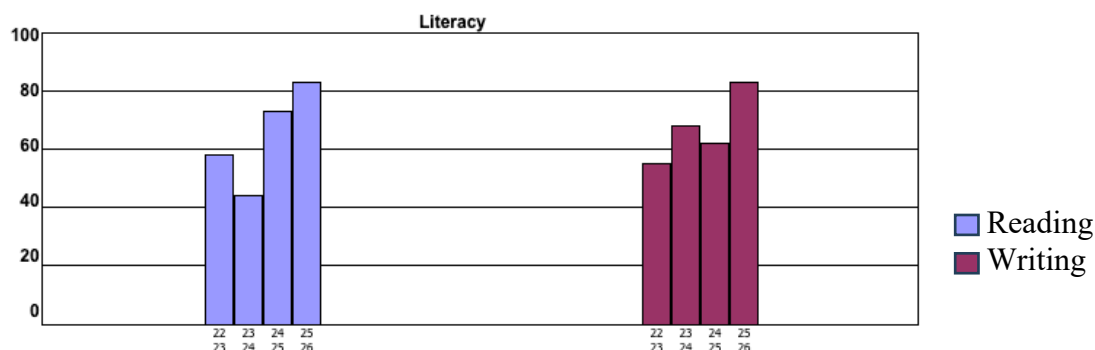
HOW WILL WE KNOW WE'RE ON TRACK?

Indicators of Progress:

- Indigenous perspectives and teachings are embedded across classrooms.
- Students demonstrate understanding and empathy through discussions and participation.
- Staff confidently integrate Indigenous content and collaborate to share practices.
- School-wide participation in events (e.g., Orange Shirt Day, Indigenous songs, land-based learning).
- Visible representation of Indigenous knowledge in learning spaces.
- Progress is evident when students show positive engagement in group activities, increased self-regulation, and a reduction in emotional behaviours and referrals.
- Literacy and numeracy progress is evident when more students demonstrate comfort in both subject areas and most students are meeting grade level expectations.

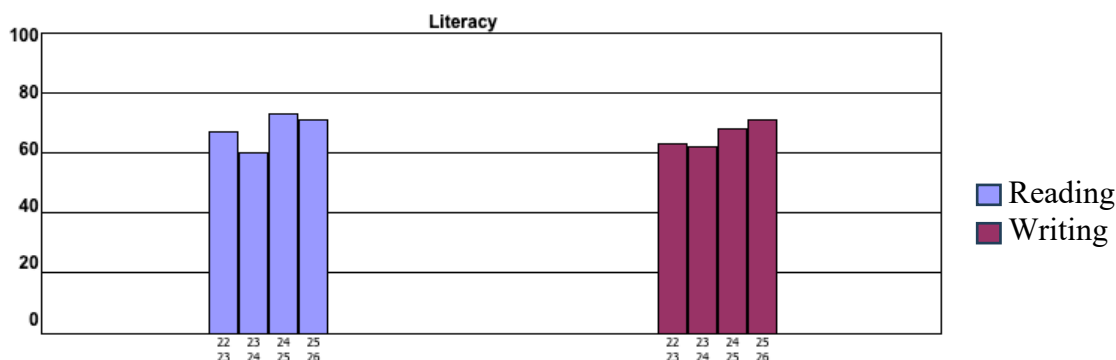
Literacy

Our literacy data reflects stable student achievement, with approximately 40% of students performing at or above proficiency levels. In 2024–25, 40.34% of students were proficient or were extending in their learning expectations, compared to 39.55% in 2025–26. While there is a slight year-over-year variation, overall achievement has remained consistent, indicating a solid foundation in literacy learning across the school. This consistency provides an important platform for continued growth as we refine instructional strategies and increase targeted support to improve outcomes for all learners.



Grade 4 Learning Survey Results: Student Confidence in Reading and Writing Improvement

Looking at Grade 4 students’ reflections (shown above) highlight encouraging growth in literacy, with strong gains in confidence in writing (maroon graph) over time and moments of significant progress in reading (light purple graph), demonstrating students’ increasing awareness of their learning and their ability to build skills with continued support.

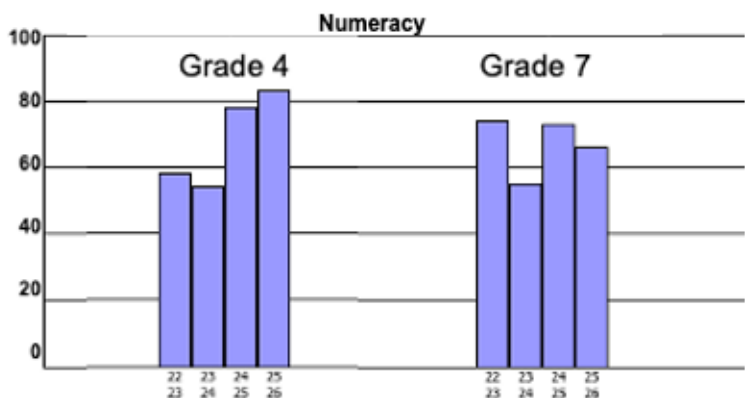


Grade 7 Learning Survey Results: Student Confidence in Reading and Writing Improvement

Similarly, Grade 7 student’s feedback (shown above) reflects steady confidence in literacy development, with reading (light purple graph) showing consistently strong results over time and writing (maroon graph) demonstrating meaningful growth, reaching its highest level in the most recent year and highlighting students’ increasing confidence and skill development.

Numeracy

Our numeracy data indicates sustained high levels of student achievement, with over 59% of students performing at or above proficiency in 2025–26. Although this represents a slight decrease from 65.81% in 2024–25, the data highlights a strong foundation in numeracy. This provides an opportunity to focus our efforts on targeted interventions and instructional refinement to accelerate growth and return to, and exceed, previous levels of proficiency.



Grade 4 & 7 Learning Survey Results: Student Confidence in Numeracy

Over the past four years, student feedback, from Student Learning Surveys, shows encouraging growth (as shown in the graph above) in mathematical confidence, with Grade 4 students demonstrating a steady upward trend and reaching their highest levels in the most recent years. While Grade 7 responses show some year-to-year variation, overall results remain strong and highlight a solid foundation, with continued opportunities to build confidence and consistency in students' perception of their progress in math.

Well- Being and Belonging

As part of our commitment to fostering a positive and inclusive school environment, student well-being and belonging were assessed through the Ministry's Student Learning Survey of Grade 4 and Grade 7 students. The results indicate that a strong majority of students experience a positive sense of self and connection to the school community. Specifically, 78% of students reported that they feel good about themselves, while 90% indicated that they experience a sense of belonging at school. These results highlight a supportive and caring environment where most students feel valued and connected. Moving forward, we will continue to strengthen practices that promote student voice, relationships, and inclusive opportunities to ensure all students feel confident, supported, and a strong sense of belonging within our school.

Equity

The school has made meaningful progress in advancing equity through the intentional implementation of UDL, differentiated instruction, and inclusive practices. The shift in resource teacher support from a pull-out model 52.9% of the time in 2024–25 to 52.1% in 2025–26 reflects a positive move toward more in-class, responsive support that aligns with equitable, inclusive learning environments. This change has helped increase access to grade-level instruction, strengthened the use of multiple entry points and flexible approaches to learning, and supported more immediate, formative feedback within the classroom setting. Continued attention to cultural representation, accessibility, and diverse ways for students to demonstrate their understanding has further contributed to a more inclusive school culture. Overall, the data suggests the school is moving in the right direction, with opportunities to continue expanding embedded support models to further enhance equity and inclusion.

Reconciliation

The Coast Salish Anthem was introduced to the entire school at the beginning of the year, with students invited to participate by tapping along to the drumbeat; while initial attempts showed limited coordination and understanding, consistent practice through monthly assemblies and classroom learning led to steady improvement. By the end of the year, the entire school community was able to participate in a coordinated and respectful way. In addition, the integration of Indigenous knowledge and perspectives is clearly visible across the school through classroom instruction, bulletin board displays, and school-wide activities, with impact reflected in student voice data indicating that 92% of Grade 4 and Grade 7 students report learning about Indigenous Peoples at school, demonstrating strong progress toward our school's reconciliation goals.

This year, the school continues to demonstrate growth across literacy, numeracy, equity, reconciliation, and well-being. Instructional practices in literacy and numeracy are increasingly responsive, with staff effectively using formative assessment, differentiation, and inclusive approaches to support a wide range of learners. Efforts to advance equity and reconciliation are evident through increased cultural representation, inclusive learning environments, and ongoing commitment to accessibility for all students. A particularly notable indicator of progress in well-being is the significant decrease in office referrals over the past three years, declining by approximately 59% from the first to second year and a further 76% from the second to the current year—resulting in an overall reduction of about 90%. This trend reflects a more positive school climate, stronger relationships, and effective proactive supports for student behaviour. Overall, the school is moving in a very positive direction, with continued opportunities to deepen and sustain these gains.