

2025-2026 School Learning Plan

SCHOOL STORY



- ❖ Dr. R.E. McKechnie is in southwest Vancouver, near the Fraser River on the ancestral and unceded lands of the Musqueam, Squamish, and Tsleil-Waututh Nations. Currently, there are 274 students from kindergarten to Grade 7.
- ❖ The school was officially opened on November 22, 1957, by Dr. Wallace Wilson. It is proudly named after Dr. Robert Edward McKechnie, a prominent surgeon and early developer of the University of British Columbia.
- ❖ We value every child for their unique strengths and identities. Our school embraces many English Language Learners (35%), students with diverse needs, and families from many cultural backgrounds.
- ❖ Our school has long-standing traditions and a strong focus on academics. We are fortunate to have a full-time music specialist who provides students with weekly music instruction and regular performance opportunities. Our dedicated staff supports the whole child: academically, physically, and emotionally, through engaging, enriching learning experiences.

- ❖ We have an active and dedicated PAC that fundraises to support essential school needs such as computers, books, and art supplies, as well as support events like performances and the Grade 7 Camping Trip. They strengthen our community through movie nights, family photo days, and the Friday Fun Fair, and they generously volunteer in classrooms and schoolwide events.
- ❖ The school offers a wide range of before- and after-school activities that inspire creativity, build skills, and promote active living. Our clubs and interest-based programs strengthen our positive, inclusive school culture. Students can participate in math, D&D, gardening, choir, baking, coding, drawing, drama, and a variety of sports—including basketball, cross-country, badminton, track and field, soccer, and volleyball—thereby providing learning and growth opportunities beyond the classroom.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

STRENGTHS:

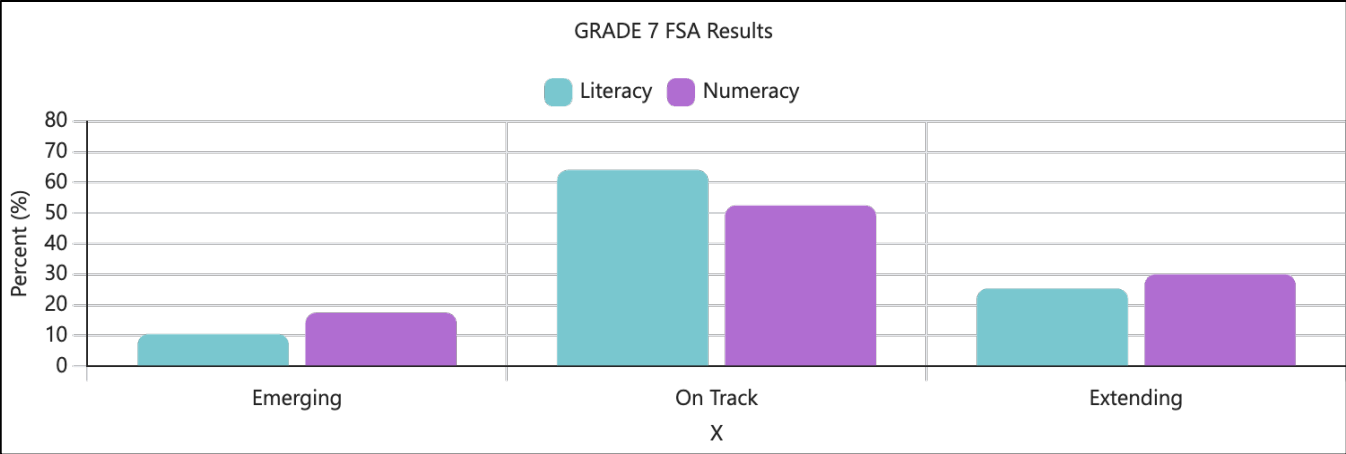
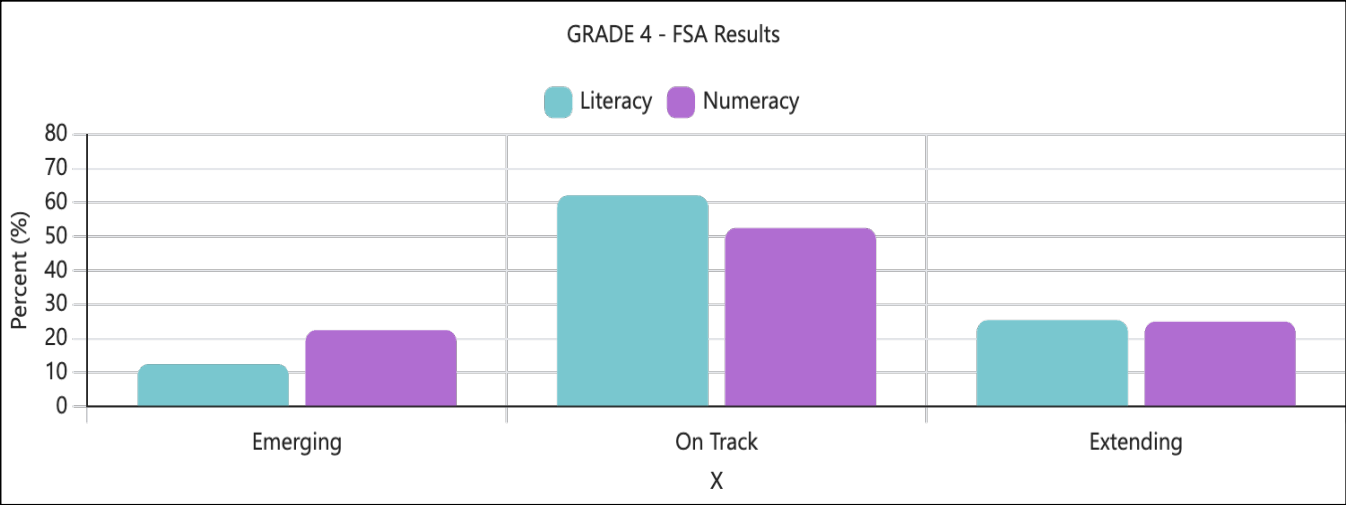
engaged learners
 self-advocacy skills
 collaborators
 motivated
 excellent communicators
 embrace teamwork
 respectful
 positive
 enthusiastic learners

School Context

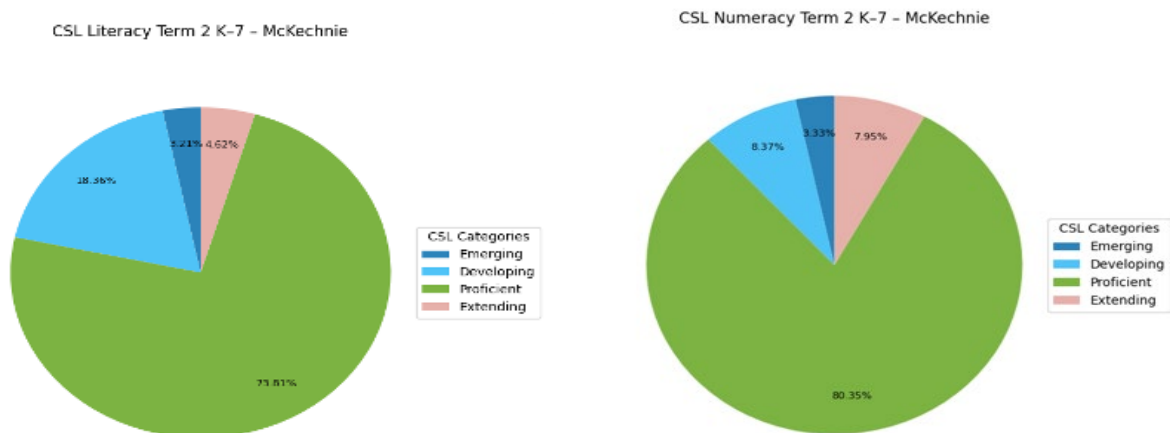
- ❖ Diverse learning community with nearly 80% of students speaking a language other than English at home. Mandarin Chinese is the most common first language, with 85% of our students speaking it.
- ❖ Approximately 34% of students receive ELL support.
- ❖ 5% of students are identified as diverse learners with a Ministry designation, supported through targeted interventions, development of IEPs, consultation with district specialists, small-group and individualized support from Resource Teachers, Educational Assistants (SEAs) and strong home–school partnerships.

Evidence of Student Learning and Well-Being

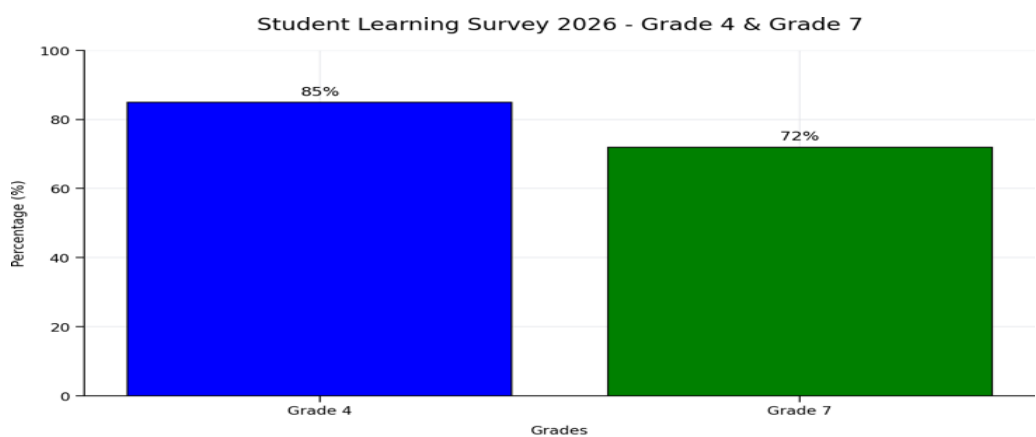
- ❖ Strong academic achievement in literacy and numeracy (see graph below for 2025-2026 FSA data)



- ❖ 2025 CSL Term 2 data for Primary and Intermediate students show over 74% proficiency in English Language Arts and over 80% proficiency in Mathematics.



- ❖ March 2025 Student Learning Survey indicates high levels of happiness, belonging, and positive relationships with caring adults.



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Challenges and Areas for Growth:

independent learning
global citizenship
cultural understanding
adaptability
overcoming setbacks
strengthening perseverance
growth mindset
resilience

Evidence Informing Learner Needs and Areas for Growth

- ❖ Classroom assessments and observations
 - Some students disengage when tasks become challenging.
 - Common student responses include:
 - “I can’t do this.” “Is this right?” Before continuing, stop work if you make a mistake.
 - Indicates a need to build perseverance, resilience, and independence
- ❖ Student Learning Survey data
 - Strong sense of belonging and well-being reported
 - Some students expressed difficulty with challenges and mistakes in the survey:
 - “I get frustrated when it’s hard.”
 - “I don’t like making mistakes.”
 - Highlights: need to strengthen growth mindset and self-regulation
- ❖ Anecdotal evidence and staff dialogue
 - Teachers noted reliance on adult reassurance.
 - Hesitation with unfamiliar or open-ended tasks
 - Limited risk-taking in learning is observed across grade levels.
- ❖ Classroom and school-wide learning experiences
 - Strong engagement in collaborative work
 - Varying depth of understanding during discussions of diverse perspectives
 - Indicates a need to further develop global citizenship, empathy, and awareness of difference.

Current Supports and Instructional Practices

- ❖ Targeted, flexible supports to strengthen student well-being and resilience
 - ELL, academic, counselling, mentoring, and social-emotional supports provided
 - Supports delivered through push-in and pull-out models
 - Focus on trauma-informed practices.
 - Emphasis on relationship-based support
 - Helping students build coping strategies
 - Support the development of confidence.
- ❖ Collaborative school-based team supporting resilience and cultural learning
 - Educators, support staff, and administrators work together.
- ❖ Student strengths and needs are identified
- ❖ Inclusive and culturally respectful support is planned.
 - Progress is monitored to support student well-being, resilience, and learning about Indigenous Peoples.
 - Inclusive and culturally responsive teaching grounded in Indigenous perspectives
 - Uses Universal Design for Learning, teaching methods that work for all students.
 - Respects and includes different cultures
 - Helps students learn about Indigenous history and viewpoints
 - Supports students in feeling strong, included, and confident in who they are
- ❖ Commitment to Reconciliation and Inclusion
 - Ongoing commitment to inclusive and equitable learning environments
 - Integration of Indigenous perspectives and expanded Indigenous resources
- ❖ Learning opportunities through student-led presentations, field trips, and guest speakers

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging.

Student Achievement in Literacy & Numeracy

Guided reading groups where students practice vocabulary and phonemic awareness (e.g., chunking words, sound blending)

- ❖ Teachers regularly assess and adjust instruction based on student progress (e.g., Diebels K-3).
- ❖ DIBELS is an early literacy screening and progress-monitoring assessment used primarily with students in kindergarten to Grade 3 to measure foundational reading skills and identify students who may require additional support.
- ❖ Strengthen reading comprehension through the Literacy Initiative to have all students at Proficient or (Green) vocabulary development and phonemic awareness.
- ❖ Provide targeted, inclusive instruction to support diverse learners (including ELL students)—small group instruction, culturally responsive teaching, and peer collaboration.

Physical, Mental Well-Being & Belonging

- ❖ Promote a supportive learning environment that builds confidence and reduces stress.
 - Recognition systems (e.g., assemblies celebrating effort and growth)
 - Shared language for transitions and self-regulation (e.g., “ready to learn,” “take a reset”)
- ❖ School-wide community-building activities
 - Assemblies, spirit days, and buddy classes to foster connection
 - Opportunities for student leadership (e.g., student council, peer mentors, PAC Family Fun Night, Sports Day, fundraisers for camp)
- ❖ Regular opportunities for student voice promote belonging.
 - Surveys, class meetings
 - Use collaborative group activities to build connections and bridge language/cultural differences, such as buddy classes, peer mentors for younger students, and multicultural days.
- ❖ Staff Collaboration & Support
 - Regular staff check-ins on student well-being
 - Through regular school-based team meetings to discuss student needs and share strategies

Improve equity

- ❖ School-Wide Targeted Supports for Diverse Learners
 - Coordinated intervention blocks across grades (e.g., guided reading support platooning in primary grades, ELL pull-out/push-in support)
 - Regular SBT meetings to review student data and adjust supports, class reviews
- ❖ Consistent Inclusive and Culturally Responsive Practices Across the School
 - Celebrations of cultural diversity (e.g., multicultural events, language recognition)
 - Providing families to be part of school activities to build a more cohesive community

❖ Equitable Access to Learning and Opportunities for All Students

- School-wide access to enrichment, extracurricular activities, and leadership opportunities for all students

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

❖ Embedding Indigenous Perspectives and Knowledge in Learning

- Integrating First Nations, Métis, and Inuit perspectives across subjects through curriculum integration, e.g., staff meeting indigenous lessons presented by the principal, integrating the First People's Principles of Learning as a school-wide common language
- Land-based learning opportunities that connect students to local Indigenous history and the environment, e.g., field trips to Musqueam

❖ Building Relationships and Respect for Indigenous Cultures

- Acknowledging traditional territories regularly (e.g., land acknowledgements at assemblies and events)
- Recognizing and participating in meaningful events (e.g., Orange Shirt Day, National Indigenous Peoples Day)

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are on track by utilizing:

❖ Quantitative data

- FSA (Foundation Skills Assessment) results – Grades 4 & 7
- SLS (Student Learning Survey)—Grades 4 & 7
- MDI (Middle Years Development Instrument) – Grade 6
- EDI (Early Development Instrument) – Kindergarten
- DIBELS (K–3 literacy assessment data)
- CSL (Communicating Student Learning) reporting data
- Attendance data (e.g., absenteeism, punctuality trends)
- Participation tracking:
 - Leadership opportunities
 - Clubs and extracurricular activities
 - School sports

❖ Qualitative Evidence & Voice

- Feedback from students from assemblies, events, and cultural activities

- Observations of student participation in leadership, buddy programs, and community events
- Reflections from staff or community partners (family, staff, and student surveys)

❖ Check-Ins / Touch-Base Plans

- Monthly primary and intermediate team meetings to review student progress, share strategies, and adjust instruction
- Regular staff meetings to monitor school-wide goals, discuss well-being, equity, and reconciliation initiatives
- Ongoing School-Based Team (SBT) meetings to review targeted supports and respond to student needs

By using quantitative and qualitative data from surveys and assessments noted, we can assess whether we are making progress towards our goals. Are we making progress? Do we need to reassess our strategies?

- ❖ Are we making progress in Reading Achievement? Who is meeting, approaching, or exceeding literacy expectations?
- ❖ Are we listening to our students' voices? Do students feel they belong, are valued, and have opportunities to share their perspectives?
- ❖ Have we been able to create a sense of belonging? Which student/family groups feel connected to school, and which may require additional support?
- ❖ Do students see Indigenous ways of knowing, histories, and cultures reflected in learning?
- ❖ Are there achievement or engagement gaps between student groups that need attention? Are we reaching our equitable outcomes?