



2025-2026 School Learning Plan

SCHOOL STORY

With a population of approximately 650 students and a dedicated, diverse staff of over 70 members, École Laura Secord Elementary continues to be a vibrant, inclusive, and energetic community. As a large school with many personalities and three streams across eight grades, we recognize the importance of ensuring every child feels known and valued. Our teachers come from varied cultural backgrounds and bring rich perspectives that strengthen our learning environment. Our students reflect significant cultural and economic diversity, and we remain committed to ensuring that everyone feels welcome. We are situated on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation). With deep gratitude and respect, we are honoured to learn and unlearn on these lands, engaging in Truth and Reconciliation activities, place-based learning, and the preservation of our Indigenous memorial garden.

Our school offers Early and Late French Immersion and English programs, serving three streams across eight grades and supporting a wide range of learners, including English Language Learners. We prioritize creating a welcoming environment grounded in strong SEL language, where students develop social connections, emotional regulation, and a willingness to problem-solve. Located in Vancouver's culturally rich community near Commercial Drive, we utilize nearby parks and green spaces such as Trout Lake to support outdoor learning and play. Our pollinator and vegetable gardens continue to foster environmental stewardship and storytelling about our relationship with the land through Indigenous plant walks, birdhouse building, and learning about local wildlife.

Over the past year, our focus has continued to centre on social-emotional learning, literacy, numeracy, and our ongoing journey of reconciliation with First Nations, Métis, and Inuit communities. Our emphasis remains on strong academics while also prioritizing individual progress, SEL, happiness, safety, belonging, and physical and mental well-being, while promoting equity for all.

For the 2025–2026 school year, our programming includes a wide array of artistic performances and cultural experiences that reflect our diverse perspectives. Students are strongly engaged in self-expression through identity, art, drama, music, and storytelling. Many of our students are big thinkers who thrive in collaborative learning environments and demonstrate enthusiasm and creativity. Athletics remain a strong component of our school culture, supported by many volunteer hours from teachers and parents. These opportunities foster leadership, resilience, participation, and rich

experiences for students. This dedication to both athletic and artistic pursuits contribute to our goal of enriching students' educational experiences through a holistic approach.

At Laura Secord, community continues to be one of our greatest strengths. Students describe themselves as inclusive, caring, creative, unique, and strong. There is a strong sense of community, and positivity is easy to find. Staff are appreciated as supportive and dedicated, and students recognize the school as a safe and welcoming place. Our Cozy Commons space, counsellor, and YCW support student well-being and mental health needs. Our committed teachers foster this sense of community through classroom activities that celebrate student progress and milestones, and through school-wide events such as the Halloween celebration, Winter Warmer, Spring Carnival, Sports Day, Play Day, and our Grade 7 Camp.

Our active and generous Parent Advisory Council (PAC), along with dedicated parent volunteers, continues to make a meaningful impact on our school. Through hot lunch programs, seasonal pumpkin patches and dances, book fairs, and fundraising initiatives, PAC support enhances classroom experiences, field studies, and access to resources. We value this partnership while also recognizing the importance of shared responsibility in supporting student independence, resilience, and problem-solving skills. Together, we foster an environment that promotes empathy, self-awareness, and self-regulation for all students from Kindergarten to Grade 7.

For the past three years, our primary focus has been on social-emotional learning, aligning with the Vancouver School Board's commitment to "create a culture of care and shared social responsibility." We have worked to strengthen students' emotional regulation, executive functioning, and independence, particularly in response to increasing separation anxiety, social media influence, distractions, and reduced reading stamina due to screen time. We also continue to advance literacy and numeracy, in line with the district's emphasis on "increasing literacy, numeracy, and fostering deep, critical, and creative thinking." This year, we remain committed to balancing strong academics with explicit SEL instruction to support focus during instruction, resilience, and independent learning skills.

École Laura Secord Elementary is a school where diversity, inclusion, safety, and respect remain at the core of our values. While we are mindful of the challenges that come with being a large school, including ensuring every student is known and supported, we are proud of our strong sense of community, collaborative spirit, and leadership opportunities. Together with families, community partners, and our dedicated staff, we continue to foster an environment where all students are considered, valued, appreciated, and supported to grow as capable, creative, and compassionate learners.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

With a diverse student body, École Laura Secord Elementary serves students with a wide range of strengths and challenges. Our students represent diverse cultural and economic backgrounds and include English Language Learners, Indigenous students, and students with diverse needs. Each student contributes uniquely to our school community, and our goal remains to foster belonging, participation, safety, and opportunity for all.

Our understanding of the school's strengths and areas for growth continues to be informed by informal surveys, classroom observations, MDI data, SLS data, CSL data, and various Screener results. Data and staff observations indicate strong social connections with adults and peers, alongside increasing SEL needs. These sources reveal a solid sense of connectedness with adults at school and a desire among students for increased collaboration and representation. The 2025–26 MDI data indicated that 75% of Grade 6 students felt there is an adult at school who believes in them, and 61% reported feeling like they belong with other students their age and 70% believing they have a friend they can tell anything to.

Our students demonstrate strengths across academics, athletics, leadership, fine arts, and social justice initiatives. They are creative and curious and often thrive when engaged in collaborative learning and opportunities for self-expression. Many students participate actively in extracurricular activities, including various clubs, peer leadership roles, and sports programs. Our students are resilient, reliable, and show a readiness to engage in new opportunities and activities.

To meet the needs of our diverse learners, we have committed to creating learning environments that support individualized pathways. Students need models of joy, engagement, and responsible behaviour in their learning experiences. They also need opportunities to communicate their passions, showcase learning in different ways, exercise creativity, and make independent choices. To that end, social and emotional learning remains a priority, and we continue to cultivate student empathy, self-awareness, and self-regulation in alignment with the Vancouver School Board's Education Plan to "create a culture of care and shared social responsibility."

Over the past several years, one of our main areas of focus has been enhancing social-emotional learning and literacy. This year, we are continuing our expanded focus to include equity and community connections as key components of our learning plan. This aligns with the district's emphasis on "increasing literacy and fostering deep, critical, and creative thinking." Our early literacy initiatives, including structured literacy instruction and screening, support primary students, while intermediate students benefit from leadership roles, athletic programs, and multi-grade buddy classes that build connections across programs and ages.

Our Code of Conduct, collaboratively created by students and staff, continues to guide our community: "We take care of ourselves, we take care of others, we take care of this place." This shared commitment supports safety, belonging, and positive relationships across our school. Students are encouraged to apply these principles daily, strengthening our collective responsibility for a respectful and caring learning environment.

In our primary grades, students continue to build foundational literacy, numeracy, motor, and sensory skills, including learning through play and exploration. Kindergarten students are gently integrated into the larger school community with additional supports to ensure safety and belonging. Intermediate students benefit from leadership opportunities, athletics, buddy programs, and school-wide initiatives that build cohesion across grades and programs.

Our staff remain deeply committed to equity, collaboration, and continuous improvement. We are proud of our strong community, enthusiastic participation, and the resilience of our learners. Together

with students and families, we will continue to build a safe, inclusive, and engaging environment that supports academic growth, well-being, student achievement, and a strong sense of belonging for all.

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

Literacy and Numeracy

At Laura Secord Elementary, we remain committed to building strong foundations in literacy and numeracy through daily instruction, hands-on learning, and responsive assessment practices. Data from the 2025–2026 academic year indicates continued growth in student achievement. 66.67% of students are achieving at Proficient or Extending levels in Literacy, an increase from 63.23% in 2024–2025. In Numeracy, 75.25% of students are achieving Proficient or Extending levels, up from 74.57% last year. These gains reflect steady progress and reinforce the effectiveness of our instructional practices. To build on this momentum, we will strengthen consistency in literacy instruction through deeper implementation of UFLI, ensuring staff have the time and collaborative support necessary for effective practice. We will continue refining formative assessment strategies to ensure instruction remains responsive, specific, and meaningful. In numeracy, we will increase opportunities for low-floor, high-ceiling tasks that promote mathematical language, rich questioning, and visible student thinking. We will expand hands-on, play-based math experiences, including the intentional use of manipulatives and open-ended problem-solving, to deepen conceptual understanding and engagement.

Social-Emotional Learning (SEL)

In parallel with academic development, we continue to emphasize social-emotional learning to cultivate a safe, welcoming, and inclusive environment. SEL supports students in developing essential skills such as empathy, self-awareness, and self-regulation, which are critical for both academic and personal success. We will maintain valued school-wide structures such as Cozy Commons and continue initiatives that foster connection and shared responsibility within our community. In response to student voice and staff reflection, we will strengthen consistency across classrooms through restorative practices and shared SEL language. At the classroom level, educators will continue to create inclusive and engaging spaces through co-created expectations and strategies that support student well-being and belonging. These efforts align with our ongoing commitment to building a culture of care and ensuring every student feels safe, connected, and supported in their learning environment. These efforts align with the Vancouver School Board’s Education Plan to “create a culture of care and shared social responsibility”. To support our focus on social-emotional learning and equity, we plan to include professional development workshops on SEL to enhance our educators' skills and foster a more enriching environment for all learners.

Improve equity

Equity is woven into the fabric of Laura Secord Elementary, where we strive to provide fair learning opportunities, targeted support, and an inclusive atmosphere that nurtures every student. We celebrate the diverse needs and backgrounds of our learners by ensuring equitable access to resources and opportunities; an approach that continues to inform our curriculum, teaching practices, and school policies. Our focus on equity and inclusion is reflected in student feedback data. For the 2025–2026 school year, 85% of Grade 4 students think that adults in the school treat all students fairly, and 83% share that they get extra help with their schoolwork when needed. 84% of Grade 7 students shared that they think the adults in the school treat all students fairly, and 86% shared that they can get extra help when needed. These results will help guide our ongoing efforts to strengthen targeted supports, particularly in numeracy and language learning, including support for ESL learners in French Immersion and intermediate English programs.

We will also maintain our focus on restorative practices to support equitable and compassionate responses to student needs. Through these continued efforts, we remain committed to building a school community where every student feels valued, safe, supported, and able to thrive.

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

Our commitment to reconciliation involves integrating Indigenous knowledge, perspectives, and the Principles of Learning throughout our curriculum. This approach nurtures cultural pride and confidence among Indigenous students while enriching all students' understanding of and respect for Indigenous histories, cultures, and contributions. According to the 2025–2026 Student Learning Survey, 80% of Grade 4 students report they are learning about Indigenous Peoples (First Nations, Inuit, Metis) at school, and 92% of Grade 7 students said they are being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada. This data will help guide our continued efforts to deepen understanding and engagement across grade levels. We will continue strengthening consistency and connection with our Indigenous Enhancement Worker and collaborating with the district's Indigenous Education Teacher to support classroom learning. We will also expand opportunities for meaningful engagement, including personally crafted land acknowledgements and shared school-wide resources to support authentic learning experiences. By embedding these values into our school culture, we support the academic, social, and emotional growth of Indigenous students and foster empathy, cultural appreciation, and shared responsibility within our broader school community.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are making progress when we see continued growth in our Middle Years Development Instrument (MDI) results, School Learning Survey (SLS) data, and Communication of Student Learning (CSL). In particular, we hope to see students demonstrating increased self-regulation and positive social interactions during less structured times throughout the school day, contributing to a safe, caring, and inclusive school environment.

Students will continue to strengthen their conflict resolution and communication skills, build meaningful peer relationships, and contribute positively to the overall school community. We also aim

to foster stronger connections between students and staff, further supporting a sense of belonging throughout the school.

Our focus on literacy and numeracy development will be reflected through increased student engagement, confidence, and achievement in learning. We will continue to support students in deepening their understanding of First Peoples perspectives, histories, and contributions across the curriculum.

In addition, we hope to see ongoing improvement in literacy and numeracy proficiency indicators, alongside increased student well-being, resilience, and school connectedness. Progress will be monitored through MDI and SLS indicators connected to optimism, social responsibility, self-awareness, belonging, and emotional well-being, as well as through school-based data and observations.