



2026-27 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 Nation), and səliwətaʔ (Tsleil-Waututh Nation). It is with respectful consideration that the programs and services are provided to students and families to honour cultural protocols of these communities.

Edith Cavell Elementary School is in Vancouver's Douglas Park neighbourhood and serves around 330 Kindergarten to grade 7 students and approximately 40 staff members. Cavell was seismically upgraded between January 2021 and May 2023.

Our motto: 'Cavell Cares: Take care of yourself; Take care of others; Take care of this place' is clear amongst students. Kindergarten students state that Cavell students are kind, helpful and respectful people. Cavell students say they love our staff, our library, and our playgrounds. Primary students also love the fact that they learn about the Seven Sacred Teachings, Mind Up, and our primary intramurals. What do intermediate students enjoy about Cavell? The playground, the staff who care about them, our clubs, the activities and field trips they get to do to enhance their learning, the musical instrument selection and music class, and the many sports teams and leadership opportunities that help make them well rounded students. Students that are new to Cavell echoed these sentiments when asked what they love about Cavell during their first year with us and stated how kind our students are to new classmates.

We celebrate with each other through our appreciation for diversity. Our current student population is spread across 14 divisions. Students who are learning English benefit from classroom and resource teaching staff. English language learners comprise approximately 22% of our population and speak a variety of home languages including Japanese, Dutch, Spanish, Hebrew, Mandarin, Cantonese, Serbian, Arabic, Swedish, French, Portuguese, Kurdish, Malayalam, Hindi, Vietnamese, Russian, Farsi, Hungarian, Shona and Korean.

We are fortunate to have a dedicated parent community who actively contributes to the educational experiences at our school in a variety of ways. The Parent Advisory Council (PAC) organizes hot lunches 4-5 days a week, school events such as welcome back coffee, family dances, movie nights, parent socials, walk-a-thon, silent auction, and the spring carnival. During 2025, the installation of an addition to our playground was completed by our PAC. Parents and guardians volunteer in class as well as within the school community serving on the PAC executive, organizing an event, or offering to coach a sports team. New ideas and members are always welcome at the monthly PAC meetings.

Staff, students, and parents work together to set high expectations in all areas of student learning. Goal setting meetings are an important way to set the direction for the collaborative journey ahead. Throughout the year there are many opportunities for our students to plan, direct and take responsibility for their learning.

We also provide experiences that showcase student learning including events such as Open Houses, Learning Celebrations, Learning Fairs, Winter and Spring Concerts, school wide projects and many more. We also look for opportunities to extend our learning beyond the classroom walls with experiential learning. Our school is committed to implementing the First Peoples Principles of Learning. This year, Cavell was part of the Kind Minds Program through Kelty Mental Health. We engage in a variety of inquiry-based, cross-curricular learning which encourages and engages students in collaborative learning. Cavell utilizes the District Professional Learning Community (PLC) teachers to support our learning.

Participation in a variety of athletic pursuits is also celebrated. Students appreciate the opportunity to play team sports. This year, students had many extracurricular opportunities including cross country, volleyball, basketball, badminton, ultimate, soccer, kilometer club, intramurals, and track and field.

Consistent with our motto, we encourage students to take care of others. The entire school is engaged in activities which encourage students to develop a broader sense of social responsibility and think about their place in the world. Some of these programs are at the classroom level, while others, such as Jump Rope for Heart, Kindness projects, community outreach, and the Terry Fox run are schoolwide.

In addition to the indoor learning opportunities, our long-term plan is to create additional outdoor learning spaces with gardening and exploration in mind. We are also fortunate to be near Douglas and Queen Elizabeth Parks.

Students at Cavell are responsible and appreciate leadership opportunities. They are eager to build school spirit, and with the support of the Cavell community, raise awareness of current issues such as climate change and anti-racism. Older students assist younger students with inclusion and fair play and partake in leadership opportunities for the benefit of the school community such as primary and lunch monitors, library monitors, and classroom buddy activities.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our students are making significant strides in literacy. Based on CSL data, in June of 2024 72.1% of our grade 4s and 69.2% of our grade 7s in English Language Arts were at the Proficient or Extending levels. In June 2026, this score increased. 78.3% of grade 4s and 83.9% of grade 7s were now scoring at the proficient or extending level across English Language Arts.

We will track progress across all three Learning Updates, remembering that we are aiming to have students meet the Proficient level.

Standardized tests indicate growth in early literacy skills. The Dibels Reading Assessment was delivered two times a year schoolwide since the fall of 2024. The scores indicate that approximately 70% of Cavell primary students have improved their reading levels by 5 or more reading levels each year. In intermediate, approximately 65% of Cavell learners increased their reading scores by at least one grade

level. Our kindergarten students were screened in the fall of 2025 with a literacy screener, and our students were approximately 20% above the district average in both letter naming and phonemic segmentation fluency. This demonstrates that Cavell students come to school ready to learn.

Most notably grade 4&7 Cavell students feel that they belong over 90% of the time at our school and felt that many adults cared about them in our building when asked this in the Student Learning Survey.

Beyond academics, our learners are actively engaged in community arts and sports. According to our Student Learning Survey in Grades 4 and 7, our students are involved in after-school activities over 70% of the time. Our students feel that social and emotional wellness is very important as the student stress and anxiety levels have increased.

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

We believe that we need to keep literacy as a foundational skill, that is essential to a child's ability to understand, pursue and accomplish their goals. To strengthen this foundation, we are implementing a comprehensive assessment practice across all grades, focusing on literacy and writing, and diligently tracking the outcomes to ensure progress. Direct literacy instruction will be targeted specifically at our intermediate grades. Our staff's commitment to professional development is evident as they participated in Dibels training, UFLI and early literacy courses. Along with ongoing literacy training throughout the year for all staff. Central to our approach is fostering a sense of belonging, with students actively setting goals, reflecting on their learning journey, self-assessing, and persistently trying to improve.

We are dedicated to amplifying student voice, choice, and engagement by tailoring our teaching to meet the diverse needs of every learner. Comprehensive formative and summative assessments will be conducted to monitor and support all facets of learning. We are committed to engaging our students with innovative educational practices that connect them deeply with their learning, propelling them towards greater academic success.

Connectedness with Cavell is a key indicator of our school success. 92% of our grade six students indicated that most of the time or all the time there is an adult in the school who believes they will be a success. This is 12% higher than the district average of 80%. Moreover, we aim to enhance our community's capacity by supporting the physical and mental well-being of our students, ensuring a nurturing environment where everyone feels they belong. Last year close to 50% of our grade 6 students did report that they feel stressed at home and school a lot of the time. During the spring of 2026 Cavell participated in the Kelty Mental Health school program called "Kind Minds". This program fosters a connection between home and school. Our continued work on mental well-being and belonging will continue to focus on this area.

Improve Equity

At our school, we are dedicated to fostering a collaborative environment where staff work together to cultivate a culture of cooperation. This commitment extends to creating meaningful opportunities for both teachers and students to delve into deeper learning experiences that promote a sense of belonging and equity. We are mindful of the challenges faced by our growing population, particularly concerning food security and financial barriers to participating in special activities.

Recognizing the diverse backgrounds of our Cavell community, we are steadfast in our pursuit of equity for all. Our approach includes acknowledging the varied learning needs of our students, ensuring that our staff collaborates effectively to provide comprehensive support, both socially and emotionally as well as academically. We continue to place a high priority on social-emotional learning, understanding that a robust SEL foundation is essential for academic success.

Additionally, we maintain a focus on monitoring data that reflects student engagement and their connections with adults in the school, as these relationships are vital to our educational mission. Through these concerted efforts, we aim to create an inclusive and supportive learning environment for every member of our school family.

Indicator from the MDI Survey	2024–2025	2025–2026
Students feel important and valued by at least one adult in the school	65%	90%
Minimal to no physical bullying reported	94–97%	99.5%

Summary:

Grade 6 students reported significant gains in feeling valued at Cavell (65% → 90%) and consistently high perceptions of minimal bullying (up to 99.5%). These results reflect the positive impact of ongoing Social Emotional Learning initiatives in strengthening the school community.

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

We are committed to providing ongoing learning opportunities about Indigenous cultures and histories. We aim to start this journey with our youngest learners by integrating the 7 Sacred Teachings into the Kindergarten curriculum, fostering an early appreciation for these guiding principles. Additionally, we will continue to recognize and honor the land of the Three Host Nations through our updated land acknowledgment, ensuring that this act of respect is a part of our daily routine and special assemblies.

Our commitment extends to enhancing our students' understanding through authentic experiential learning opportunities that highlight Indigenous culture and history. Moreover, we are dedicated to embedding place-based learning throughout our curriculum, allowing students to gain a deeper

connection to the land and the diverse narratives it holds. This holistic approach ensures that our educational goals are not only inclusive but also provide a meaningful exploration of the rich Indigenous heritage that shapes our community.

Based on our School Learning Survey data we found that 80% of our students recognized they learned about local First Nations at least some of the time at school. 25% of our grade 4 students acknowledged that our school participates in Indigenous (First Nations, Inuit, Metis) celebrations or activities. As a school we will continue to provide, and explore, learning opportunities for our students and staff.

HOW WILL WE KNOW WE'RE ON TRACK?

As a school we continue to monitor our data and progress across our achievements in literacy and numeracy. During this school year we have been able to track progress from our initial baseline data beginning from 2024. Moving forward we will dive deeper into comparative data across literacy programs.

As a staff we will continue to work collaboratively and foster an increased understanding of collaborative practices across the curriculum. Equity for and across our population continues to be a focus of our work as a school. Social Emotional Learning will continue to support our learners and their feelings of anxiety and stress. We will work together to create an equitable and sustainable community.

As a school we continue to work on our goal of reconciliation with the First Nations, Inuit and Metis peoples. By continuing to weave our stories with Indigenous learnings we will continue to learn and unlearn on the ancestral and unceded territories that Edith Cavell is situated upon.