



2025-2026

School Learning Plan

SCHOOL STORY

Emily Carr Elementary is located in the vibrant Douglas Park neighbourhood at Oak Street and King Edward. It is with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation). We serve approximately 330 students from Kindergarten to Grade Seven in a diverse urban learning community. Named after Emily Carr, our school reflects her spirit of creativity, courage, and connection to place.

Our students bring a wide range of strengths, identities, and learning profiles. We are committed to inclusive practices that ensure equitable access, meaningful participation, and high expectations for all learners. Students with Ministry designations, students developing English language proficiency, and students with diverse learning profiles are supported within inclusive classroom environments. A strong focus on social-emotional learning (SEL) supports students in developing self-awareness, self-regulation, empathy, and responsible decision-making. These are foundational skills for both academic success and personal well-being.

Families are valued partners in learning. Our active Parent Advisory Council (PAC) strengthens school life through collaboration, advocacy, and community-building initiatives. The PAC Inclusivity and Diversity Committee continues to support equity and accessibility through enhancements to sensory spaces, staff learning focused on inclusive practices, the purchase of SEL resources, and the expansion of diverse and neurodiversity-affirming texts in our library.

Students at Emily Carr demonstrate growth in the BC Curriculum Core Competencies (Communication, Thinking, and Personal and Social Responsibility), applying these skills across academic, artistic, and service opportunities. Leadership programs such as Peer Helpers, Kindergarten Leaders, Activity Leaders, Library Monitors, and Student Council foster responsibility, voice, and belonging.

Through a deliberate focus on social-emotional learning, equity, and student voice, Emily Carr Elementary aligns its work with the Vancouver School Board's Framework for Enhancing Student Learning, ensuring that every learner is supported to thrive academically, socially, and emotionally.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Emily Carr learning community is highly motivated and demonstrates strong engagement across all subject areas. Many students exhibit effective communication skills, are confident in asking questions,

and enjoy reading. They generally follow routines well and respond positively to structured learning environments.

A strong sense of community is evident through the increasing number of student leadership programs and the consistent involvement of intermediate students who volunteer to lead these initiatives. Students eagerly take on helper roles throughout the school and enjoy being “big buddies” to younger learners through reading and other activities. Volunteerism is a core value, with students contributing meaningfully both within the school and in the broader community. Acts of kindness are common, and many students advocate for peers who need additional support.

Emily Carr is an active school where students participate enthusiastically in sports teams such as cross-country, soccer, ultimate frisbee, volleyball, and basketball, as well as informal daily games like soccer, baseball, and square ball. Students also express their interests and ideas through a growing number of clubs, including Chess Club, Dungeon and Dragons Club, and Crafting Club. These opportunities foster creativity and collaboration.

Our school community includes many newcomers and English Language Learners (ELL) at the reception level who require targeted language instruction and support to build connections and adapt to their new environment. Additionally, several students face significant social-emotional challenges, including trauma and high anxiety, which can impact learning and relationships, while others are working toward improving self-regulation skills and peaceful problem-solving.

Our students bring a diverse range of strengths, experiences, and learning profiles to the classroom. As they continue to develop social-emotional competencies, staff are intentionally supporting skills such as self-regulation, emotional awareness, positive peer interactions, responsibility, and resilience. Teachers are also helping students strengthen their attention, focus, and independence as learners. The broad range of academic abilities and exceptionalities within our school highlights the importance of differentiated instruction, inclusive practices, and responsive supports that allow every student to grow and thrive.

Emily Carr addresses these needs through a comprehensive social-emotional learning (SEL) approach. This includes early identification of vulnerable students, creating inclusive and calm classroom environments, and implementing targeted SEL programs. Staff collaborate to share resources and strategies and engage in ongoing professional development to strengthen student SEL. The school fosters connection and belonging through, monthly assemblies, extracurricular clubs, restorative practices, literacy engagement, and community-building events, all aimed at promoting well-being and academic achievement.

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

Our school goal is to foster a safe and caring community grounded in kindness, clear expectations, and meaningful connections. We aim to support students in developing the five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

GOAL 1: IMPROVE STUDENT ACHIEVEMENT IN LITERACY AND NUMERACY, PHYSICAL AND MENTAL WELL-BEING, AND BELONGING

Student Learning Survey data, MDI results, teacher-led class reviews, and Written Summary of Learning data identified opportunities to strengthen students' sense of belonging, connectedness, self-regulation, and overall well-being. Staff observations indicated that these social-emotional factors were closely connected to student engagement, readiness for learning, and achievement in literacy and numeracy. While many students were experiencing success, the data suggested that some learners would benefit from additional support in developing strategies to manage emotions, build positive relationships, and strengthen their sense of belonging within the school community.

As a result, Emily Carr selected Social Emotional Learning (SEL) as a key area of focus. We believe that students are most successful academically when they feel safe, valued, connected, and emotionally ready to learn. Our work is focused on all learners, with particular attention to students who experience challenges with self-regulation, engagement, connectedness, and belonging.

To address this goal, Emily Carr adopted a multi-faceted approach to embedding SEL throughout the school community. Social Emotional Learning is integrated across classrooms through explicit instruction, restorative practices, daily regulation routines, and opportunities for reflection and problem-solving. Whole-school initiatives such as Raven Rotations, monthly assemblies, student leadership opportunities, and shared value messaging help create a consistent and predictable environment where students experience a strong sense of belonging. Community partnerships further enrich student experiences and provide opportunities for students to build connections within and beyond the school community.

Recognizing that meaningful change requires ongoing learning, staff participated in professional development opportunities focused on Social Emotional Learning, restorative practices, relationship-building, and student well-being. Collaborative inquiry, staff meetings, and professional learning opportunities supported staff in developing a shared understanding of effective SEL practices and consistent approaches across classrooms.

These actions were informed directly by school-based data and staff observations, which highlighted the importance of strengthening self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. By supporting students in these areas, we aim to improve engagement, perseverance, and readiness for learning while creating the conditions necessary for success in literacy and numeracy.

Evidence collected throughout the 2025–2026 school year suggests positive progress toward this goal. Preliminary Student Learning Survey results indicate that students report positive experiences related to mental and physical well-being, access to strategies for managing stress, and a strong sense of belonging at school. MDI results and staff observations also suggest increased connectedness with peers and adults, improved self-regulation, and greater student engagement. Written Summary of Learning data indicates continued growth in literacy and numeracy, with fewer students requiring intensive support in foundational skill areas.

As we move forward, we will continue to strengthen school-wide SEL practices while refining targeted supports for students requiring additional intervention. Our goal remains to create the conditions necessary for every learner to experience success academically, socially, and emotionally.

GOAL 2: IMPROVE EQUITY

At Emily Carr, we recognize that students arrive at school with diverse strengths, experiences, identities, and needs. Creating equitable outcomes requires us to ensure that all students have access to the relationships, supports, and opportunities necessary to experience success.

Class reviews, student voice, and school-based data identified that some students would benefit from additional support to develop a stronger sense of belonging, build positive peer relationships, access self-regulation strategies, and engage fully in learning. We recognized that students who experience barriers related to language, learning needs, social-emotional development, or life circumstances may require different supports in order to achieve similar outcomes.

To address this goal, we continued to prioritize Social Emotional Learning as a means of creating more equitable learning experiences for all students. SEL practices are embedded within classroom routines, school-wide expectations, restorative approaches, and targeted interventions. Staff work collaboratively to identify and respond to student needs through differentiated instruction, sensory supports, flexible learning opportunities, and relationship-based approaches. Additional supports are provided for students who require intervention related to self-regulation, social-emotional development, or engagement.

Leadership opportunities, clubs, student voice initiatives, and community-building activities help ensure that all students have meaningful opportunities to participate, contribute, and feel connected to the school community. Through these experiences, students are able to develop confidence, leadership skills, and a sense of belonging regardless of their background or learning profile.

Staff professional learning has supported this work through ongoing conversations about inclusive practices, student well-being, restorative approaches, and strategies for supporting diverse learners. This learning has helped strengthen consistency across classrooms and ensure that supports are responsive to student needs.

Evidence collected throughout the 2025–2026 school year suggests positive progress in these areas. Preliminary Student Learning Survey results indicate that students report feeling safe, welcome, and connected at school while recognizing that they are learning strategies to support both their mental and physical well-being. MDI results suggest strong levels of connectedness with adults at school and positive adult relationships, while staff observations indicate increased self-regulation, positive peer interactions, and student engagement across classrooms.

As we move forward, we will continue refining supports and removing barriers to ensure that all students experience a sense of belonging, access caring relationships, and have equitable opportunities to achieve success.

GOAL 3: CONTINUE ON OUR JOURNEY OF RECONCILIATION WITH FIRST NATIONS, MÉTIS, AND INUIT

Emily Carr remains committed to advancing reconciliation through meaningful learning opportunities that deepen understanding of Indigenous histories, cultures, perspectives, and ways of knowing. We recognize the importance of ensuring that Indigenous perspectives are authentically embedded throughout the curriculum and school community, while honouring the three host nations on whose traditional territories we learn and work.

Student Learning Survey results, classroom observations, and school-wide reflection highlighted the importance of continuing to build both student and staff understanding of Indigenous Peoples in Canada and local First Nations communities. As a result, we committed to expanding opportunities for students to engage with Indigenous content across subject areas and grade levels.

Throughout the 2025–2026 school year, classrooms participated in learning experiences that explored Indigenous stories, oral traditions, artwork, histories, cultures, and contributions. Students engaged with Indigenous-authored texts, explored the significance of storytelling, examined Indigenous perspectives, and participated in learning opportunities that connected curricular content with Indigenous ways of knowing and being.

The Emily Carr library continues to support this work through a growing collection of resources authored by Indigenous writers and illustrators. The teacher librarian actively seeks authentic resources that amplify Indigenous voices and provide meaningful opportunities for learning. These resources are increasingly integrated into classroom learning experiences across the school.

Daily practices also reinforce our commitment to reconciliation. Land acknowledgements are embedded into assemblies, school gatherings, and morning messages, helping students develop an understanding of the significance of the lands on which we learn. Staff have also participated in Indigenous-focused professional learning opportunities to deepen understanding, strengthen instructional practices, and build confidence in integrating Indigenous perspectives into teaching and learning.

Preliminary Grade 7 Student Learning Survey results indicate that students continue to report positive experiences with Indigenous learning at Emily Carr. Most students reported learning about Indigenous Peoples in Canada and local First Nations throughout the school year. These results align with classroom evidence and suggest that students increasingly recognize Indigenous perspectives, histories, and ways of knowing as an important and ongoing part of their learning experience.

Moving forward, we will continue to build staff capacity, strengthen community connections, and deepen opportunities for students to engage with Indigenous histories, cultures, languages, perspectives, and contributions. Student Learning Survey data, classroom evidence, and staff reflection will continue to guide this work as we strive to further embed Indigenous perspectives throughout our school community and curriculum.

HOW WILL WE KNOW WE'RE ON TRACK?

Progress toward our goal will be evident when students demonstrate growth in the five core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. We anticipate that strengthening these competencies will contribute to improved self-regulation, stronger relationships, increased belonging, and greater readiness to learn across all classrooms.

By prioritizing Social-Emotional Learning (SEL) we will positively influence our school community in several keyways. It will support students in developing self-regulation skills, enhance overall wellness for both staff and students, foster a stronger sense of connection and belonging, and improve classroom productivity by helping students feel emotionally ready to learn, resulting in fewer disruptions.

Progress toward this goal will be reflected in increased staff, parent and student leadership and deeper engagement in SEL-related discussions across platforms (including Staff Committee Meetings, SSA Meetings, Teams, PAC Meetings, etc.), demonstrating a shared commitment to nurturing a healthy, connected learning environment.

We will continue to compare our Student Learning Surveys and MDI data, to monitor progress or concerns each year. MDI and Student Learning Survey data feedback related to relationships, connectedness and belonging would ideally show levels that meet or exceed district averages.

We will also continue to identify vulnerable students through our class reviews to see if our programming is providing them with connection opportunities to build a student's sense of belonging, as these social ties that accompany a sense of belonging can be a protective factor for mental and physical wellness.

For Indigenous reconciliation, our staff is actively exploring strategies to recognize and celebrate Indigenous contributions. Success indicators include students expanding their knowledge of Indigenous peoples' cultures, histories, and accomplishments across time. Teachers will provide ongoing Written Learning Updates and a comprehensive Summary of Learning at year's end to highlight progress and areas for further growth in Indigenous Education.