



2025-2026

School Learning Plan

SCHOOL STORY

A Connected and Collaborative Learning Community

General Wolfe Elementary is a caring, connected learning community of approximately 370 students in 16 divisions. We are grateful to learn and work on the unceded, traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.

Our school community reflects significant diversity. Students represent over 25 countries and speak more than 24 languages, with 20% identified as English Language Learners. Approximately 15% of students have Ministry designations, bringing a wide range of strengths, needs, and perspectives to our school.

In alignment with the Vancouver School Board Education Plan 2026, Wolfe is committed to improving student achievement, well-being, belonging, equity, and reconciliation. Learning experiences both inside and outside the classroom encourage students to explore their identities, develop strong literacy and numeracy skills, engage in meaningful leadership opportunities, and build positive relationships with others.

A strong sense of community is fostered through our PAWS Code of Conduct (Polite, Accountable, Welcoming, Safe), student leadership opportunities, extracurricular activities, outdoor learning, and partnerships with families and community organizations. Our Parent Advisory Council, community schools teams, childcare partners, and alumni continue to play an important role in supporting student success.

Wolfe remains committed to reconciliation by embedding Indigenous perspectives, personalized Land Acknowledgements, outdoor learning, and place-based experiences throughout school life.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

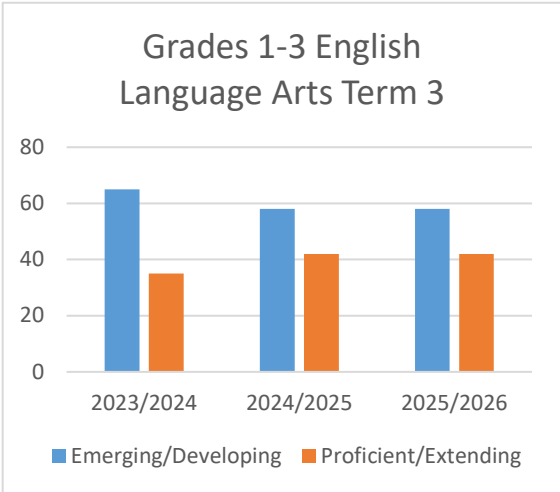
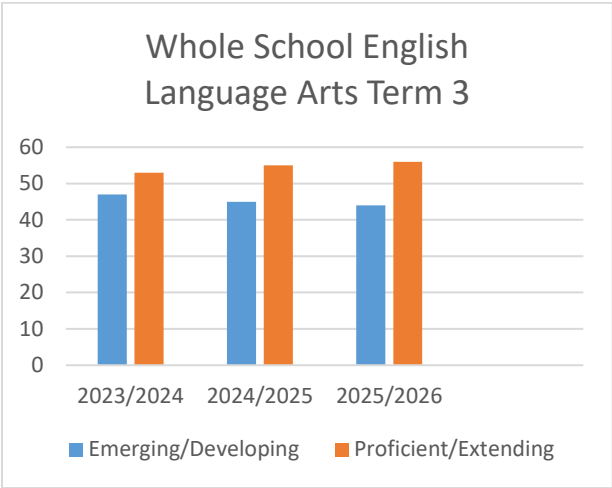
Literacy

General Wolfe's literacy data shows overall strong achievement, while highlighting the need for targeted support in the primary grades. FSA results indicate that most Grade 4 students are meeting or exceeding expectations (63% On Track, 22% Extending), as are Grade 7 students (82% On Track, 4% Extending).

School-wide English Language Arts report card data shows 44% of students in the Emerging/Developing range and 56% in the Proficient/Extending range. In Grades 1–3, however, 58% of students are in the Emerging/Developing range and 42% are Proficient/Extending, identifying early literacy as an area of focus.

This data has informed Wolfe's shift toward a Structured Literacy approach to strengthen foundational literacy skills and support early intervention.

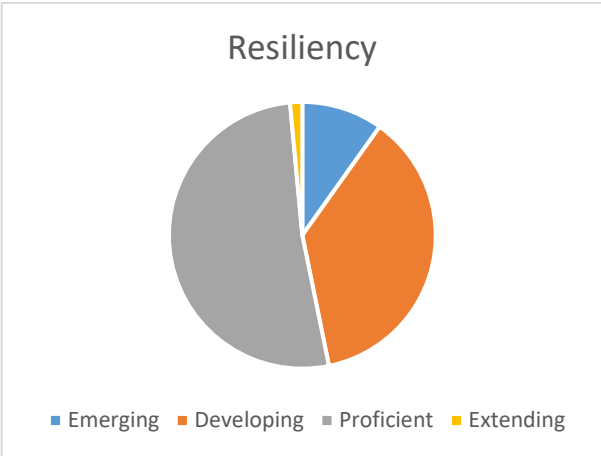
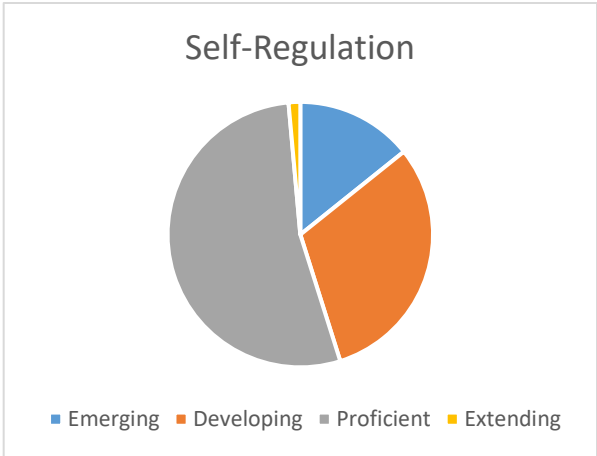
This deeper understanding of our students' needs is part of why General Wolfe is shifting away from Reading Recovery and adopting a Structured Literacy approach supported by evidence-based resources such as Heggerty and UFLI. This transition aligns more closely with what our learner profiles show: strong overall performance in later grades, but a need for more explicit, systematic instruction in foundational skills to ensure early readers develop the phonemic awareness and decoding abilities required for long-term success.



Social Emotional Learning

Core Competency Assessment

In December, the staff assessed all of the students individually in the areas of *resiliency* and *self-regulation*, with a rubric created using the language of the profiles of the BC Curriculum Core



Competencies. Teachers found that 40% of Wolfe students were assessed as Emerging or Developing in these areas. Although the overall distribution of results was consistent with developmental expectations for students at these ages, the findings reinforce the continued need for direct and explicit social-emotional learning instruction.

Mini Dessa

The mini DESSA is a brief, strengths based social emotional screening tool designed to help schools understand how students are developing key competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Classroom teachers at General Wolfe completed the mini DESSA for all students, providing a consistent snapshot of our learners' social emotional wellbeing across grades. The results show that 27% of students demonstrate a social emotional strength, while 62% fall within the typical range. Eleven percent of students were identified as needing targeted behavioural support, indicating a smaller portion of the population who may benefit from more focused intervention. Overall, this data helps us better understand the social emotional needs of our learners and guides our planning for proactive, supportive practices across the school.

Reconciliation

With fewer than 10% of our students identifying as Indigenous, our community of learners continues to engage deeply and meaningfully in its reconciliation journey. Students participate in workshops and classroom lessons that strengthen their knowledge, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions. Throughout the year, learners take part in creating and sharing Land Acknowledgments, both within their classrooms and at school-wide events, helping them build a more personal and reflective connection to place. Building on last year's Indigenous Focus Day, students also embrace the teachings of the Seasonal Rounds and Land Stewardship. This includes committing to a land stewardship learning intention during every field trip, as well as each class taking responsibility for caring for the Wolfe school grounds and surrounding neighbourhood. Together, these practices help our students develop an ongoing, active relationship with the land and a growing understanding of their role in reconciliation.

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

Goal: Improve literacy achievement for all learners through evidence-based instruction, responsive assessment practices, and engaging reading and writing experiences.

Inquiry Question:

How can we use evidence-based literacy instruction, assessment practices, and engaging reading and

writing experiences to improve literacy achievement and foster confident, motivated readers and writers?

General Wolfe is strengthening its collective understanding of literacy development and assessment practices to improve student achievement and ensure equitable outcomes for all learners.

To support early literacy development, Wolfe is implementing a coordinated Structured Literacy approach using Heggerty, UFLI Foundations, and DIBELS screening. Together, these programs create a clear, coherent progression from sound awareness to skilled decoding, ensuring that our primary learners, who currently show higher proportions in the developing range, receive the targeted, structured support needed to move confidently toward proficiency.

Alongside this focus on foundational literacy skills and assessment practices, General Wolfe Elementary embraces Adrienne Gear's *Reading Power* and *Writing Power* frameworks, as well as other high-quality comprehension and writing approaches developed or adapted by teachers to meet the needs of their learners, to nurture strong comprehension, critical thinking, and a lifelong love of reading and writing. These approaches help students develop the habits of proficient readers and writers by making thinking visible and providing opportunities for purposeful discussion, reflection, and authentic literacy experiences. Together, Heggerty, UFLI, DIBELS, Reading Power, Writing Power, and responsive classroom-based literacy practices create a literacy approach that supports both the development of essential foundational skills and the growth of engaged, confident learners who find meaning, enjoyment, and success in literacy.

Support Student Well-Being, Belonging, and Identity

Goal: Foster a strong sense of well-being, belonging, and identity so that all students feel seen, valued, connected, and able to thrive.

Inquiry Question:

How can we create meaningful opportunities for students to develop a positive sense of identity, strengthen their sense of belonging, and contribute to a caring and inclusive school community?

At Wolfe, students are encouraged to explore and express their identities through reading, writing, storytelling, discussion, and creative expression across the curriculum.

Aligned with the Positive Personal and Cultural Identity Core Competency, students develop confidence in understanding and sharing their unique stories while learning how their identities connect to family, culture, history, place, and community.

School-wide initiatives such as Wolfe Wear Wednesdays, student leadership opportunities, and student-led clubs help foster school spirit, student voice, and belonging.

MDI data reflects these strengths, with 75% of students reporting thriving or medium levels of well-being compared to the Vancouver average of 61%. Additionally, 73% of students report a high sense of belonging with peers and 12% report a medium sense of belonging.

While these results are encouraging, the school remains committed to creating inclusive opportunities for every student to experience connection, belonging, and well-being as valued members of the Wolfe community.

Improve equity

Goal: Improve equity by creating inclusive learning environments that honour student identity, increase representation, reduce barriers, and provide multiple pathways for students to access and demonstrate their learning.

Inquiry Question:

How can we create learning environments that honour students' identities, reduce barriers, and provide equitable opportunities for all learners to access, participate in, and demonstrate their learning?

Wolfe strives to ensure that all students see themselves reflected and valued in their learning environments. Diverse stories, perspectives, cultures, languages, and family structures are represented through classroom instruction and library collections.

Students are provided with multiple ways to engage in and demonstrate learning through written, oral, visual, and artistic forms of expression. These practices support accessibility, reduce barriers, and honour diverse ways of knowing and communicating.

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

Goal: Continue our journey of reconciliation by deepening understanding of Indigenous ways of knowing, being, and doing, and by fostering meaningful connections to land, place, community, and Indigenous perspectives.

Inquiry Question:

How can we deepen our understanding of Indigenous ways of knowing, being, and doing in order to advance reconciliation and strengthen our relationship with the land and community?

Wolfe continues its commitment to reconciliation by deepening understanding and practice related to Indigenous ways of knowing, being, and doing. Students and staff have been developing a stronger awareness of why Indigenous Land Acknowledgements are important and how they can be offered in respectful, sincere, and meaningful ways. This learning has been embedded in daily routines, including morning announcements, assemblies, and school events.

Under the framework of Seasonal Rounds, students are learning about the cyclical relationship between land, time, culture, and community. Seasonal Rounds support student understanding that learning is connected to place and that knowledge is developed through observation, care for the land, and reciprocal relationships. This approach encourages students to notice seasonal changes, reflect on how people have traditionally lived in balance with the land, and consider their own responsibilities as learners and community members. This ongoing work supports Wolfe's broader journey toward reconciliation by fostering respect, curiosity, and a growing understanding of Indigenous perspectives within the school community.

HOW WILL WE KNOW WE'RE ON TRACK?

Data on literacy and numeracy will continue to be collected to determine if practices and strategies are promoting achievement and progress toward identified goals. Data on social-emotional competencies will demonstrate growth over the year, while student voice captured through interviews will continue to highlight successful practices that support mental health and foster a sense of belonging. Student voice will also capture the impact and value of lessons, workshops, and experiences in enhancing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. A staff self-assessment indicated that fewer than 50% of staff feel confident integrating Indigenous knowledge and perspectives into daily practice, identifying an area for continued growth and learning.