



## 2025-2026 School Learning Plan

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### SCHOOL STORY

*Kerrisdale Annex is situated on xʷməθkʷəy̓əm (Musqueam) land and 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), as well as the Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaɬ (Tsleil-Waututh Nation).*

Kerrisdale Annex is a vibrant small school nestled next to Malkin Park in Vancouver's Kerrisdale neighborhood and is situated on traditional, ancestral, and unceded lands of the xʷməθkʷəy̓əm (Musqueam) Nation.

Kerrisdale Annex is an English program school for students in kindergarten to Grade 2. Students in Grade 3-7 attend Kerrisdale Elementary which is a few blocks from the Annex. The Annex currently has an enrollment of 76 students and 12 staff. This small school community supports a sense of belonging and care. Staff and students benefit from the many outdoor areas to enhance learning opportunities including garden beds, courtyard spaces, a covered outdoor play area, and Malkin Park which includes an expansive field and many mature trees.

Kerrisdale Annex provides a positive learning environment where students and staff are welcoming and inclusive. The Annex Code of Conduct is "Be Safe, Be Kind, Be Fair", and students are reminded of this on a daily basis. Students are encouraged and supported to try their best, play safely, and take care of each other and respect the environment.

The staff are working to build strong foundations in Literacy and Numeracy, and they are also focused on strengthening the social emotional well-being of all students. Social Emotional Learning (SEL) is explicitly taught with some of the focus areas being growth mindset, resilience, independence, healthy boundaries, social skills, and manners. Staff create a sense of belonging that respects and nurtures the development of the whole child, which is one of the goals in the District's Education Plan.

Classroom literacy programs are supported and enhanced by the District's Collaborative Early Literacy Intervention (CELI) program (small group literacy support) and the One-to-One Literacy Program. Opportunities for student leadership currently include Daily Morning Announcers, MCs at assemblies and schoolwide activities, and Makers Club helpers. 95% of the Annex students participate in Makers Club which takes place during the lunch break on Fridays and builds on applied design skills. It is supported and organized by staff and facilitated by volunteer parents and caregivers.

Kerrisdale Annex is a welcoming community with supportive and involved families and a hard-working Parent Advisory Committee (PAC) that strives to provide community building opportunities for both the Annex and Main school students. The PAC and the staff work together to build connections between Kerrisdale Main and Annex as families often straddle the two campuses. The Kerrisdale PAC plays a vital role in enhancing school programs, facilities, and community life. Through fundraising, the PAC supports technology purchases, classroom funds, sports equipment, extracurricular activities, and key improvements such as playgrounds and outdoor garden spaces. These shared spaces enrich outdoor learning, exploration, and schoolwide events. The PAC also builds community through Movie Night, the Kerrisdale Carnival, and Bingo Night, and supports parent education initiatives that keep families informed and engaged.

The staff at the Annex and Main school maintain connections between the two campuses by having a bi-weekly Buddy Time when the Grade 6 & 7 students walk down to the Annex with their teachers to participate in activities such as: reading books, writing activities, science experiments, PE games and scavenger hunts. Staff at both sites participated in joint Professional Development days, and the schools come together for key events such as the Terry Fox Run, Lunar New Year Celebrations, and Sports Day.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Kerrisdale Annex is a diverse and vibrant community of learners. Our school community includes many students who speak a language other than English at home. Mandarin Chinese is the most common first language among our English Language Learners. 53% of Kerrisdale Annex students are English Language Learners with Armenian, Hindi, Japanese, Mandarin, Cantonese, Pilipino, Spanish and English being among languages spoken by our families.

Students at Kerrisdale Annex can name adults who they feel will support them when they need help. Students express that they are generally happy to be at school, show excitement for learning, and are generally willing to try new things. Through our continued Social Emotional Learning (SEL) goal this year, students are becoming better able to identify their feelings, what they can do if they are upset, and how to solve small problems peacefully and independently.

SEL was chosen as one of the goals for Kerrisdale Annex during the 2023 -2024 school year as the staff noticed that students were struggling to solve problems independently, accept responsibility for their actions, and students lacked perseverance and resilience both in the classroom and on the playground. This resulted in more daily interventions and support from staff to work through issues.

In the fall 2024, teacher observations and parent comments highlighted a need to focus on building a growth mindset in students. Being resilient will help the children take necessary risks in their learning. Staff have worked to build a common language that speaks to the grit needed for learning and shared this language with families so they can encourage and support their children at home.

The most current results of the Early Years Development Instrument (EDI) are from Winter 2025 which show that 47% percent of kindergarten students at Kerrisdale Annex were considered vulnerable on 1 or more of the 5 scales of the EDI, compared with the VSB average of 37%. Kerrisdale Annex students had a significantly higher vulnerability on the Social Competence scale (32% of Annex kindergarten

students were listed as vulnerable, compared to the district average of 19%). Social Competence is the capacity for respect and responsibility, approaches to learning, and readiness to explore new things. This data reinforces the need to help our students further develop their social emotional intelligence and building resilience and a growth mindset.

The administration of the Devereux Student Strengths Assessment (DESSA) in Winter 2024 showed that 30% of students at Kerrisdale Annex had an overall score for Social Emotional Learning (SEL) that was lower than the school average. This improved in June 2025 with only 19.8% of students scoring less than the winter 2024 average. This data highlights both the success of directly teaching SEL curriculum, as well as the need to continue with SEL as a focus in future years. Specifically, data from all divisions as well as from parent responses in June 2025 highlight a need to focus specifically on social awareness. We asked parents to voluntarily complete the DESSA for their child for the first time in June 2025 and we look forward to continuing to include parent assessment of SEL to give us more fulsome data to work from when planning our teaching and learning going forward. This work will continue next year as well as a focus on improving literacy and numeracy outcomes for all learners.

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## **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**

Students are supported in their literacy development through the purchase and use of levelled readers that target specific reading skills and reflect a wide range of student identities, including diverse cultures, genders, and backgrounds. These resources are used in small-group reading instruction to meet learners where they are and support continued growth. Reading at home is also encouraged and supported, with all students expected to practice regularly using appropriately levelled materials, including both take-home books and digital platforms such as RAZ Kids.

In addition to reading development, there is a strong focus on building foundational skills such as phonological and phonemic awareness. At the same time, social-emotional learning is embedded across the school experience. Students participate in a variety of programs, including Zones of Regulation, Teaching About Personal Space (TAPS), and Second Step, which help them develop self-awareness and interpersonal skills. Through these approaches, students are supported to recognize and understand their emotions, use calming strategies, and build a growth mindset. This work is reinforced through a continued school-wide emphasis on fostering confidence, resilience, and adaptability so that students can thrive both academically and personally.

### **Improve equity**

Equity is supported by gathering student feedback through surveys and reviewing reporting data to better understand student experiences and needs. This information is used to guide instruction, with teachers providing tailored individual and small-group support based on assessment data such as learning updates and reading assessments. Priority learners are further supported through targeted Resource Teacher instruction in small groups and one-to-one tutoring.

To support students' well-being and readiness to learn, the school provides a range of tools that promote self-regulation, including wobble stools, wiggle cushions, noise-reducing headphones, and fidgets. In addition, calming spaces and cozy corners are maintained and expanded to support students with sensory and self-regulation needs, helping to create inclusive learning environments where all students can feel comfortable and supported.

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

The school continues to build understanding and respect for Indigenous perspectives by beginning daily announcements and school gatherings with student-led Indigenous land acknowledgements. Teaching practices are intentionally culturally responsive, ensuring that all students see their identities reflected in the curriculum. Learning opportunities honour Indigenous knowledges and ways of being through place-based activities, as well as the sharing of stories and videos created by Indigenous peoples at both local and national levels. Staff are also deepening their learning through professional development that focused on Physical Literacy from an Indigenous perspective, specifically through the Learning in Motion initiative.

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## **HOW WILL WE KNOW WE'RE ON TRACK?**

With regards to literacy, we will see meaningful progress when students consistently demonstrate growth in reading, writing, and oral communication skills. This includes their ability to read with increasing fluency and comprehension, write with clarity and purpose, and express their thinking effectively across contexts. Progress will be monitored using multiple sources of data, including classroom-based assessments, reading benchmarks, writing samples, and feedback gathered through student voice and teacher observations, particularly for our English Language Learners.

We will know that equity is improving when all students demonstrate growth over time, and when targeted support leads to increased success for learners who require additional assistance. We will also see achievement gaps between groups of learners beginning to narrow, and a reduction in the number of students in the Developing range. All students will have equitable access to the support, adaptations, and resources they need to succeed, as well as opportunities for enriched learning experiences.

We will see meaningful progress toward our social-emotional learning goals when students consistently demonstrate the ability to identify and understand their emotions, use a shared language and process to navigate disagreements, and solve small problems independently. Progress will be monitored using multiple sources of data, including DESSA results, ongoing classroom observations, and feedback from student and parent surveys (Student Voice Survey).

Progress in reconciliation will be evident when students can clearly articulate their understanding of local Indigenous peoples, the land, and key principles—including the purpose and meaning of land acknowledgements. Ongoing place-based learning will strengthen relationships with the local Musqueam community and be reflected in visible representations of learning throughout the school.