



2025-2026 School Learning Plan

SCHOOL STORY

Kerrisdale Elementary 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) & salilwatał (Tseil-Waututh Nation).

With an enrollment of just over 450 students and 39 staff members, Kerrisdale Elementary is home to a diverse learning community with three programs: a mainstream English program for Grades 3–7 that complements the Kerrisdale Annex (K–2), a District Choice Kindergarten–Grade 7 French Immersion program and a Multi-Age Cluster Class (MACC). Although each program has unique strengths, the school functions as one community where collaboration across programs enriches student learning.

Kerrisdale’s Parent Advisory Committee (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, the outdoor classroom, and community 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.

A strong sense of community is foundational to who we are. Kerrisdale promotes safe, inclusive spaces for all students, recognizes Pink Shirt Day, and supports a student-led 2SLGBTQIA+ group that fosters belonging and peer advocacy. Students set individual goals and engage in school life through leadership, volunteering, extracurricular involvement, and schoolwide fundraising initiatives.

This year, the school participated in *le Festival des Voyageurs*, exploring the history of voyageurs, Métis culture, and early Canadian traditions through storytelling, music, art, and hands-on activities. These experiences strengthened cultural understanding and connection across grade levels.

Cross-program collaboration is a hallmark of our school. Multi-age and buddy initiatives help students build relationships and learn from one another. English Grade 6/7 students serve as big buddies to Kerrisdale Annex students, strengthening connections between the Annex and the main school.

Student voice plays a central role in our community. Students lead monthly assemblies, participate in Student Council, and help plan schoolwide activities and events. Sports Day remains a cherished annual celebration of teamwork, physical activity, and school spirit for students, staff, and families.

Outdoor learning is deeply valued at Kerrisdale. Students in Grades 5–7 participate in annual outdoor education camps that build resilience, teamwork, and confidence through experiential learning. The school continues to expand its commitment to environmental stewardship through initiatives such as soft-plastic recycling and regular grounds clean-up rotations.

Our teacher librarian supports the school's commitment to reconciliation and Indigenous ways of knowing. Students participate in rich learning experiences including storytelling, cedar weaving, visits from Knowledge Keepers, and activities such as the Blanket Exercise. These opportunities build understanding, empathy, and respect for Indigenous histories, cultures, and perspectives.

Kerrisdale Elementary remains committed to building a cohesive and responsive learning environment that reflects the strengths and needs of our diverse community. With a focus on collaboration, social-emotional well-being, Indigenous learning, student leadership, and environmental responsibility, Kerrisdale continues to strengthen a school environment where all learners feel a deep sense of belonging and purpose.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Kerrisdale is a diverse and vibrant community of learners located on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam) peoples. As a school, we are committed to integrating the First Peoples' Principles of Learning across all areas of the curriculum and embedding them as part of our shared way of being.

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 (ELL). Students with diverse learning needs are fully included in all aspects of school life and contribute significantly to the richness of our community. The demographic information described here reflects students across all our programs: Mainstream English, District Choice French Immersion, and the District MACC class.

We are fortunate to have an experienced and dedicated team of educators serving students in both the English and French Immersion programs. Through ongoing collaboration - classroom teachers, the school librarian, prep teachers, resource teachers, counsellor, and Student and School Support Workers (SSW) work closely together to identify and support students who may benefit from additional academic, social-emotional, or behavioural assistance.

The diverse learning needs present within our student population also provide meaningful opportunities for leadership, empathy, and interpersonal development among peers. Teachers in our primary grades use literacy screeners and formative assessment to identify emerging literacy challenges in young learners and to recommend targeted support from our Resource Team. Our Intermediate team collaborates closely with our Resource Team to provide both push-in and pull-out support for learners who require additional support.

Students at Kerrisdale are well-rounded individuals who bring many strengths to their academic and social experiences. School-wide data indicates that our learners demonstrate strong academic achievement, motivation, and commitment to hard work. Anecdotal observations also highlight that

students interact positively with peers and staff, show kindness, and exhibit strong interpersonal skills. They demonstrate patience, acceptance, and support for classmates who have diverse learning needs.

Student voice - gathered through the Grades 4 and 7 Student Learning Surveys and the Middle Years Development Instrument (MDI)—shows that students continue to work on developing skills in digital literacy, critical thinking, time management, and coping with academic pressures. Anxiety related to academic expectations and the need to build resilience were also noted as areas of growth.

As a school, we are committed to social-emotional development and inclusive education. The *Ready Bodies, Learning Minds* (RBLM) room provides students with a supportive space to build self-regulation skills, complemented by sensory hallways that offer movement-based regulation opportunities. We use the *Zones of Regulation* and the *WITS* program (Walk Away, Ignore, Talk it Out, Seek Help) to explicitly teach conflict-resolution strategies and support students in strengthening their self-regulation and interpersonal skills.

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

Kerrisdale Elementary data reflects strong overall student achievement alongside clear opportunities for targeted growth. FSA data for Grades 4 and 7 shows generally strong academic performance across both English and Math, with most students achieving at the Proficient or Extending levels, though results vary slightly by grade and year. In 2025–2026 English results, 75.8% of Grade 4 students met or exceeded expectations, surpassing the district average of 71.0%, while Grade 7 students performed notably higher at 90.2% compared to the district's 69.5%. Compared to 2024–2025, the data indicates consistent high achievement, though with slight declines in some areas such as Grade 4 Math and English, while Grade 7 Math shows a significant improvement. Overall, the school consistently performs at or above district levels, particularly in Grade 7, indicating strong instructional outcomes and student achievement trends.

The English Language Arts (ELA) report card data shows a consistent pattern across Grades 3–7, with most students in the Developing range, particularly in Grade 6 (27 students) and Grade 7 (19 students), alongside moderate numbers in Proficient (10–16 per grade) and fewer in Extending except for Grade 7 (12 students). One factor of this is because we have 28% of our student as English Language Learners (ELL) who receive targeted support for language development. A small number of Emerging learners in Grades 3 and 4 highlights the need for early intervention. In French Language Arts (FLA), primary grades show stronger performance, with high Proficient numbers (e.g., 25 in Kindergarten and 21 in Grade 3), but this shifts in Grades 4–6 where Developing becomes dominant (e.g., 18 students in both Grades 4 and 6) and Proficient declines, before improving again in Grade 7 (17 Proficient, 9 Extending). Across both programs, a persistent “Developing middle” indicates the greatest opportunity for growth, alongside a need to strengthen transitions into intermediate literacy, particularly in French, and to expand extension opportunities in ELA where Extending remains limited.

Overall, the data supports a continued focus on differentiated instruction, small-group literacy support, and deliberate strategies to move students from Developing to Proficient, while also ensuring high-achieving students are challenged to reach Extending.

The Grade 6 MDI results for Kerrisdale Elementary show a generally positive but mixed picture of student well-being. About one-third of students (36%) are classified as thriving, while an equal proportion falls into the low well-being category (33%), indicating that a significant group may require additional support despite overall strengths. Students report relatively strong assets, particularly very high participation in out-of-school activities (97%) and solid peer relationships and nutrition/sleep habits (both 76%), although connections with adults (65%) are somewhat lower than the district average. Social and emotional development is generally positive, with strong self-esteem and happiness reported by many students, though notable proportions experience worries or lower optimism. Physical health indicators are strong, with most students regularly eating breakfast, sleeping well, and engaging in frequent physical activity, and the majority reporting good or excellent mental health. Students also report a strong sense of belonging and positive peer relationships, but connections with adults outside the home are less consistent. Finally, school experiences are largely positive, with high academic self-concept and a strong sense of belonging, although perceptions of school climate and some experiences of unexpected behaviours suggest areas for continued attention.

Improve equity

At Kerrisdale, we strive to ensure that every student, regardless of their background, abilities, or circumstances, has the resources and support they need to thrive academically and personally. We recognize that each student is unique. Equity involves tailoring our teaching methods, materials, and assessments to meet the diverse needs of our learners. Whether a student is an English Language Learner, have special needs, or come from a different cultural background, we provide targeted assistance to help them succeed.

We allocate resources fairly and strategically. This includes access to technology, learning materials, extracurricular activities, and support services. All students have equitable access to field trips and school experiences.

Compared to last year's data, which showed a reduction in Emerging and Developing learners across both English and French—particularly significant gains in French Immersion and among English Language Learners—this year's results indicate continued progress but also highlight a persistent "Developing middle" as a key focus for equity. Kerrisdale's ongoing commitment to equitable practices, including targeted small-group instruction, culturally responsive teaching, and strategic allocation of support through the Resource Team and *Response to Intervention model*, continues to support diverse learners; however, the data suggests a need to further strengthen transitions in intermediate literacy, sustain growth in French, and expand extension opportunities in ELA. Overall, the data reinforces the school learning plan focus on using differentiated instruction and targeted supports to move more students from Developing to Proficient while ensuring all learners—including those requiring additional support or enrichment—have equitable opportunities to succeed.

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

Our school is committed to deepening our understanding of Indigenous worldviews and knowledge. Students and staff participate in a range of activities designed to build different perspectives and increase awareness of Indigenous histories and cultures.

We are proud that place-based learning has guided our school's learning plan over the past several years. We continue to build on this work by engaging students in developing a deeper understanding of the diversity of our local heritage, cultures, and environment. We remain committed to strengthening longstanding connections with our Annex, while also building new relationships with the broader community and the Musqueam people.

Indigenous principles are strongly reflected in this approach to learning, emphasizing collaboration through shared discussions and collective thinking. Students are encouraged to demonstrate their understanding in diverse ways, while engaging in ongoing reflection about their choices and overall well-being. The learning experience highlights the importance of physical activity, personal joy, balance, and recognizing struggle as a natural and valuable part of growth. Hands-on, experiential opportunities such as science labs, in-school activities, our gardening program and field trips further deepen understanding. Overall, this approach fosters learning that is experiential, reflective, and holistic, supporting both intellectual development and personal well-being.

HOW WILL WE KNOW WE'RE ON TRACK?

We will know we are making progress in literacy when more students move from Developing to Proficient and Extending in both English and French programs, and FSA results continue to meet or exceed district averages. Fewer students will be identified as Emerging, and classroom and small-group data will show steady growth, particularly for English Language Learners. Our next steps include addressing gaps in home support and strengthening student problem-solving skills, while continuing to build literacy and oral language outcomes across both programs.

Progress will also be evident through stronger differentiated instruction, with teachers consistently using assessment to guide targeted support and extension. We will see increased resources in place to support diverse learners, alongside more opportunities for students to engage in collaborative and inquiry-based learning. As a result, more students will successfully access grade-level learning while high-achieving students are further challenged.

Improved well-being and belonging will be reflected in increased MDI results showing more students thriving and fewer in the low well-being category. Students will report stronger connections with adults, while maintaining positive peer relationships and a strong sense of belonging.

We will know equity is improving when all groups of learners demonstrate growth; gaps between groups narrow, and fewer students remain in the Developing range. All students will continue to have equitable access to support, resources, and enriching learning experiences.

Progress in reconciliation will be evident when students can clearly articulate their understanding of Indigenous perspectives and local histories. Ongoing place-based learning will strengthen relationships with the Musqueam community, and authentic integration of Indigenous principles will be visible in classrooms.