



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we acknowledge that we are learning and unlearning on the ancestral, unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwataʔ (Tsleil-Waututh) Nations.

Our school is located on the westside of Vancouver, near the UBC Endowment Lands, Pacific Spirit Park, and the Musqueam First Nations reserve.

The original Lord Kitchener Elementary School opened in Vancouver's Dunbar neighbourhood in 1914. In October 2012, a beautifully seismically upgraded building was unveiled, incorporating the historic 1914 structure. The new design creates a vibrant, modern, and accessible learning environment that fosters innovation and collaboration among students and staff. Our school has a thriving garden space supported by students, parents, and the Earthbites program, ensuring the garden remains vibrant year-round.

The school is organized into six dynamic learning communities, each featuring professional offices, collaborative learning spaces, and a learning common where students and staff come together to explore and grow. For the 2025-2026 school year, we are proud to welcome approximately 415 students from kindergarten to Grade 7. We have over 40 members of staff including classroom teachers, resource support, librarian, counsellor, music instructor, physical education instructor, student support workers, supervision aides, office administrative assistants and building engineers. Our school culture is warm and welcoming, built on a shared commitment to fostering the academic, social, and emotional growth of every student.

Our students excel across all areas of the curriculum, with many students meeting or exceeding the Ministry of Education and Childcare's expectations for on track and extending. Lord Kitchener has an engaged Parent Advisory Council (PAC) that plays an integral role in supporting the school and broader community. Our dedicated educators are passionate about providing engaging, relevant learning experiences, while holding high expectations for each student's academic and personal growth. The school is committed to ensuring the full inclusion of all learners. We continue to host a *New to Canada Parent Information Night*, led by our Multicultural Worker, to support newcomer families in navigating the Canadian education system. To further strengthen community connections, we host Community

Day events, bringing together students and staff from Kindergarten through Grade 7 to foster cross-grade relationships and a sense of belonging.

Our staff are dedicated to supporting the learning and social-emotional needs of all students and are committed to continually deepening their knowledge in areas such as assessment, literacy, executive functioning, and flexible thinking. This year's professional development has focused specifically on Assessment and Executive Functioning, further strengthening instructional practices across the school. Staff work collaboratively within their grade-level communities, regularly analyzing and responding to assessment data and developing benchmarks for Language Arts, with particular emphasis on writing as well as reading. In addition, along with all VSB schools, we conducted Early Literacy screening for all our Kindergarten students. Early literacy screening is a formative assessment process that identifies students' literacy skills early in their education. It enables timely instructional support and interventions, helping improve literacy outcomes, and address systemic gaps.

Kitchener boasts a strong athletics program, offering a variety of extracurricular sports such as cross country, basketball, soccer, track and field, badminton, ultimate frisbee and volleyball. We have many Leadership opportunities, with roles such as Office Monitors, Library Monitors, Peer Helpers, Morning Announcers, and Assembly Leaders. Staff also lead a variety of lunchtime clubs, varying from year to year depending on student interest and staff availability. This year we are excited to introduce a Drama Club to our list of opportunities. Our library is a vibrant hub of activity, offering a wide range of events including the Book Fair, Camp Read, the Spelling Bee, guest reader visits, author presentations, and interactive lessons connected to current events. Additionally, we offer *Ready Bodies*, *Learning Minds* and a cooking club to cater to the diverse needs of our learners. For our youngest students and their families, we host an *On Our Way to Kindergarten* event each spring to ensure a smooth and positive transition into school.

Parents are vital partners in our school community, organizing events and activities that strengthen our bonds. In the fall, parents host a Bingo Night to raise funds for the school while bringing families together. In December, our PAC organizes a Winterfest, complete with games, crafts, and music. The winter months also see the celebration of Lunar New Year, organized by parents with the support of our Settlement Worker, featuring dancing, music, and a fashion show. In the spring, parents coordinate a year-end celebration with games, food, and music. Throughout the year, parent volunteers also help with organizing after school clubs, hot lunches twice a week, Pizza Days, the Book Fair and contribute to supporting our sister school.

At Lord Kitchener, we are committed to fostering a vibrant, inclusive, and supportive community, where students, families, and staff work together to create an environment where everyone can thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Lord Kitchener is made up of approximately 415 students from kindergarten to Grade 7. We have a large population of families who have identified Mandarin, Cantonese, Chinese, or English as their

home language. We also have families who speak Greek, Vietnamese, Korean, Turkish, Farsi, Russian, Filipino, and Japanese. A large portion of the student body are English Language Learners (23%), 8% of our students are learners with diverse abilities, and 1% identify as Indigenous.

Data gathered from Learning Updates, the Student Learning Survey, the Middle Years Development Instrument (MDI), Foundation Skills Assessment (FSA), staff observations, and feedback from students and families paints a rich picture of the learners at Kitchener. Students are willing to use the tools and strategies they have learned, and they show strong academic ability overall, particularly in mathematics. A notable strength across the school community is students' strong sense of voice and their comfort in approaching adults for support. Learners benefit from highly supportive families and bring expansive background knowledge and diverse experiences from outside the home, allowing them to contribute meaningfully to classroom discussions and community activities. Many students demonstrate strong leadership skills, and both families and staff place high value on community service and leadership opportunities. A strong sense of community is evident, as students consistently volunteer to support school programs and express enjoyment when engaging in multi-age activities that help build relationships across grades.

At the same time, the data highlights specific areas of need that will guide our next steps. Many students would benefit from continued development of resiliency and perseverance when facing challenges, particularly during unstructured times. In the social-emotional domain, clearer expectations for behaviour during unstructured times such as recess and lunch are required, along with more support in conflict resolution, sharing, and turn taking. Strengthening friendship skills and helping students build positive relationships with a wider range of peers and staff members remain priorities.

Building vocabulary remains an important focus, especially for English Language Learners, to support deeper understanding and stronger communication skills. Improving writing skills—especially those that promote critical thinking and clear expression—will support student success across subject areas. Learners also need further practice in problem solving and critical thinking in both Language Arts and Math.

There is also a need to provide more opportunities for play and connection throughout the day, as these experiences help nurture social-emotional learning and social responsibility. Continuing to embed the First Peoples Principles of Learning in daily practice will support this holistic development, inclusivity, and deeper connections to place and community. Finally, supporting families in developing consistent attendance practices is essential, particularly in cases where students experience extended absences that impact learning and school connectedness.

Student Learning Data - Literacy

K–7 Achievement Data Comparison: Language Arts Reports Term 1 to Term 3

The achievement data for both K–3 and Grades 4–7 demonstrates growth from Term 1 to Term 3, with increases in students achieving at the **Proficient** and **Extending** levels and decreases in the number of students performing in the **Emerging** and **Developing** categories.

K–3 Results

For K–3 students, the percentage of learners in the **Emerging** category decreased from **7% in Term 1 to 5% in Term 3**, while the **Developing** category declined from **36% to 26%**. At the same time, the proportion of students achieving **Proficient** increased significantly from **46% to 57%**, and students in the **Extending** category increased slightly from **11% to 12%**.

These results indicate that more students are meeting or exceeding grade-level expectations by Term 3. The reduction in the Emerging and Developing categories, combined with growth in both Proficient and Extending, reflects strong overall progress in student learning.

Grades 4–7 Results

The Grades 4–7 data also shows positive movement across achievement levels. The percentage of students in the **Emerging** category decreased from **4% to 2%**, while the **Developing** category declined from **34% to 31%**. Although the percentage of students in the **Proficient** category decreased slightly from **50% to 48%**, the proportion of students in the **Extending** category grew substantially from **12% to 18%**.

This shift suggests that several students who were previously performing at the Proficient level moved into the Extending category, resulting in a higher proportion of students exceeding grade-level expectations. The overall percentage of students meeting or exceeding expectations increased from **62% in Term 1 to 66% in Term 3**.

Overall Summary

Across K–7, the data demonstrates encouraging growth throughout the year. Both divisions saw reductions in the number of students identified as Emerging and Developing. K–3 showed a strong increase in Proficient learners, while Grades 4–7 experienced significant growth in the Extending category. Overall, the results suggest continued progress toward improving student achievement and increasing the number of learners meeting or exceeding expected learning standards.

DIBELS Screener (Kindergarten)

For the 2025-26 school year, Kindergarten students were assessed (at a minimum) on:

- Upper-case and lower-case letter naming
- Letter-sound correspondence
- Phoneme isolation and segmentation

Results show overall improvement from November to May: Letter Naming

- *Emerging*: decreased from **44% to 23%**
- *Proficient*: increased from **42% to 66%**

Letter–sound recognition:

- *Emerging*: decreased significantly from **69% to 43%**
- *Developing*: increased from less than **10%**, to **17%**
- **Extending**: increased from **19% to 23%**

Phoneme Isolation

- *Extending*: increased from **14%** to **17%**

With strong intervention from our teaching staff and resource team, the results show many reasons to celebrate. Students are continuing to build their understanding and skills, with many making steady progress in their learning. A growing number of students are becoming more confident and can apply what they have learned with increasing consistency. Across the different classes and groups, many students are meeting grade-level expectations, while others are making positive strides toward these goals. Some students are demonstrating a strong understanding and are able to extend their thinking by applying their learning in more complex and creative ways. Overall, the results reflect meaningful growth and achievement, highlighting the progress students have made while reinforcing the importance of ongoing support, encouragement, and opportunities for continued success.

Numeracy

Mathematics Achievement Data Comparison: Term 1 to Term 3 (K–7) Reports

The mathematics achievement data from Term 1 to Term 3 indicates growth across both K–3 and Grades 4–7, with fewer students performing below expectations and more students achieving higher levels of proficiency.

K–3 Mathematics Results

For K–3 students, the percentage of students in the **Emerging** category remained stable at **1%** from Term 1 to Term 3. The **Developing** category decreased significantly from **26% to 13%**, while the proportion of students achieving **Proficient** increased from **58% to 65%**. The **Extending** category also grew from **16% to 21%**.

These results demonstrate strong growth in mathematics achievement, with students moving from the Developing category into both Proficient and Extending levels. By Term 3, **86% of K–3 students were meeting or exceeding expectations**, compared to **74% in Term 1**, reflecting substantial gains in student learning and confidence in mathematics.

Grades 4–7 Mathematics Results

The Grades 4–7 mathematics data also shows continued growth. The percentage of students in the **Emerging** category decreased from **1% to 0%**, while the **Developing** category declined slightly from **11% to 10%**. The **Proficient** category decreased from **41% to 38%**, but this was accompanied by a notable increase in the **Extending** category from **47% to 52%**.

This shift suggests that many students who were previously performing at the Proficient level advanced to the Extending level, resulting in a greater proportion of students exceeding grade-level expectations. The percentage of students meeting or exceeding expectations increased from **88% in Term 1 to 90% in Term 3**, demonstrating continued growth and high levels of achievement in mathematics.

Overall Summary

Across K–7, the mathematics data reflects strong student achievement and growth over the course of the year. K–3 students showed significant gains in both the Proficient and Extending categories, while Grades 4–7 students demonstrated particularly strong performance at the Extending level. The reduction in students identified as Emerging or Developing, combined with increases in students meeting or exceeding expectations, highlights the effectiveness of instructional practices and ongoing support for mathematical learning. Overall, the data suggests that students are developing stronger mathematical understanding and are increasingly able to apply their skills with confidence and success.

Math is a clear strength, and continued growth in critical thinking skills will come from approaching math through a different lens. Having strong computational math skills allows us to explore math in new and inventive ways. It helps us find more than one strategy to solve a problem, explain our thinking clearly, and use mental math efficiently. Our Foundational Skills Assessment math data also highlights the strong foundational math skills of our students.

Foundational Skills Assessment Data (October 2025)

The FSA results closely mirror evidence gathered through ongoing learning updates, formal and summative assessments, and classroom observations. Students demonstrated achievement levels consistent with their day-to-day performance, confirming the accuracy of classroom assessment data. These results reinforce our understanding of student strengths and areas for growth and validate the effectiveness of multiple sources of evidence used throughout the school year.

Literacy

	Emerging	On Track	Extending
Grade 4 (46 students)	17%	76%	<10%
Grade 7 (70 students)	<10%	80%	17%

Numeracy

	Emerging	On Track	Extending
Grade 4 (46 students)	<10%	89%	<10%
Grade 7 (70 students)	<10%	40%	57%

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 work collaboratively to strengthen primary literacy instruction through ongoing mentoring, coaching, and peer support. Primary teachers collaborate with the support of our Primary Resource Teacher to ensure consistent and effective use of the UFLI and Heggerty programs across classrooms. Literacy screeners were implemented in kindergarten this year, with staff collaboration and shared

data analysis supporting a planned expansion to Grades 1–3 next year. Staff will access and share resources and instructional materials to support English Language Learners, and educators will continue to build their professional learning to adapt instruction and meet the diverse needs of ELL students.

Staff participate in school-wide writing assessments twice each year for students in Grades 1–7. These writing samples are used to compare student growth over the course of the year, with a focus on the development of sentence structure, vocabulary, and the quality and depth of ideas. The data gathered helps inform instructional practices and identify areas where additional support may be needed. We would also like to explore programs and interventions that could strengthen literacy development, particularly for intermediate students, to support continued growth in reading and writing achievement.

Staff are creating and implementing common language aligned with the school PRIDE motto—Perseverance, Responsibility, Integrity, Determination, and Excellence—to promote school-wide social responsibility and a positive community culture. Through morning announcements this year, students were introduced to six core concepts of kindness: caring, respect, inclusiveness, courage, responsibility, and integrity. These concepts help students and staff build positive relationships, support positive interactions, and strengthen a sense of belonging.

Staff are working on creating and implementing common language aligned with the school PRIDE motto—Perseverance, Responsibility, Integrity, Determination, and Excellence—to promote school-wide social responsibility and a positive community culture. This year, through morning announcements, students were introduced to six core concepts of kindness: caring, respect, inclusiveness, courage, responsibility, and integrity. These concepts help students and staff build positive relationships, support positive interactions, and strengthen a sense of belonging.

Improve equity

Dedicated staff work collaboratively with resource teachers to support English and non-English student learning through a range of flexible service models, including in-class support, pull-out assistance, and small-group instruction. Based on individual student needs, targeted reading interventions are provided in both the primary and intermediate grades, with a focus on phonemic awareness, phonics development, and sentence building. This responsive approach ensures timely, focused support while promoting inclusion and strengthening foundational literacy skills across grade levels.

With support from the District ELL Resource Teacher, staff were provided with a range of materials and resources, including access to the Storybooks Canada and Unite for Literacy websites. These platforms offer a wide selection of picture books that are narrated and translated into many of the languages spoken in our local schools, supporting multilingual learners and their families. Recommendations were also shared for using wordless picture books, along with strategies for incorporating them into classroom practice.

Our Multicultural Worker and Settlement Worker continue to support a variety of initiatives at school including a New to Canada Parent Information Night, Lunar New Year celebration, and helping to translate when needed. The New to Canada Parent Information Night was well attended. The focus of

the meeting was to learn more about how to support their child navigate the Canadian school system. A take home document was shared with families.

During Black History Month, students learned about and celebrated Black Canadians through daily morning announcements that highlighted their contributions and importance. Many students actively participated in related learning activities throughout the month. This focus was also reflected in the school newsletter to families, which emphasized how picture books can be used as a powerful tool to start meaningful conversations with children and included examples of books that families could explore at home. Future newsletters will continue to highlight and discuss other important topics, such as diversity.

For the On Our Way to Kindergarten event, in addition to the excellent resources provided, we developed a comprehensive booklet for families. This booklet offers parents valuable insights into what a typical day in kindergarten looks like, along with important information on nutrition, opportunities for parent involvement, and the foundational goals set for kindergarten.

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

Kitchener is committed to building a school culture that accepts and celebrates diverse cultures. By increasing awareness of Indigenous stories, traditions, languages, and cultures, students and staff will continue to build their knowledge and deepen their relationship with Indigenous knowledge, practices, and peoples. Students will continue to participate in daily land acknowledgements during morning announcements and assemblies. Students will also continue to have opportunities to learn more about Indigenous cultures through activities on Orange Shirt Day and Indigenous Peoples Day, as well as through the curriculum throughout the year. The Coast Salish anthem is played at the beginning of every assembly, and students learn more about the land through our school garden, Earthbites, and our outdoor classroom space. Our goal is to connect the six concepts of kindness and social responsibility initiatives to the First Peoples Principles of Learning. We will introduce morning announcements in June that focus on and celebrate the important and positive impacts of Indigenous Peoples in Canada.

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HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our Learning Updates, FSA, Literacy Screeners, observations, and other school-based data to monitor how we are progressing with achieving our goals.

To guide our next steps in literacy development, we will analyze data from these key sources:

- Learning Updates (SpacesEDU) and CB IEP reviews
- Foundational Skills Assessment (FSA) results
- Referrals to the School-Based Team
- School-wide writing assessments
- Results from the DIBEL
- Formative and Summative Assessments
- UFLI and Heggerty progress monitoring

To guide our next steps in our equity goal, we will look at.

- Literacy and Math Assessment Results Track improvements in foundational skills assessments, UFLI progress monitoring, school wide writes, and the DIBELS assessment.
- Providing school wide opportunities to enhance student knowledge about First Peoples Principle of Learning
- Using student, family, and staff surveys to gather feedback on inclusion, belonging, and access to learning.
- Continuing community-building efforts like the New to Canada Parent Information Night and enhanced roles for the Multicultural and Settlement Workers to increase parent involvement and attendance at school wide events
- Embedding practices that promote social responsibility among students, staff, and families to cultivate a nurturing learning environment, strengthen a sense of belonging, and support the development of caring, engaged citizens and monitor