



2025-26 School Learning Plan

SCHOOL STORY

Selkirk Annex is situated within the Kensington-Cedar Cottage community in the heart of East Vancouver, on the unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tsleil-Waututh) Nations. The area is characterized by a wide social and demographic mix. Selkirk Annex supports the diverse needs of 85 students across five divisions from Kindergarten to Grade 4. Families are linguistically diverse, with 14 different first languages represented.

The educational philosophy at Selkirk Annex is grounded in a learner-centered approach, supported by four guiding practices that shape teaching and learning across the school:

- Multi-age groupings — fostering peer learning and collaboration
- Differentiated instruction — meeting diverse learning needs and maximizing engagement
- Authentic assessment — monitoring individual student growth
- Collaborative learning culture — where learning is a shared, community-driven process

Our learning intentions emphasize experiential, relationship-based learning that reflects the First Peoples Principles of Learning. We strive to create a safe environment where students can explore their strengths, reflect on their choices, and engage in learning grounded in connection, reciprocity, and care for the land. Outdoor learning and environmental stewardship are key priorities within our school community. These practices support students in developing respectful, decolonial relationships with the land, and deepen their understanding of their responsibilities to one another and to the natural world.

One initiative that brings these priorities to life is our school garden, located on the playground. The garden serves as an outdoor classroom where students engage in hands-on learning connected to health, nutrition, sustainability, and community engagement. Students take an active role in planting, maintaining, and harvesting, building practical life skills while developing a deeper connection to the natural world. This shared responsibility fosters a strong sense of care, belonging, and environmental awareness.

Our dedicated PAC actively supports a wide range of school initiatives and programs, enriching the learning environment for both students and staff. School-wide experiences such as the Winter Social, Cultural Celebration, Spring Fair, spirit days, and the pancake breakfast, along with participation in

programs like Earth Rangers, Urban Safari, gymnastics, and performing arts, further strengthen our sense of community and belonging.

Students also participate in a variety of clubs, teams, and extracurricular programs, including Kilometer Club, knitting club, games club, and cross-country running, as well as after-school programs such as choir, multisport, and cartooning. These opportunities support student interests, well-being, and connection to the school community.

The learners, staff, and broader school community value Indigenous histories, cultures, and traditions, and remain committed to ongoing learning in these areas. This is reflected in participation in cultural experiences such as Métis and Squamish Nation dancing, Squamish Nation drumming and storytelling, and the regular singing of the Coast Salish Anthem at weekly assemblies. In alignment with our commitment to Truth and Reconciliation, we continue to engage in learning and unlearning through storytelling, hands-on experiences, and relationships.

Selkirk Annex fosters an inclusive and welcoming environment for staff, students, and families. Throughout the year, the school community celebrates diversity and promotes belonging through events such as Lunar New Year and multicultural celebrations that reflect the rich cultural backgrounds of our families. In June 2026, Selkirk Annex and Selkirk Elementary proudly celebrated Pride by hosting a neighbourhood parade that brought together families, community members, local businesses, and students from Gladstone and Tupper Secondary Schools. Together, these experiences reflect our shared commitment to inclusion, respect, and strong community connections.

As part of the Gladstone Family of Schools, Selkirk Annex maintains strong connections with Selkirk Elementary and the Gladstone Community Schools Team.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Selkirk Annex, our community of learners includes both students and educators who grow together through shared experiences, collaboration, and commitment to inclusion. We strive to create a safe, inclusive, and nurturing environment where every learner is supported in their academic, artistic, physical, social, and emotional development. We recognize that meaningful learning takes time and is strengthened through patience, reflection, and a community-centered approach.

Our assessment and reporting practices are grounded in the First Peoples Principles of Learning, the BC Performance Standards for Social Responsibility, and the Core Competencies, particularly Personal and Cultural Identity and Social Responsibility. Students regularly engage in self-reflection, goal setting, and conversations about their strengths and areas for growth, helping them develop self-awareness and agency in their learning.

Our school serves a diverse population of students from a wide range of cultural and linguistic backgrounds. Currently, 54% of students are English Language Learners (ELL), and some students have Ministry designations representing a variety of learning needs. This diversity enriches our school community and strengthens our commitment to equity and belonging.

Learning at Selkirk Annex is holistic, experiential, and relationship-driven, grounded in values of connectedness, reciprocity, and a strong sense of place. Instruction is supported by a collaborative team that includes classroom teachers, ELL and resource staff, a teacher-librarian, education assistants (SSAs), a school counsellor, a speech-language pathologist, a school psychologist, supervision aides, an office assistant and building engineer. Together, we take a team-based approach to supporting the academic and social-emotional growth of each learner. Selkirk Annex also contributes to the broader educational community by serving as a mentorship site for teacher candidates from the UBC Bachelor of Education Program.

As a school, we value multi-age groupings, which foster long-term relationships between students and teachers and encourage peer learning. Older students take on leadership roles, supporting younger classmates both academically and socially. This structure helps build a strong sense of community within classrooms and across the school.

Student voice and leadership are encouraged and celebrated at Selkirk Annex. Learners take initiative in leading school-wide assemblies, speaking publicly, and supporting one another. They are developing an increasing awareness of their role within the broader community, guided by principles of inclusion, equity, and social responsibility. Students also contribute to caring for their environment, with classes participating in school-grounds clean-up and developing a shared sense of stewardship and pride in their space.

Social-emotional development is a central part of our school culture. Learners strengthen their self-regulation skills through consistent use of SEL practices, including mindful breathing, whole-body listening, and the Zones of Regulation framework.

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

At Selkirk Annex, teachers collaborate to ensure students receive a balanced combination of whole-class, small-group, and individualized instruction tailored to their needs. In literacy, we use a structured and sequential approach to teaching phonics and phonemic awareness to build strong foundational skills. Students are also immersed in rich literary experiences through our curated library collection and a weekly whole-school shared reading experience.

School-based professional learning supports this work, with a focus on structured literacy, numeracy instruction, and assessment practices. Through flexible professional development sessions, including lunch-and-learns, teachers deepen their understanding of structured literacy approaches, expand classroom literacy practices, and strengthen math fact fluency through data collection, progress monitoring, and responsive instruction.

Improve equity

Equity is a central value that informs all aspects of instructional planning and school decision-making. Through evidence-based instruction and ongoing assessment, educators identify students who require additional or targeted support and provide responsive, differentiated learning opportunities. By centering the needs of learners requiring additional support, we ensure that all students can work toward personalized goals and develop core competencies at their own pace.

Our school community is also committed to ongoing learning in anti-racism and equity. We actively reflect on practice and strive to ensure that school experiences — including guest speakers, performers, authors, and workshops — reflect the diversity of our students and the broader world.

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

Reconciliation is an ongoing and intentional part of both daily practice and long-term planning at Selkirk Annex. Students engage in classroom learning that explores Indigenous histories, contemporary issues, and cultural celebrations. Staff continue to deepen their practice through professional learning focused on culturally responsive pedagogy and the First Peoples Principles of Learning.

We continue to weave reciprocity, land stewardship, and decolonial land-based practices into our daily routines. These practices help students understand their responsibilities to the land and to one another, and support learning that is grounded in relationship, respect, and care.

The singing and drumming of the Coast Salish Anthem at weekly assemblies and gatherings grounds our community in respect and connection to the local Nations. These shared practices strengthen relationships, foster belonging, and support a school culture rooted in care, respect, and responsibility.

HOW WILL WE KNOW WE'RE ON TRACK?

These goals guide our daily practice, and we monitor progress through a combination of academic data, classroom observations, and indicators of well-being and belonging that reflect our unique early-years learning environment.

Literacy and Numeracy Achievement

We use a range of assessment tools — including formative and summative classroom assessments, school-wide writing samples, and teacher observations — to track student progress across the year. DIBELS screening is administered three times annually to assess phonemic awareness, phonics, oral reading fluency, and comprehension. This data is disaggregated by grade and skill to guide targeted instruction and intervention.

Spaces EDU reporting provides additional insight into student learning. Within this framework, “meeting expectations” includes Developing, Proficient, and Extending, while Emerging indicates students not yet meeting grade-level expectations. This lens helps us more accurately understand

student growth and supports equity by helping us identify and respond to the diverse needs of our learners.

DIBELS results showed strong school-wide growth across the year.

- Emerging decreased from 44% to 28%
- Developing shifted from 20% to 22%
- Proficient increased from 21% to 26%
- Extending increased from 15% to 24%

This represents a significant reduction in students requiring intensive support and a notable increase in students demonstrating proficiency and advanced skills.

English Language Arts results demonstrated clear improvement across the year. The percentage of students assessed as Emerging decreased from 19% in the fall to 12% in the spring, and more students moved into the Developing, Proficient, and Extending categories. These results include the School-Wide Write (SWW), which is incorporated into our overall ELA assessment and provides valuable insight into students' writing development. Together, these measures show strong growth in early literacy and writing skills.

Our classroom teacher and resource teachers reviewed these results together and planned targeted support. This included continued use of structured literacy approaches such as UFLI and Heggerty, which build foundational skills in a systematic and explicit way, as well as the district's Responsive Literacy Framework (P3P). These practices ensured that instruction remained consistent, evidence-based, and responsive to student needs.

In mathematics, the percentage of students assessed as Emerging decreased from 9.19% to 7.86%, while the proportion of students meeting grade-level expectations increased from 87.76% to 88.55%. This reflects steady growth in foundational numeracy skills across the school.

Well-Being and Social-Emotional Growth

As the Annex serves younger learners, daily social-emotional learning is central to our school culture. Teachers use class meetings and circles to build community, support emotional regulation, and help students develop problem-solving and communication skills. Student goal setting, wishes, and celebrations of learning provide opportunities for reflection and agency.

We monitor well-being through teacher observations, student self-reflections, and participation in school-wide initiatives such as our Kindness Ticket program, buddy activities, and peer-helper leadership roles.

Student voice and leadership were strong throughout the year. Students served as peer helpers, acted as MCs during assemblies and performances, and led daily morning announcements. Several clubs — including crochet, knitting, and dance — were initiated and run by students, demonstrating growing confidence, collaboration, and agency.

Student-led conferences, supported by digital and physical portfolios, provided meaningful opportunities for learners to reflect on their growth and share their learning with families. Teachers

observed that students became increasingly confident in sharing their ideas during class meetings and independent in using strategies to regulate emotions.

Belonging and Community Engagement

Our small school environment allows us to cultivate a strong sense of belonging. Weekly assemblies that include singing and dance, buddy-reading partnerships, and school-wide celebrations of learning — such as Camp Read — help create a joyful and connected community. Participation in clubs, including games, knitting and crochet, garden, and dance, provides additional opportunities for students to explore interests and build friendships.

This year, the Annex joined the district cross-country program for the first time. Twenty-two students — 26% of the school, from Kindergarten to Grade 4 — participated with enthusiasm, demonstrating strong school spirit and a willingness to take on new challenges.

Family engagement is also an important indicator of belonging, with high participation in PAC-supported events such as our Multicultural Celebration, Winter Social, and Spring Fair. These gatherings brought families together, celebrated cultural diversity, and strengthened our home-school relationships. Our home-reading program, supported by monthly book-prize draws, encourages literacy development and deepens the home-school connection as well.

Land-Based and Experiential Learning

Our location beside Kingcrest Park, the Annex Garden, and natural play spaces allows us to integrate outdoor and land-based learning into the school day. Community walks, garden learning, and time in our outdoor classroom support well-being, curiosity, and connection to place. These experiences deepen students' understanding of Indigenous knowledge systems and relationships to the land, supporting our ongoing commitment to reconciliation.

Teachers observed that students showed excitement and confidence during outdoor learning sessions, often identifying plants, noticing seasonal changes, and making connections to Indigenous knowledge shared during class discussions. Outdoor learning occurs regularly and has become an embedded part of classroom routines.

Looking Ahead

To continue our progress, we will maintain DIBELS screening and data meetings three times per year, monitor school-wide writing samples for trends, and further disaggregate Spaces EDU data by grade, identity group, and skill area. We will also continue to strengthen SEL routines, expand leadership opportunities, and deepen land-based learning experiences to support the whole child.

Next year, we will continue to strengthen our focus on numeracy by incorporating school-based professional development, working closely with the District Learning and Instruction Numeracy Team, and integrating Numeracy Readiness Checks into our regular practice. These steps will help us deepen our understanding of early numeracy development and ensure consistent, responsive instruction across classrooms.

Together, these strategies help ensure that every learner at the Annex experiences growth, belonging, and meaningful learning.