



2025-26 School Learning Plan

SCHOOL STORY

Selkirk Elementary, one of Vancouver’s largest elementary schools, enrolls approximately 660 students from kindergarten to Grade 7. The school offers both English and French Immersion programs, with the latter in its 17th year, comprising 9 divisions.

Located in the diverse Kensington-Cedar Cottage neighborhood, on the traditional, ancestral, and unceded territories of the *Musqueam* (*xʷməθkʷəy̓əm*), *Squamish* (*Skwxwú7mesh*), and *Tsleil-Waututh* (*səlilwətaʔt*) Nations, Selkirk represents around 30 languages, with significant support for English Language Learners and Indigenous students. The school has three buildings with classrooms and a fourth, housing the Strong Start program and music room.

Our commitment to celebrating diversity fosters a culture of belonging. We emphasize the strength that diversity brings and actively engage students, staff, and the community in anti-racism practices and respectful communication. This year, we continue to prioritize SOGI initiatives, supported by the Intermediate Diversity Club, and celebrate various learning opportunities for all students. We are fortunate to have a highly supportive and engaged community, represented by our Parent Advisory Council (PAC), who supports programs and helps enhance the experiences of students through both fundraising efforts and community building opportunities. The school views families as partners in education. Families are keen participants in field trips, special events, and general day-to-day life at the school.

Selkirk’s library commons functions as a collaborative literacy/STEM Hub. It includes shared laptop and iPad carts as well as various STEM materials. The teacher-librarian collaborates with classroom teachers and student support workers to engage students in activities ranging from coding to architecture. Both the library commons and the South Wing Building host story workshops, offering fun manipulatives to inspire creative writing and storytelling.

With enhanced services support, Selkirk provides essential assistance to families and students. We offer food and daily items through programs like Backpack Buddies, daily snacks, a subsidized lunch program, and the “Books and Breakfast” morning initiative. Additionally, we connect families with external agencies for various services, including out-of-school activities, health care, and food security.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Selkirk students are hardworking, eager to learn, kind, compassionate, and creative. They are always ready to help and initiate new activities. We have numerous clubs and activities taking place weekly at our school. The diverse student body means varied learning needs, requiring dynamic and adaptable teaching methods such as project-based learning, outdoor education, buddy reading, manie-musicale, etc.

In recent years, Selkirk has focused on enhancing social-emotional learning (SEL), well-being, mental health, and Executive Functioning Skills (EFS). This work revealed that many students experience varying degrees of dysregulation based on observations and reviews of goals.

Consequently, since June 2025, our staff has been working on building a stronger sense of belonging and regulation. Through the CEDARS initiative, teachers, students, and families are focusing on explicit teaching and reinforcement of shared values: compassion, excellence, determination, awareness, responsibility and standing up. These are also connected to our school symbol, the cedar tree, and Indigenous ways of knowing and being. Staff observations indicated that students struggled with emotional control, sustained attention, persistence, and time management. Therefore, we aim to support students by fostering resilience and perseverance and a stronger sense of identity.

Regulated students can learn more easily. Alongside our CEDARS initiative, we are continuing to focus on enhancing literacy outcomes for our learners from primary to intermediate grades, bridging skills in early reading, listening, and speaking with targeted writing instruction.

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 will focus on tracking literacy data and practices that reflect our students' learning and highlight their engagement in seeing that language and text can be a source of creativity and joy. We want students to see themselves as readers and writers, feeling empowered to impact their own learning. Our goal is to develop a rigorous literacy program where every student thrives and to develop and document changing perceptions that learners have about their own literacy competencies.

Improve equity

Our literacy goal prioritizes all students, ensuring that they can achieve their potential. We aim to make every student feel seen. Using the district's Responsive Literacy Framework, teachers are collaborating to build a scope and sequence and to use varied approaches to teach literacy, with the students' needs always at the center.

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

During the year, each class taught common information about the importance of the cedar tree- the tree of life- for Indigenous people and our community, who continue to steward the land. This common set of lessons featured the voices of Indigenous elders and traditional stories. These activities have helped instill great pride in being a Selkirk Cedar. We continue to build our knowledge and respect for the cedar tree through cedar weaving workshops for staff, and collaborative art installations that all students participate in. We continue to practice land acknowledgements, helping students and staff learn the correct pronunciation of the three host nations' names and to support language reclamation. This aligns with Call to Action 14.iv: *The preservation, revitalization, and strengthening of Aboriginal languages and cultures are best managed by Aboriginal people and communities.* We commit to updating the land acknowledgements to incorporate this new learning and unlearning.

HOW WILL WE KNOW WE'RE ON TRACK?

Supporting Every Child's Literacy Journey

Our goal is to develop a rigorous literacy program where every student is supported to reach their full potential. To guide this work, we use school-wide reading and writing assessments in both the fall and spring, including DIBELS, Acadience, and School-Wide Write. These results show encouraging progress. In writing, the percentage of students identified as emerging decreased from 16% in the fall to 9% in the spring, reflecting the impact of targeted instruction. Reading data also shows steady growth, with emergent readers declining from 29% to 25%.

Classroom-based Language Arts results further demonstrate this positive trend, with students identified as emerging decreasing from 7% at the start of the year to 5% by the end. At the same time, there has been a notable increase in students achieving at proficient and extending levels, rising from 50% to 60%. These results highlight meaningful progress across the school, with students continuing to develop at their own pace under the guidance of dedicated educators.

Our Primary (K–3) and Intermediate (Grades 4–7) teaching teams, along with our resource teachers, reviewed the results and planned targeted support. This included continued structured literacy approaches like UFLI and Heggerty, which are designed to build foundational skills in a systematic way and the district's Responsive Literacy Framework (P3P). At the intermediate level, teachers focused on the reading-writing connection and explicit writing instruction.

Creating an Inclusive and Equitable Learning Environment at Selkirk

At Selkirk, we are committed to creating a school where every student feels seen, supported, and included. This year, we have continued to strengthen our inclusive learning environment through collaboration, equity-focused initiatives, and meaningful cultural learning experiences.

To increase a sense of belonging and calm, staff identified a need for common expectations and shared language, and together we created the CEDARS framework around our school symbol, the cedar tree. Throughout the year, students, staff, and families learned about and celebrated the values of the C.E.D.A.R.S: Compassion, Excellence, Determination, Awareness, Respect, and Standing Up for Self and Others. We taught these values explicitly, looked for students exhibiting them, and celebrated our progress through assemblies, classroom learning, bookmarks, our learning wall, newsletters, and school-wide events like dances and spirit days. We also held great group meetings to review the CEDARS expectations and to listen to student voices, recording what they shared, and making sure they felt seen and heard. The focus of each session varied depending on the students' age and topics discussed.

There is strong evidence that we grew in this goal. By May, staff had recognized over 500 students for their CEDARS positive behaviors with bookmarks. This is also charted on our "cedar meter" for everyone to celebrate. Participation in theme days and school spirit events was also high this year. Approximately 9 theme days (one a month), showed an increase in participation and school spirit from 38% in November to 58% in May. Additionally, we offered school dances for all grades, during break times, where our gym was bursting with young students enjoying music and friends together.

In October, we hosted our second annual in-house pumpkin patch so that all students, including those with mobility or sensory needs, could enjoy a common experience without barriers. Field studies were also altered this year to put forward our priority learners and making access to them at the forefront.

Continuing Our Journey of Reconciliation

We are committed to deepening students' understanding of Indigenous cultures and practices. Our students can identify the host nations and sing the Coast Salish Anthem. This tells us that they are beginning to make strong connections with Indigenous learning, and the importance of the cedar tree as a source of medicine, art, culture, stewardship, and story.

Connecting with our CEDARS' project, staff participated in a Musqueam cedar weaving workshop and knowledge sharing with Rita Kompst on our January pro-d day. We were also able to plant a cedar tree on our school grounds mid-March under the guidance and support of the Indigenous Department and of our Indigenous Enhancement Worker. Our learning wall, with cedar teachings and celebrations of our growth, continues to make our Indigenous learning visible for all students.

Students and teachers continue to be inspired by Indigenous practices, including land acknowledgments, participating in circles, and outdoor learning; this may feel like regular classroom learning routines to younger students as the practices are very embedded in school culture. We have learned that we need to be more explicit in naming and explaining the cultural significance of these activities so that all students can make meaningful connections.

Looking Forward: What is next?

We will continue a school-wide focus on strengthening explicit literacy instruction, particularly in writing, using the Self-Regulated Strategy Development (SRSD) approach, deepening students' understanding of Indigenous practices and our shared values with the continuation of the C.E.D.A.R.S initiative on belonging, and enhancing equity by closely tracking achievement data. Our plans include continuing to integrate Indigenous knowledge across the curriculum, partnering with local knowledge keepers, and monitoring progress through standardized assessments (DIBELS, Acadience, SWW) and student surveys (SLS), all to ensure every learner is supported and engaged in meaningful learning experiences while maintaining a strong sense of belonging at school.