



2025-2026 School Learning Plan

SCHOOL STORY

Strathcona Elementary is located on the unceded traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səlilwətał Úxwumixw (Tsleil-Waututh) Nations, where our students and staff learn, grow, and build community together. Situated in Vancouver's Downtown East Side near historic Chinatown, Strathcona is the city's oldest elementary school. As a dual track (English and French Immersion) enhanced services site, we serve approximately 420 students from kindergarten to Grade 7. Our student community reflects a wide range of lived experiences, languages, and cultural identities - an essential source of vibrancy and strength within our school.

Over one-third of our students self-identify as Indigenous, with roots in Nations across Turtle Island. In addition, about fifteen percent of our students are English language learners, with many more speaking more than one language. In addition to English, twenty-three different languages are spoken by our student community. After English, the most common home languages are Spanish, Arabic, Kurdish, Mandarin and Cantonese. We view our great diversity as a strength, as we encourage all community members to learn from each other.

We are committed to honouring and amplifying Indigenous knowledge, voices, and leadership throughout our school community. This commitment is woven into daily classroom learning, cultural assemblies, and school-wide events that celebrate Indigenous teachings and ways of being. These efforts are further enriched through strong connections with organizations such as the Vancouver Aboriginal Friendship Centre, Urban Native Youth Association (UNYA), Red Fox Healthy Living Society, and local Indigenous childcare centres.

We view parents, families and care-givers as important partners in education and value their role in our community. The Strathcona PAC is a committed group of parents who support the school in many ways, from holding community building events to enhancing student field trip opportunities and classroom experiences.

To support students and families, many of whom are impacted by systemic inequities, intergenerational trauma, and poverty, Strathcona offers a range of enhanced services designed to foster safety, well-being, and belonging. Our close relationship with the Strathcona Community Centre strengthens our ability to meet student and family needs through before- and after-school care, breakfast program, weekly food distribution, and inclusive recreational programming. We have valued community partnerships with the Walking School Bus program, the RICHER program, the Strathcona

Community Dental Clinic, the Vancouver Community College Dental Hygiene Program, the Firefighters Snack program, and City Reach, among others.

We have a deep commitment to social emotional learning and growth. We work together to try to create a community where everyone feels a sense of belonging and care. In addition to academics in English and French, Strathcona nurtures a thriving extracurricular culture with high levels of student involvement in music, athletics, and many leadership opportunities. At Strathcona, belonging is not just a goal; it is a lived experience that shapes every part of our school day and every member of our school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The heart of Strathcona Elementary lies in its vibrant community, strong connections, and the creative use of diverse resources to uplift and support every learner. Our students come from culturally rich, multilingual, and intergenerational communities that offer a wealth of knowledge, lived experience, and resilience. Students actively contribute to school life as peer helpers, big buddies, library and office monitors, cafeteria leaders, and members of the powerful Red Fox drum group where they showcase their leadership, collaboration, and cultural pride.

At Strathcona, we recognize that learning happens in many forms. Strathcona students thrive in environments that embrace inquiry-based learning, cooperative approaches, and project-based models that honor their curiosity and creativity. Relationships are at the core of our learning community, and it is through these trusting and reciprocal connections that we come to understand our students more deeply. Not only how they learn, but also what brings them joy, safety, and meaning. We acknowledge the complexity and brilliance each student brings, particularly those navigating life circumstances shaped by intergenerational trauma, displacement, or systemic inequities.

Supporting students at Strathcona means holding space for the whole child while also standing alongside the broader community in solidarity and collaboration. Our collective response is guided by empathy, care, and a belief in every child's potential to thrive within a safe, responsive, and joyful learning environment. Strathcona students are navigating their learning journeys with courage, creativity, and resilience. Through attendance patterns, classroom engagement, and CSL data, we are gaining valuable insights into areas where students may require deeper connection and support, particularly in literacy, social emotional learning, and overall engagement.

Literacy continues to be a key area of growth and opportunity. Classroom assessments, student reflections, and educator observations collectively point toward the importance of continued investment in both reading and writing skills. We recognize that foundational literacy skills are not just academic benchmarks but tools of empowerment and expression. Over 50% of students are not yet reading and writing at grade level, and our response is rooted in relationship, explicit instruction, and differentiated learning. To ensure our instruction is responsive and effective, we are tracking student progress in reading specific skills twice a year for our upper intermediate and Kindergarten students using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in English and Acadience in French Immersion. This regular monitoring allows us to celebrate student growth, identify areas for targeted support, and adjust instruction to meet diverse learning needs.

Encouragingly, student voices from the Middle Years Development Instrument, given to Grade Six students in 2025, indicate that there is a strong sense of belonging among our students. When asked about a connection with adults at school, 97% of students responded positively to the statement “At my school there is an adult who believes I will be a success”. Almost 80% responded positively to the statement “I feel like I am important to this school”. These expressions of trust and connection are powerful indicators that Strathcona is a community, not just a school. It is a place where students see themselves reflected, respected, and supported as they grow into their full potential.

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

Literacy is a core area of focus for the Strathcona community. In the Kindergarten and primary years, most students have access to structured phonics and phonemic awareness programs like UFLI and Colorful Semantics. Classroom teachers, resource teachers and support workers work as a team to provide students with clear instruction and opportunities to practice letter-sound connections, oral communication and written expression. In our French Immersion classes, much of this work is done in French.

In the Upper Intermediate grades, a similar structured approach to literacy instruction is being used. Assessment results indicated that for many students, fundamental building blocks of literacy, including phonics and reading fluency, needed direct support. This year, the English Upper intermediate team used the Rewards program, which is specifically designed to target these areas.

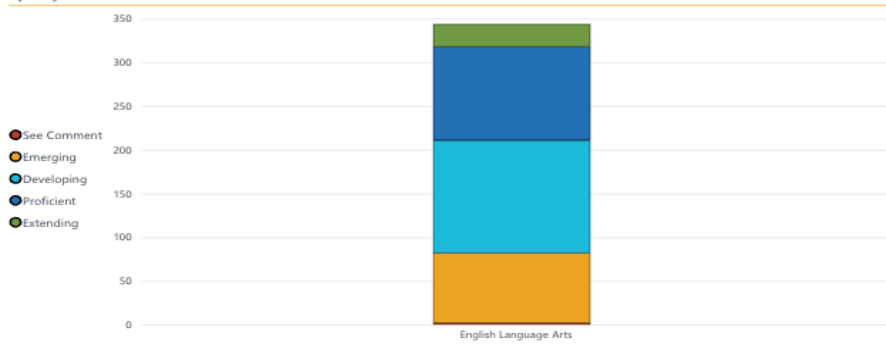
Encouragingly, the students themselves are recognizing that their own efforts are making a difference in their learning. In the Student Learning Survey conducted earlier this year, Grade Seven students were asked about the development of their reading and writing skills. When asked: “I continue to get better at writing” – 78% said agree or strongly agree. When asked: “I continue to get better at writing” – 83% said agree or strongly agree. The results of the DIBELS assessments at the end of the year match the students’ sense of their own improvement, specifically in Oral Reading Fluency, which indicated that 84% of Grade Six students read Grade level text with an accuracy of at least 96%. For the Grade Seven students, 95% were able to read Grade level text with the same accuracy. Both results indicate a great level of improvement over the course of the year.

The Communicating Student Learning (CSL) data from Kindergarten to Grade 7 indicates that while there are many students in the proficient and extending in mathematics, in the areas of Language Arts, a significant number of students continue to develop their skills. As we look forward, we will continue to use classroom-based assessments to refine direct instruction and targeted resource supports to help students move from developing their skills to being proficient in both Language Arts and Mathematics.

COMMUNICATING STUDENT LEARNING

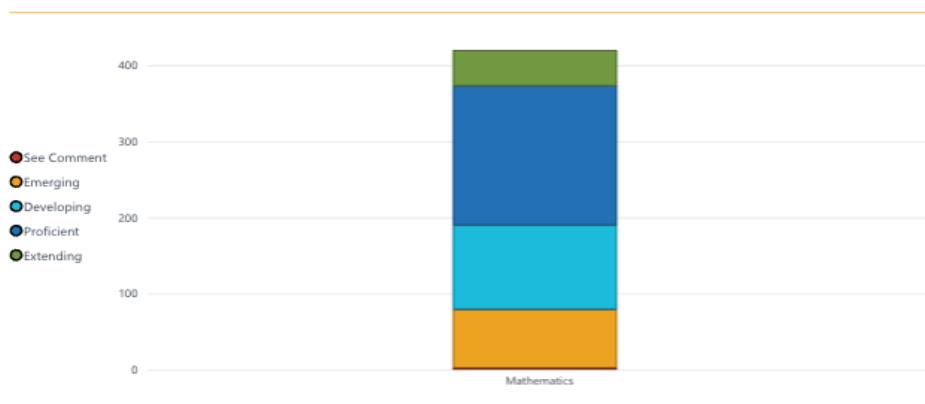
LANGUAGE ARTS K-7 JUNE 2026

Frequency of Performance Scale
By Subject



COMMUNICATING STUDENT LEARNING

MATHEMATICS K-7 JUNE 2026



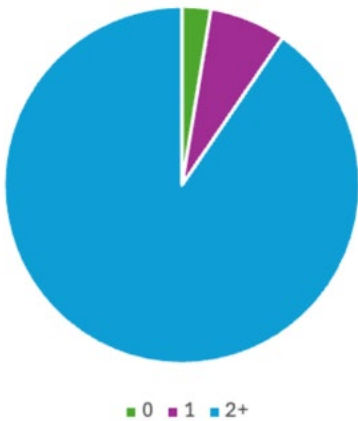
Improve equity

Equity is a core community value, as we work with many community agencies, including the Strathcona Community Centre, the RICHER clinic, the Firefighters Snack program among others, to help students and families access food and medical care supports. Relationships are at the heart of our understanding of equity, as we try to provide individual students and families with the supports they need in the ways that are helpful for them.

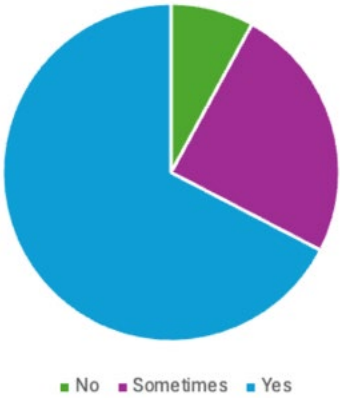
It is important that individual students feel valued and supported. We center trauma-informed practice and have multiple access points for all curricular activities. In addition, many students have different areas in the school where they may choose to work or take breaks (e.g. quieter spaces, the All Nations Room, outside).

We believe that an important part of equity relates to how students themselves feel about their place within the school. Feeling listened to by adults at school serves as direct evidence that a student is valued as an individual, which is a core pillar of an equitable community. When students can name multiple adults who care about them, it bridges the gap between institutional equity goals and the lived daily experience of the students. In the spring, we interviewed a random selection of students from kindergarten to Grade Seven, learning about how they experience their school. Students from all backgrounds, home languages and diverse abilities, told us that they do feel a sense of belonging within the Strathcona community. Students feel listened to and are able to name more than one adult at school who cares about them.

Names Adults Who Care About Them Gr 1-7



Do adults at school listen to you?



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

With over one third of our students being Indigenous, Strathcona’s commitment to reconciliation is at the forefront of our work with students and the community. Our All Nations Room is a vibrant, welcoming, culturally affirming space accessed by students throughout the day. We have three different Indigenous Drumming Groups, including a new Kindergarten group, mentored by some of our older students. The First Nations Principles of Learning are embedded throughout the learning opportunities for students. In addition, we have had many whole school events centering Indigenous histories and contributions, including learning about the Calls to Action, honouring Red Dress Day with a school wide march, and a Bannock picnic to celebrate Indigenous People’s Day. The students demonstrate an awareness of our reconciliation focus. In the Student Learning Survey conducted with Grade Seven students, 92% said that they were being taught about Indigenous Peoples sometimes,

most of the time or all of the time. In addition, 87% reported that they were being taught about local First Nations.

HOW WILL WE KNOW WE'RE ON TRACK?

We plan to expand our use of the DIBELS and Acadience literacy screening tools to all grade levels three times per year. This information will allow us to target instructional resources and specific programs for students. In addition, conducting the screening tool will allow us to track students' progress in the areas of decoding and reading fluency over the course of the year.

In addition, we will again conduct "Student Voice" interviews with students from each grade level, gathering valuable insights into their engagement and sense of belonging at school. We will also continue to access information from the Student Learning Survey and Learning Updates (CSL data) to understand the students' connection to learning and school and their progress in literacy and numeracy