



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) and səliłwətaʔ (Tsleil-Waututh Nation).

Queen Alexandra Elementary School is located at the intersection of Broadway and Clark in East Vancouver, the school serves students from Kindergarten to Grade 7. Most students transition to Vancouver Technical Secondary School, though many also attend a variety of other secondary schools. Queen Alexandra (QA) is supported by the VSB Community Connections Team.

Our vision is to develop students' critical thinking, problem-solving, collaboration, and communication skills. QA is known for its welcoming learning environment, flexible learning spaces, and our ongoing commitment to authentically integrating Indigenous Ways of Knowing. We nurture creativity, self-expression, and respect diversity. We work closely with families to help students grow into confident, caring, and capable global citizens. Students, families, and staff work together in an emotionally supportive environment so that every learner can thrive academically and socially.

QA currently serves more than 150 students and hosts a vibrant Strong Start program. Our team includes classroom teachers, resource and prep teachers, a curriculum enhancement teacher, a teacher-librarian, an area counsellor, school and student support workers, an Indigenous education worker, a youth and family worker, a neighbourhood assistant, office staff, custodial staff, cafeteria staff, and the school principal. Many staff members have longstanding connections with families, contributing to a strong sense of community and continuity.

Family involvement is highly valued. We are fortunate to have an active and engaged Parent Advisory Council (PAC) that plays a key role in building connections between home and school. This collaboration ensures that family voices are heard and helps guide school initiatives. Weekly Friday morning coffee gatherings further strengthen relationships. Our annual Indigenous Day in June welcomes students and families to learn and celebrate together.

QA provides diverse curricular and extracurricular opportunities. Students participate in a range of sports, including soccer, volleyball, basketball, badminton, cross-country, track and field, and Ultimate Frisbee. For many years, QA has taken part in the Artist-in-Residence (AIRS) program. This year, our

school-wide inquiry invites students to explore the natural elements and movement through stop-motion animation with our Artist-in-Residence, Erin Ross.

We maintain strong partnerships with community organizations that support learning during and beyond the school day in areas such as arts, literacy, Indigenous education, STEAM, and sports. These partnerships help us offer winter, spring, and summer programs as well as before- and after-school care. We are grateful for these collaborations and proud of the learning journeys of all our students.

Community and connection are woven throughout the school year. QA hosts a variety of events and activities, including Orange Shirt Day, Black History Month, Pink Shirt Day, Literacy Day, a math fair, and we drum and sing the Coast Salish Anthem at assemblies and gatherings. Communication is supported through weekly newsletters, our school website, PAC meetings, Friday Family Coffee, a Winter Concert, a Spring Fair, and our Family Gallery Afternoon. Each month we highlight one of the Seven Sacred Teachings, honouring students who demonstrate that month's teaching. Students' work is displayed throughout the building and shared with families during conferences. QA aligns its practices with the Vancouver School Board Education Plan.

Students see themselves and their communities reflected throughout the school. Inclusive resources are evident from the library to the playground. Our library features a strong collection of texts celebrating Indigenous cultures and stories. Outdoors, our school garden has been redeveloped to deepen students' sense of place, with an emphasis on planting Indigenous medicines, and native grasses, trees and plants.

QA is committed to providing a safe, caring, welcoming, and inclusive environment for all. Each year we review and refine our plans to support both Indigenous and non-Indigenous learners, and we continue to strengthen our understanding and respect for Indigenous histories, cultures, and contributions.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our diverse student body includes more than 21% of students with recognized diverse learning needs, 18% identified as English Language Learners, and over 33% who identify as Indigenous. Through staff collaboration, as well as student and family surveys, we identify both strengths and areas for growth. This year, Grade 4 and 7 students completed the Student Learning Survey, and Grade 6 students participated in the *Middle Years Development Instrument (MDI)*. These tools will help inform future planning and instructional practices.

Overall Strengths

Queen Alexandra is a resilient and inclusive learning community where students, families, and staff support one another. Learners demonstrate strong oral communication skills and benefit from an environment that values diversity and fosters a genuine sense of belonging. Social-emotional learning is central to our work, with an emphasis on building relationships, supporting self-regulation, and

encouraging student voice. Staff and families work together to nurture students' confidence, connection, and overall well-being.

Overall Stretches

Our students have a wide range of individual needs, including academic growth, self-confidence, and social integration. Some learners experience challenges related to transitions, focus, or peer relationships. Staff remain committed to understanding students' diverse communication styles and backgrounds, including those who may have experienced trauma. Continued focus on consistent structures, supportive routines, and access to external services, such as those offered through our Enhanced Services Team, help ensure that every student can succeed.

Overall, QA is a learning community dedicated to supporting the holistic development of every student. We continue to prioritize social-emotional learning, academic growth, and strong relationships with families and community partners. Through these commitments, we strive to foster a culture of inclusivity, resilience, and success for all learners.

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

As a school community, we are focused on improving student achievement in literacy while also supporting overall well-being and belonging. This year, our literacy goal is to strengthen reading comprehension while continuing to build foundational skills. In Kindergarten and Grade 1, the emphasis is on developing reading fluency, while in Grades 2 through 7, students focus on decoding and comprehension. Teachers are using a range of evidence-based programs that include *UFLI*, *Rime Magic*, *Jolly Phonics*, *Heggerty*, and *Know the Code*. All classes have dedicated daily literacy blocks, which are supported by non-enrolling teaching staff, specific literacy resources, and collaborative planning. Staff work closely together to provide targeted support in phonological awareness, fluency, and comprehension. We have also reintroduced the *One-to-One* readers program this year and continue to help build confidence and a love of reading with existing volunteer readers programs.

Student progress is monitored using a variety of assessments, including *Heggerty* assessments, the *Kindergarten Literacy Protocol*, *Fountas and Pinnell* benchmarks, grade-wide cold writes, and *DIBELS (Dynamic Indicators of Basic Early Literacy Skills)*, which we administer three times per year. This is our second year administering the *DIBELS* benchmark assessments to all students to track phonics, fluency, and comprehension. At the beginning of the year, 49% of all K-7 students were identified as "at some risk," with 51% identified as "at minimal or negligible risk". While overall percentages in these groups remained stable throughout the year, students demonstrated consistent growth between assessment points. These results are considered alongside other important indicators of learning, including oral storytelling and strengths in the fine arts, recognizing that literacy development is multifaceted.

To strengthen our approach, we use literacy assessment folders for all grades to better track progress over time, and students participate in regular guided reading to apply their skills in meaningful

contexts. Staff remain committed to ongoing professional learning, collaboration, and refining instructional practices to ensure that every student is supported in their literacy development, well-being, and sense of belonging within the school community.

Improve equity

As a school community, we believe that equity begins with a strong sense of belonging. Although we are a small school, we intentionally build a welcoming and inclusive environment, where all students are known, valued, and connected. Relationships are at the heart of this work, supported through daily interactions, shared experiences, and community-building opportunities. Programs such as our hot breakfast and lunch program, and the *Adam's Apples* program (where students are encouraged to take an apple for themselves and one for a friend) help foster care, kindness, and connection among students, reinforcing a culture where everyone looks out for one another.

We also create equitable opportunities by honoring student voice and celebrating diverse experiences. Throughout the year, we bring in a wide range of performances and workshops, from lacrosse, racquet sports, gymnastics and Ultimate frisbee to K-Pop dancing and theatre, to celebrate the many ways people express themselves and their identity. Monthly student-led assemblies highlight the Seven Sacred Teachings, and our Social Justice Club provides students with a platform to share their perspectives and help shape our school culture. Equity is further supported through inclusive teaching practices guided by Universal Design for Learning, allowing students to demonstrate their learning in ways that reflect their strengths, whether through storytelling, technology, visual art, or writing. Learning experiences also intentionally include Indigenous Ways of Knowing, as well as the study of Black history, women's history, and other cultural perspectives.

This year, we strengthened our commitment to equity and student voice by hosting our first Pride Community Walk. Students and staff are also in the process of planning a dedicated Pride and Belonging stairwell within the school. In addition, this year a group of QA students participated in a VSB Student Voice and Agency focus group, collaborating with peers from across the district to help shape a shared understanding of student agency.

To better understand student experiences, we regularly review Student Learning Survey results related to connectedness, safety, and belonging. We note the percentage of students reporting significantly positive responses to key questions and saw increased percentages across all key areas this year. 72% of Grade 4 students and 80% of Grade 7 students reported that adults at school care about them, while 80% of Grade 4 students and 73% of Grade 7 students feel welcome. A strong sense of safety was reported by 86% of Grade 4 students and 80% of Grade 7 students, and 72% of Grade 4 students and 54% of Grade 7 students reported a sense of belonging. These results guide our next steps and through these efforts, we remain committed to ensuring every student feels seen, respected, and empowered.

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

Indigenous education is woven into the fabric of our school community, supporting the success of Indigenous students and enriching the learning of all. The Seven Sacred Teachings guide our work each month, helping students reflect on and practice values such as respect, honesty, and courage. These teachings are brought to life through student "honourings," assemblies, drumming, and student-led land acknowledgements that connect learning to place and personal identity. This year, students, staff,

and families have contributed to a mural project with Musqueam artist, Diamond Point. The goal is to create a meaningful piece of art that reflects shared connections to local land, culture, and history. We are currently in the planning and collaboration stage of this exciting project.

Meaningful opportunities are also created for students and families to engage in Indigenous learning through cultural events such as Orange Shirt Day, Red Dress Day, and our annual Indigenous Day. These occasions bring together students, families, and community members, culminating in shared drumming at the “Four Corners” of Broadway and Clark. Throughout the year, families are invited to share their knowledge and traditions, enriching our collective understanding. Intermediate students have also explored the *Truth and Reconciliation Commission’s 94 Calls to Action*, sharing their learning through assemblies, announcements, and classroom discussions throughout the year. To track our progress, we monitor student responses to key questions from the Student Learning Survey. Again, we track the percentage of students reporting significantly positive responses to key questions. This year we saw steady increases from last year’s responses. 17% of Grade 4 students and 30% of Grade 7 students reported participating in Indigenous celebrations and activities at school. Meanwhile, 57% of Grade 4s and 85% of Grade 7s said they were being taught about Indigenous Peoples of Canada, and 47% of Grade 4s and 55% of Grade 7s reported learning about local First Nations. These findings help guide our work to enhance engagement and understanding at every grade level.

Our staff remains dedicated to ongoing learning and reflection as part of this journey. Teachers continue to work toward decolonizing their practices through professional development, including the Indigenous Focus Day and a planned canoeing and cultural experience at Cates Park (Whey-Ah-Wichen) on the lands of the Tsleil-Waututh Nation. Together, these efforts reflect our shared commitment to reconciliation, ensuring that Indigenous perspectives are honoured and that all students develop a deeper understanding of history, identity, and their role in building a more inclusive future.

HOW WILL WE KNOW WE’RE ON TRACK?

We monitor our progress toward our goals in literacy, well-being, and belonging through a combination of assessments, observations, and student voice. In literacy, we have strengthened our use of consistent assessment tools, including *DIBELS* across grades K–7, alongside classroom-based evidence of learning. While overall risk category percentages remained stable throughout the year, students demonstrated consistent growth across all assessed areas. Updated school data shows strong comprehension skills for many students in Grades 2–7, with increasing fluency as students gain confidence.

Areas for continued focus include fluency development in younger and developing readers, as well as ongoing instruction in phonics, morphology, and syntax so students can independently decode unfamiliar words while also engaging with rich, meaningful texts. Staff observations confirm that students are applying reading strategies effectively in daily classroom learning, reinforcing that assessment results provide one snapshot within a broader picture of growth. As students continue to

progress in reading, next year our focus will expand to include writing development, with increased use of approaches such as Story Workshop, and exploration of programs like *The Writing Revolution* and *The Six Shifts*.

In the areas of equity, well-being, and reconciliation, we use Student Learning Survey (SLS) data and participation trends to guide our work and measure impact. Survey participation has increased over time, giving us more reliable insight into student experiences. This year, more students reported feeling safe and welcome at school, while results related to feeling cared for also increased.

We also see growing engagement with Indigenous education, with more students reporting that they are learning about Indigenous Peoples and participating in cultural activities. School initiatives and practices, such as monthly assemblies focused on the Seven Sacred Teachings, student voice opportunities, and staff professional development in areas including Indigenous education and inclusive practices, continue to strengthen our school culture. Together, these indicators show that we are making steady progress toward our goals, while also helping us identify clear next steps to ensure every student feels supported, successful, and connected.