



2025-2026 School Learning Plan

SCHOOL STORY

Queen Victoria Annex (QVA) is a vibrant, connected elementary school community located at 1850 East 3rd Avenue in Vancouver, British Columbia. With deep respect, we acknowledge that we live, learn, and work on the ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) Nations. This acknowledgement is reflected in our daily learning and our ongoing commitment to Truth and Reconciliation through relationships, learning, and action.

QVA is a small, close-knit school of five divisions serving students from Kindergarten to Grade 5. Our size allows staff to know each student well and respond thoughtfully to their academic, social, and emotional growth. As the annex to Laura Secord Elementary, students transition to Grade 6 within a familiar community, supporting continuity of learning and belonging.

QVA Staff work collaboratively to support student learning, using evidence to guide instruction. There is a shared commitment to literacy development, inclusive practice, and ensuring that all students have access to meaningful learning opportunities. In the primary grades, students build strong foundations in reading and writing through structured literacy approaches. In the intermediate grades, students deepen their understanding by thinking critically about what they read and communicating their ideas clearly.

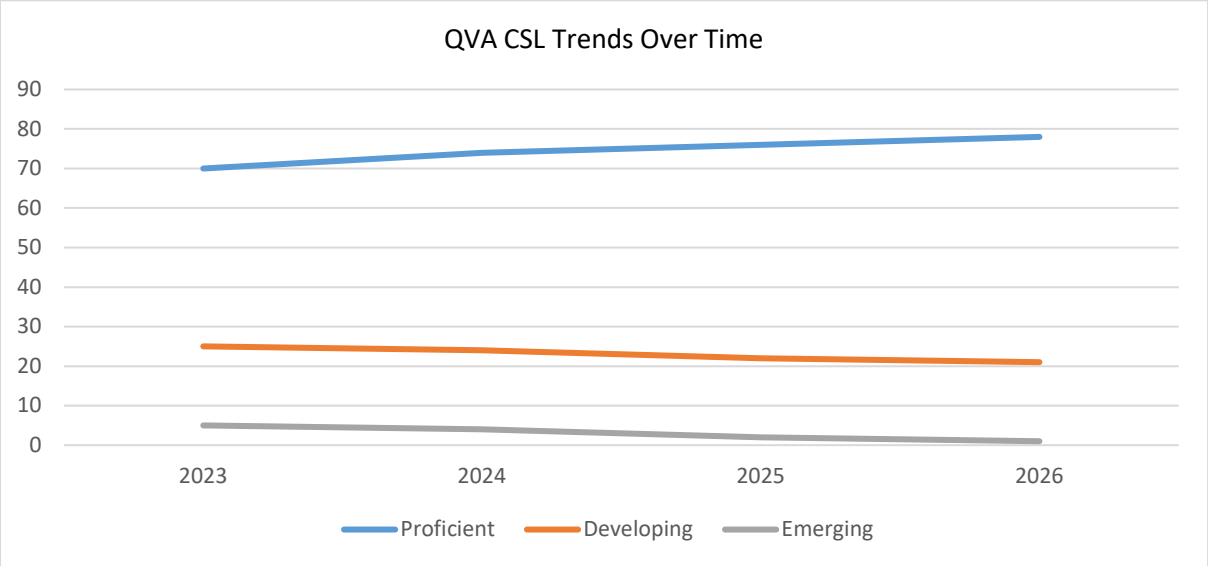
Student belonging and equity are central to school life. Staff work to ensure that all students feel safe, valued, and capable as learners. Learning experiences are intentionally designed so that students can engage with content in different ways and demonstrate their understanding in ways that reflect their strengths.

QVA students are curious, creative, and socially aware. Students actively engage in learning about their community, the environment, and Indigenous perspectives. They work collaboratively, take on leadership roles, and contribute to a positive and caring school culture.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Students at Queen Victoria Annex are dynamic, engaged, and expressive. They are social, creative, artistic, and active learners who demonstrate inclusion, community awareness, and a strong sense of advocacy for causes they care about. Students value sharing their lived experiences and show a strong sense of belonging within the school and neighbourhood community.

Communicating Student Learning (CSL) data provides the clearest picture of student learning across the school. Across all subjects, approximately 70–80% of students are working at a Proficient level, with a smaller group of students continuing to develop their literacy skills and very few students working at the Emerging level. Across Terms 1–3, results have remained consistent, with most students meeting expectations and a gradual reduction in students at the Emerging level.



Over the past four years, CSL trends show that Emerging performance has decreased from approximately 4–5% to near zero, while Proficient performance has remained stable in the low–mid 70% range. At the same time, literacy data shows that while many students are Proficient, a group of students continue to develop their skills in reading and writing, particularly in some literacy measures where approximately one-third of students are still building toward proficiency.

This pattern indicates that most students have access to learning and strong foundational skills. The focus now is on supporting students as they continue to consolidate and apply their learning. Many students are developing how smoothly they read, how well they understand increasingly complex texts, and how clearly they explain their thinking in writing using details from what they have read.

Foundation Skills Assessment (FSA) results show a similar pattern. Most students are meeting expectations (approximately 70–75%), with results showing some variation across years due to small cohort sizes, including a decline in 2024–2025 followed by improvement in 2025–2026. Overall, these results align with CSL data and indicate stable achievement over time.

DIBELS literacy assessment data provides additional insight into how students are developing as readers. In the early grades, students are developing strong decoding skills and are learning to read words accurately. In the intermediate grades, most students can read words accurately, while some students are continuing to develop how smoothly they read and how well they understand and explain what they have read. Together, this evidence shows that the primary need is not learning how to read words, but strengthening how students read and use understanding to communicate their thinking in writing.

Student Learning Survey (SLS) data complements this evidence by providing insight into student experience. Students report feeling safe, welcome, and supported at school, reflecting strong

relationships and a positive learning environment. At the same time, survey results indicate that some students would benefit from more opportunities to make choices in their learning, continue building respectful relationships with peers, and deepen their understanding of Indigenous perspectives.

Literacy has been a school focus over the past two years, and this sustained attention is reflected in the data: fewer students are working at the Emerging level, most students are achieving at a Proficient level, and areas for continued growth are more clearly defined. Moving forward, the focus is on supporting students who are still developing in literacy—particularly in reading fluency, comprehension, and explaining their thinking clearly in writing.

CSL and DIBELS data will continue to guide instruction and monitor progress, with FSA used as a supporting source. While literacy remains a priority, the school will also begin to intentionally expand its focus to include numeracy reasoning and science inquiry to support students in applying their thinking across subject areas.

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

Schoolwide CSL, DIBELS, and FSA data show that most students have strong foundational skills and are meeting expectations. At the same time, some students are still developing their literacy skills, particularly in reading fluency, understanding texts, and clearly explaining their thinking in writing.

The focus is on supporting students as they continue to build on these skills and move toward proficiency. Students are learning to read more smoothly, understand increasingly complex texts, and explain their thinking clearly using details from what they have read.

Literacy remains the primary instructional focus and is approached through a coherent Kindergarten to Grade 5 continuum. In Kindergarten to Grade 3, students build strong foundations in reading by developing phonemic awareness and decoding skills through Heggerty and UFLI. These approaches help students read words accurately and build confidence and automaticity. Additional opportunities such as letter work, printing practice, and Readers Theatre support students in becoming fluent and expressive readers.

In Grades 4 and 5, students continue to develop their reading and writing by working with more complex texts and ideas. Students participate in guided reading, share their thinking through discussion, and practice strategies such as predicting, making connections, and drawing inferences. They also write responses that explain their thinking using details from what they have read, helping them move toward stronger understanding and communication.

Throughout the school, student progress is monitored through DIBELS, classroom-based assessment, and Learning Updates. Teachers meet regularly to review student learning, share observations, and adjust instruction to respond to student needs. Ongoing professional learning, including work with Heather Wilms, supports consistency across classrooms and strengthens teaching practice.

Numeracy continues to be an area of strength at QVA. Most students demonstrate strong foundational skills in mathematics. Students are learning to explain their thinking, solve problems, and participate in

mathematical discussions. Ongoing professional learning with Carole Fullerton supports teachers in strengthening mathematical reasoning, discourse, and problem solving across classrooms.

Students also have opportunities to engage with mathematics beyond the classroom. Events such as the annual math fair and family engagement initiatives help build interest, confidence, and a shared understanding of mathematical thinking within the school community.

Improve equity

At Queen Victoria Annex, equity is grounded in understanding how students experience learning and school. Schoolwide data shows that most students are meeting expectations, while some students are still developing how they access, build, and show their understanding in different ways. This means that students benefit from flexible and responsive approaches to learning, rather than one-size-fits-all instruction.

Classroom learning is designed so that all students can participate meaningfully and work toward shared expectations. Students engage with learning through multiple entry points and have different ways to demonstrate their understanding. This approach supports students in building confidence, independence, and a sense of success in their learning.

Supports are coordinated through collaborative class reviews, School-Based Team processes, and team planning. This allows staff to respond as student needs change over time. Students who require additional support are supported through flexible groupings, alternate learning spaces, regulation supports, and access to spaces such as the Ready Bodies Learning Minds (RBLM) room. These supports help students develop the skills they need to feel ready to learn, manage their energy, and participate successfully in classroom learning.

Across classrooms, students are also developing social and emotional skills that support their learning. Students learn strategies for self-regulation, perspective-taking, and working with others. These skills help students build relationships, solve problems, and feel safe and connected at school.

Student Learning Survey (SLS) data highlights both strengths and areas for growth related to equity. Students report feeling safe, welcome, and supported at school, indicating strong relationships and a positive sense of belonging. At the same time, results show that some students would benefit from more opportunities to make choices in their learning and continue building respectful relationships with peers. These findings inform a continued focus on student voice, agency, and inclusive classroom communities where all students feel valued and heard.

Belonging is a central part of equity at QVA. Through schoolwide learning, students explore ideas about identity, fairness, and responsibility. Inclusive practices ensure that all students see themselves reflected in the school community and feel respected for who they are. Students are encouraged to share their perspectives, contribute to classroom decisions, and see themselves as important members of the school.

Equity is further strengthened through partnerships with families and the Parent Advisory Council. The PAC's Anti-Racism, Equity, and Inclusion Committee works alongside staff to support learning, dialogue, and community engagement, helping to create a school environment where all students and families feel welcome and included.

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

At Queen Victoria Annex, reconciliation is approached as ongoing, relational work that is part of students' daily learning experiences. Students at QVA are curious, thoughtful, and able to engage with complex ideas when learning is experiential, age-appropriate, and connected to relationships and place.

Students learn about Indigenous perspectives through classroom inquiry, project-based learning, and cross-grade experiences. In the intermediate grades, students participated in the KAIROS Blanket Exercise, facilitated by Indigenous elders. Through this experience, students developed a deeper understanding of colonization, treaties, resistance, and the lived experiences of Indigenous peoples in ways that were respectful and developmentally appropriate. This learning was supported through collaboration with the PAC's Anti-Racism, Equity, and Inclusion Committee.

Schoolwide learning also supports students in understanding their role in reconciliation. Students participate in Orange Shirt Day and the National Day for Truth and Reconciliation through assemblies and classroom learning that help them understand the purpose and historical significance of these events.

Students build connections to Indigenous knowledge and ways of knowing through meaningful learning experiences with community partners. Through collaboration with VSB Indigenous Enhancement Workers, Indigenous artists, and knowledge keepers, students engage in activities such as cedar mat weaving with Jessica Silvey, learning the Coast Salish anthem, and working with Indigenous-authored texts. These experiences support students in developing respect for Indigenous knowledge, cultures, and perspectives.

Place-based learning helps students build a connection to the land. Primary students explore their local environment through neighbourhood walks, while students also learn about Indigenous plants and relationships to the land through experiences such as visiting Trout Lake with elder Cease Wyss and participating in National Indigenous Peoples Day learning with neighbouring schools. These opportunities support students in understanding their relationship to the land and community.

Ongoing staff learning supports and strengthens this work. Teachers engage in professional learning through the Four Seasons of Indigenous Learning and regularly reflect on the Truth and Reconciliation Commission Calls to Action and the First Peoples Principles of Learning. This ongoing learning supports teachers in designing experiences that deepen student understanding and ensure that reconciliation remains an embedded and meaningful part of classroom learning.

HOW WILL WE KNOW WE'RE ON TRACK?

At Queen Victoria Annex, we monitor progress by looking at how students are learning and how their skills develop over time. A range of evidence is used throughout the year to understand student achievement, student experience, and the extent to which our goals are supporting all learners.

Student learning is tracked through Communicating Student Learning (CSL) across all three terms, along with classroom-based assessments and schoolwide writing tasks in the Fall and Spring. DIBELS K–5 is used to monitor how students are developing foundational reading skills, including accuracy,

fluency, and understanding. Foundation Skills Assessment (FSA) results provide an additional point of reference to help us understand patterns over time.

In numeracy, students demonstrate their learning through classroom assessments and problem-solving tasks that show how they think, reason, and apply their understanding.

Teachers meet regularly to review student learning, share observations, and adjust instruction. At the start of the year, class reviews help identify student strengths and areas for growth. Ongoing team meetings and professional learning communities provide opportunities to look at student work, discuss progress, and respond to student needs. Students who require additional support are supported through coordinated planning processes, including School-Based Team meetings.

Student experience is monitored through Student Learning Survey (SLS) data, student self-reflection on the Core Competencies, and classroom observations. These sources provide insight into how students experience belonging, safety, agency, and readiness to learn.

Equity is monitored by looking at how different groups of students are participating and progressing in their learning. This includes reviewing data for Indigenous learners, English Language Learners, and students with individualized learning plans, as well as considering how students are engaging independently and accessing supports in the classroom.

Reconciliation is monitored through evidence of Indigenous perspectives embedded in classroom learning and schoolwide experiences, as well as student reflections and participation in activities such as the KAIROS Blanket Exercise and learning with Indigenous artists and knowledge keepers.

At the end of the school year, staff review CSL, DIBELS, schoolwide writing samples, and FSA results to understand student progress, identify areas for continued focus, and plan next steps. This process helps ensure that teaching continues to respond to student needs and supports all students in their learning.