



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Quilchena Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam).

The name *Quilchena* originates from the Salish word meaning “flat place near water.” Quilchena is a dual-track school with approximately 315 students, evenly distributed between the English and French Immersion programs. The school is located in the Kerrisdale neighbourhood in southwest Vancouver and is situated adjacent to Point Grey Secondary School. This close proximity supports opportunities for collaboration and shared activities between elementary and secondary students and staff.

Nearby amenities include Kerrisdale Park and the Kerrisdale Ice Arena. Approximately four blocks north of the school lies Quilchena Park, where classes frequently engage in outdoor learning experiences that promote connection to nature, physical activity, and land-based learning.

Quilchena has 14 divisions in total—seven English and seven French Immersion. In the English program, approximately 30% of students are English Language Learners, while in French Immersion, many students are learning a third or even fourth language. Although most French Immersion students reside within the local area, some travel from communities across the city.

The school also offers a before- and after-school care program located in the school basement, known to students as SPG (Shaughnessy Point Grey). The program operates from 7:30 a.m. to 9:00 a.m. and from 3:00 p.m. to 6:00 p.m. daily.

Many students are actively involved in extracurricular activities both within and beyond the school. Quilchena offers school teams in Cross Country, Volleyball, Basketball, Badminton, and Track and Field. Student achievement is celebrated through digital portfolios on SpacesEDU and Microsoft Teams, as well as through classroom and hallway displays of student work.

Each spring, intermediate students showcase their learning in an evening presentation held in the gym. The school also alternates annually between a Science Fair and Historica, where students research and present on a historical figure. This year’s version of Historica will have a slightly different focus as each class will study the significant world events, music, fashion and trends of the past ten decades.

This year marks an important achievement for Quilchena as the school celebrates its 100th anniversary. This centennial provides a meaningful opportunity for students to explore the school’s history and participate in celebrations alongside past and present members of the school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Quilchena is proud to be a diverse and inclusive school community, with students from a wide range of cultural backgrounds represented across both educational tracks. Fostering a strong sense of belonging is a priority, and we strive to ensure that every student feels valued, connected, and responsible for contributing positively to our school community.

Leadership and mentorship are encouraged through opportunities for older students to support younger peers by promoting fair play, inclusion, and positive relationships. Our volunteer Problem Solvers program is made up of intermediate students who assist their peers on the playground during recess and lunch. They help resolve minor conflicts, organize games, introduce new activities, and encourage the development of social skills through play-based learning.

As Wolves, we are committed to demonstrating Wisdom, Ownership, Leadership, Versatility, Empathy, and Safety every day. These core values are reflected in our Code of Conduct, which serves as the foundation for the expectations of all students, staff, caregivers, and visitors. It provides a shared framework and common language for fostering positive behaviour while addressing conduct that does not meet our community standards.

Our Parent Advisory Council (PAC) plays an important role in strengthening our school community by organizing events that bring families together, such as the Eco Fair and PAC BBQ. We are also fortunate to have on-site before- and after-school care provided by Shaughnessy Point Grey (SPG). Serving approximately 60 students before and after school as well as during school vacations, the program is an integral and highly valued part of the Quilchena community.

Here at Quilchena, we strive to improve Literacy achievement for all of our students.

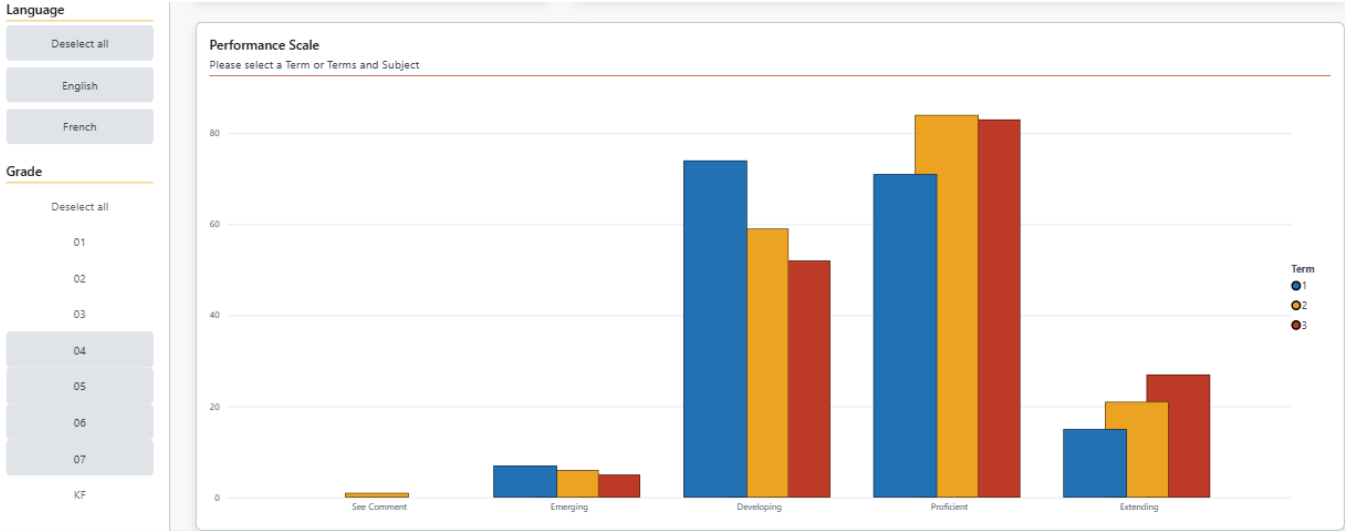
Below is comparative data for K-3 Language Arts in 2025-26 from term 1 (blue) term 2 (yellow) and term 3 (red)



Language Arts achievement showed significant improvement across Kindergarten to Grade 3 during the school year. The proportion of students meeting expectations increased substantially, with the

number of students achieving Proficient nearly doubling from 15 in Term 1 to 29 in Term 3. At the same time, the number of students in the Developing, Emerging categories declined, indicating that targeted literacy instruction, structured phonics and reading interventions, and ongoing formative assessment effectively supported student growth. Maintaining these instructional practices while providing additional enrichment opportunities for high-achieving students will continue to be a priority in the coming year.

Below is comparative data for gr.4-7 in Language Arts in 2025-26 from term 1 (blue), term two (yellow) and term 3 (red)



In Grades 4–7 Language Arts, student achievement demonstrates a positive upward trend from Term 1 to Term 3, with a significant increase in the number of students achieving at the Proficient level and steady growth in Extending. At the same time, the number of students in Developing and Emerging categories declined, indicating effective instructional practice and targeted supports. These results suggest that most students are meeting or exceeding grade-level expectations, while continued focus on supporting students in the Developing range will further strengthen overall achievement.

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

Our literacy goal is to improve literacy achievement for all students by providing high-quality, evidence-based instruction that meets the diverse needs of our learners.

This past year, our professional development committee planned a school wide workshop in September with a writing focus. It was led by a VSB modern languages consultants and was based on “Year Long Writing Tools” by Adrienne Gear. Staff used this as a guide to help plan instruction around a common model to help improve achievement across grade levels.

The primary staff took part in a “We Love Writing” workshop where staff shared what was working for them in their classroom. They also looked at creating a writing plan for the year based on the provincial

curriculum across different writing types, curricular competencies and genres. Teachers also looked at planning a daily schedule, providing students with opportunities to write, anchor charts, book making, story workshops and mentor and methodology texts to help guide instruction.

The intermediate staff took part in a “Building Joy and Skill in Student Writing”. It was focused around Adrienne Gear’s “Brain Pockets” which helps create a year plan for writing. It centers around three pockets. The “Memory Pocket” which focuses on personal narratives, the “Fact Pocket” which focuses on nonfiction writing and the “Imagination Pocket” which focuses on story writing. Teachers were given examples of various writing activities to try and model with their students to help them create a balanced writing program.

Improve equity

Our equity goal is to foster an inclusive school environment where every student, regardless of their background, abilities, or circumstances, has equitable access to high-quality learning opportunities and experiences a strong sense of belonging within our school community.

Data from the Student Learning Survey indicates that, when asked, *"Is school a place where you feel like you belong?"*, 85% of Grade 7 students and 75% of Grade 4 students responded "Most of the time" or "All of the time." While these results are encouraging, they also highlight an opportunity to further strengthen students' sense of belonging across all grade levels.

A strong sense of belonging is essential for elementary students, as it helps them feel safe, valued, and connected to their school community. When students feel that they belong, they are more likely to engage in learning, take academic and social risks, build positive relationships, and develop confidence. A sense of belonging also supports emotional well-being, reduces feelings of isolation and anxiety, and fosters an inclusive school culture where empathy and respect are valued. By continuing to nurture belonging, we create the conditions for students to thrive both academically and socially throughout their elementary school years.

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

As a school, we are committed to fostering understanding of intergenerational trauma and its lasting impacts through ongoing learning opportunities that include books, articles, guest speakers, and meaningful classroom discussions. We strive to create an inclusive, respectful, and supportive school environment where students are encouraged to be allies, celebrate diversity, and challenge stereotypes through authentic learning experiences.

By embedding Indigenous perspectives, histories, cultures, and ways of knowing throughout our curriculum and school culture, we aim to deepen students' understanding and appreciation of the contributions of First Nations, Inuit, and Métis peoples. Through this ongoing work, we are committed to advancing reconciliation and helping students develop the knowledge, empathy, and respect needed to contribute to a more inclusive and equitable society.

HOW WILL WE KNOW WE'RE ON TRACK?

Moving forward, the school will continue to strengthen literacy achievement by maintaining evidence-based instructional practices, expanding opportunities for students to engage in authentic reading and writing experiences, and providing enrichment for students who are ready to extend their learning while continuing to offer targeted intervention for those who require additional support.

Specifically we plan to:

- Track and measure literacy growth throughout the year through the use of literacy screeners both early in the year to help guide instruction and also later in the year to measure growth and progress
- Continue to use CSL (Communicating Student Learning) data and FSA (Foundation Skills Assessment) data to monitor literacy proficiency, and gather anecdotal evidence to assess student engagement and achievement in literacy
- We will continue to use data from the MDI (Middle Years Development Instrument) and the SLS (Student Learning Survey) to help measure student's social emotional well-being and connectedness to the school
- The (SLS) Student Learning Survey will help inform us of student's perspectives on how successful we are at embedding Indigenous perspectives, histories and culture into our instruction