



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) & salilwataʔ (Tsleil-Waututh Nation).

Sir James Douglas Annex Elementary is located in southeast Vancouver, on the border of the Sunset and Victoria-Fraserview neighbourhoods. This area is characterized by a linguistically and culturally diverse population. Douglas Annex belongs to the David Thompson Secondary Family of Schools.

Douglas Annex is a single-track French Immersion school and a District Choice Program. It enrolls 166 students across eight divisions, providing instruction in French from Kindergarten to Grade 3. Students represent diverse cultural backgrounds, including Indigenous learners and students with a range of learning needs. Upon entering Grade 4, students transition to Sir James Douglas Elementary, located six blocks away.

The staff team is collaborative and includes both experienced and early-career educators. As a small school, Douglas Annex offers a safe, warm, and welcoming environment. Staff prioritize strong relationships and open communication through newsletters, meetings, and classroom emails. Students follow the school motto: caring for ourselves, each other, and our school. A school song, written by staff, is performed at assemblies.

Douglas Annex and Douglas Elementary share an active PAC, which supports field trips, workshops, cultural programming, and community events such as the annual Pumpkin Patch.

Aligned with the VSB Education Plan 2026, the school promotes student achievement, well-being, equity, and belonging through school-wide themes, assemblies, events, parent-teacher conferences, newsletters, and celebrations of learning. This year's programming included Lacrosse for Schools, a bilingual performance by a Vancouver-based emcee with roots in Rwanda, Cote d'Ivoire and Zimbabwe, Haida and Squamish stories with Kung Jaadee, a Lion Dance performance, and a visit from The Maple Man. Students also participate in extracurricular activities such as Running Club, Track and Field, and Cross Country.

Staff use a variety of programs to support social-emotional development, including Zones of Regulation, Second Step, MindUP, WITS, We Thinkers, TAPS, and Ready Body Learning Minds (RBLM). The school features an outdoor learning area and garden with Indigenous and pollinator plantings. Several classes participated in the Fresh Roots program, fostering learning about food, land, and

community. The David Thompson Community Schools Team Hub also provides programming and community support. Students extend acts of kindness beyond the school, including visiting Holy Family Hospital to share songs.

Douglas Annex is deeply committed to supporting student learning both in the classroom and in the broader community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Douglas Annex, students are immersed in learning French from the moment they start Kindergarten. We have students enrolled in our program who speak a variety of languages at home. Since students are only in the beginning stages of learning French, many without any previous exposure, students learn first by listening and when ready, start to respond using simple French words and phrases. Douglas Annex is an early intervention school with the Reading Recovery Literacy Program (IPLE) which targets learners requiring additional support in Grade 1, and classroom teachers following a structured literacy approach. Some classroom teachers also use the *Son-au-graphe* program to support structured literacy.

Through Communicating Student Learning (CSL) data, School Wide Write results, as well as class review and K-screener data, we have gathered the following information:

Literacy:

Oral Language, reading and writing continue to be academic areas of focus for this year. There is an emphasis on building students oral language skills as it is the foundation for second-language acquisition. We are actively working on improving oral language development among our learners. Students are working on speaking more French with staff and peers, and using phrases and vocabulary known to them more consistently. Many teachers implement classroom incentives to encourage the use of French during the school day. Oral language data collected in June 2026 showed that 62% of students speak French at a proficient or extending level. When compared to oral language data collected last June, students' oral language proficiency dropped by 3%. We will continue working with students to build up their confidence to engage orally in French by using school-wide and classroom incentives. Daily classroom practices such as *Quoi de Neuf?*, sharing circles and discussions allow students a variety of ways to use the French they know, as well as learn new phrases and vocabulary. School assemblies and PA announcements will continue to be done in French, with some English to support early learners.

Communicating Student Learning (CSL) data, which is extracted from the three written learning updates, shows that 46% of Douglas Annex students are proficient or extending in Language Arts. Looking at the data over the three terms, there is some improvement in student achievement, which speaks to the efficacy of the interventions of the classroom and resource teams.

French Language Arts CSL Data				
	Emerging	Developing	Proficient	Extending
Term 1	22%	39%	39%	0%
Term 2	16%	40%	42%	2%
Term 3	17%	31%	49%	3%

Since Language Arts includes reading, writing, and oral language, we completed a Fall school-wide write in October. Results showed that 33% of students were writing at a proficient or extending level at that time. To assess student growth, a second school-wide write was completed in May. These results showed that 55% of students were writing at a proficient or extending level. This growth is a testament to targeted instruction in writing.

Numeracy

Based on CSL data, students at Douglas Annex are demonstrating solid skills in Numeracy, and meaningful growth over the course of the year.

Numeracy CSL Data					
Grade Level	% Proficient or Extending K	% Proficient or Extending 1	% Proficient or Extending 2	% Proficient or Extending 3	% Proficient or Extending Overall
Term 1	70%	40%	68%	75%	63%
Term 2	85%	42%	71%	77%	68%
Term 3	80%	55%	78%	80%	73%

Social Emotional Learning (SEL):

Last year, Social-Emotional Learning (SEL) and Executive Functioning were identified as priority areas due to an increase in student behaviour requiring adult support. When students experience belonging and predictable, supportive environments, their academic achievement and overall school satisfaction improve. Strengthening SEL and Executive Functioning helps create the safe, inclusive conditions students need to thrive.

Although office referrals have decreased this year, unstructured times such as recess and lunch remain challenging for student self-regulation and conflict resolution. School staff continue to provide frequent support during these times. The reduction in referrals reflects the work occurring in classrooms to teach and model positive play and problem-solving.

Teachers use visual supports, establish self-regulation spaces, and incorporate picture books and social stories focused on social problem-solving. Classroom instruction includes literature and units on

emotions, kindness, and friendship, along with explicit teaching, guided discussions, and structured role-play. Monthly assemblies reinforce school rules and expectations. The Area Counsellor provides whole-class SEL lessons and facilitates guided play groups. A buddy bench on the playground offers students a way to seek connection and support during playtimes.

A student voice survey created jointly by administrator and teachers about student belonging was administered to Grade 1 to 3 students in May. The data suggests that while most students are socially connected—85% report having friends at school—a smaller proportion, only 65% feel truly welcome in their school and classrooms. This gap indicates that having friends does not necessarily translate into a strong sense of belonging, and that over one-third of students may feel excluded or disconnected from the broader school environment. Overall, these results point to a need to strengthen inclusive practices and classroom climate, so more students feel welcomed and valued.

Further investigation of student-voice survey results revealed that 57% feel they know how to solve small problems on their own and 82% know when to seek help from an adult. 86% of Grade 1-3 students identified that there are 2 or more adults at Douglas Annex they can go to for help. This data suggests that most students have a good understanding of when to seek support, and a strong majority of primary students identify having multiple trusted adults at school. However, fewer students—only 57%, feel confident solving small problems independently, indicating an area for growth in building student independence and self-regulation skills. Overall, students appear well-supported by adults, but there is an opportunity to strengthen their confidence in managing minor challenges on their own.

Equity:

Douglas Annex is a diverse community representing many cultures, belief systems, and languages. We value this diversity and celebrate it through picture books, classroom learning, and school-wide recognition and celebration of different events reflecting the diverse background of our families. Students also learn about Pink Shirt Day, Black History Month, Orange Shirt Day, and Remembrance Day. Guest presentations and performances are selected to reflect a range of cultural experiences.

Douglas Annex staff follow an equity-focused support model with targeted interventions being provided to the most at-risk students and frequent check-ins to monitor progress. Classroom teachers are committed to making concepts accessible to all learners. In January, several teachers attended a Carole Fullerton workshop focused on making math engaging and meaningful for all students.

To build community, leadership, and belonging, classes participate in Morning Meetings and *cercle de partage* (sharing circles), using a talking stick to support respectful listening. Teachers lead cooperative games and group activities that encourage collaboration and positive peer relationships.

Grade 3 students take on leadership roles as Peer Helpers, supporting younger students during recess and lunch and meeting regularly with the Vice Principal to discuss strategies and challenges. They also serve as Assembly Leaders, helping set up assemblies and delivering the Indigenous Land Acknowledgement.

Following our initial Acadience screener in January for kindergarten students, students who were identified as at-risk received intensive support. These students showed improvement in May when the screener was readministered.

Reconciliation:

Grade 3 students are assembly leaders and do the Indigenous land acknowledgement before every gathering. Students are also learning the Coast Salish anthem in their library sessions. Teachers are teaching about Indigenous ways of knowing in their classrooms as evidenced by artwork, posters and projects displayed in our school hallways. There is an extensive collection of Indigenous books in our library to promote Indigenous learning, and teachers often borrow these books to share with their students. Grade 2 and 3 students shared their understanding of the land acknowledgment and what it means to them.

Students are engaging in meaningful conversations and learning about the Indigenous cultures in their classrooms. They know why we share the land acknowledgement and its meaning.

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 have identified literacy as a continued focus and our learners' greatest area of academic need. We will continue to strengthen students' oral language skills, which are a pathway to improving student success in reading and writing. Additionally, Social-Emotional Learning continues to be an area for growth.

To improve student achievement in literacy, we will complete additional formative assessments, including the Acadience literacy screener and continue to use assessments such as School-Wide Writes. We will use this data to inform classroom teaching practices and identify at-risk learners who need more support. We will also use these assessments as opportunities for teachers to collaborate and calibrate proficiency to establish a schoolwide standard.

To improve student mental well-being, we will continue to focus on Social Emotional Learning through the Zones of Regulation, EASE, the Little Spot series and WITS (Walk Away, Ignore, Talk it out, Seek Help) programs. Our SSA will continue the Ready Body Learning Minds (RBLM) program with students, focusing on those who benefit from additional support to develop their sensory and motor systems.

Improve equity

To improve equity, we will use formative assessments to track student progress and focus our Resource support on the learners who need it most. We will continue to adapt materials for all learners. We will also use data from our Student Voice Survey to connect with our most vulnerable students to ensure that they feel connected and supported.

During the articulation process, we will create opportunities for our Grade 3s to build connections with students at Douglas Main. We will arrange visits and introduce them to Grade 6 students (future Grade 7s) and teachers to deepen their sense of belonging for when they arrive at the Main school. We will also create multiple opportunities for our Grade 3 students to connect with Grade 4 students at Douglas Main to help them feel more connected when they arrive at their new school in September.

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

To continue our journey of reconciliation with First Nations, Metis, and Inuit, we will continue to plan school-wide events to showcase student learning and celebrate Indigenous culture. Students will continue to learn the Coast Salish anthem and perform it at school gatherings and assemblies. Staff will continue to engage in professional learning around Indigenous education and Indigenous ways of knowing and being.

HOW WILL WE KNOW WE'RE ON TRACK?

- Track CSL data, literacy screener results, School-Wide Write data as well as Class Reviews information. This data can help us to continue tracking progress as well as identifying at-risk students so that they can be further supported at school.
- Gather Student Voice Survey information to allow students to share their social-emotional well-being and experiences at school and measure improvements to student well-being and sense of belonging.
- Reduction in the number of office referrals, indicating improvement in student self-regulation and ability to resolve problems in more peaceful ways
- Create more opportunities for our Grade3 students to connect with the Main school (Grade 4 to 6 French Immersion students) to build a relationship before they arrive in September.
- Visible increase in learning of First Nations, Metis and Inuit culture and language through visual displays and student responses in Student Voice Survey.