



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Sir Richard McBride Annex is honoured to be situated on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish) & səlilwətaʔ (Tsleil-Waututh Nation).

The annex opened in November 1963 as an overflow school for Sir Richard McBride Elementary and was named after the 15th Premier of British Columbia. Our diverse community is located beside Grays Park in Vancouver's Kensington – Cedar Cottage Neighbourhood near East 33rd Avenue and Fraser Street. The foundation of McBride Annex is built upon the establishment of close-knit relationships between families and staff and an appreciation of the whole child. Parents and caregivers value being involved in the daily life of the school by volunteering for field studies, and leading and supporting sport, art, and cultural activities. The school maintains a focus on social emotional learning that is woven throughout the curriculum.

At McBride Annex, we take pride in our community atmosphere through the establishment of strong home-school relationships. We also pride ourselves in our awareness of the needs of diverse learners, and the ability to provide opportunities and programs that enrich student learning and leadership. We are focusing on developing inquiry skills to support students in becoming critical thinkers. It is the hope of staff members that students identify themselves as global learners who view education in a positive way and can advocate for their learning needs. McBride Annex staff proudly provide a strong foundation in the core areas of the curriculum and embrace opportunities for place-based learning while incorporating Indigenous Ways of Knowing. Staff are dedicated to creating an inclusive, welcoming community where diverse learning styles are supported and celebrated. We encourage creativity, communication, collaboration, and fair play to support students' overall achievement.

We are fortunate to have a highly engaged and committed Parent Advisory Council (PAC) that helps augment the educational activities and experiences offered within the school. In addition to enriching learning, the PAC plays a vital role in fostering an inclusive and connected school community by organizing a variety of social events, including the Pancake Breakfast, Valentine's Day Dance, and the Spring Fair, which welcomes families and community members from the surrounding area.

This year, we are continuing our focus on social-emotional learning, recognizing that students need calm bodies and ready minds for meaningful learning to occur. Building on last year's exploration of

how resilience and positive decision-making contribute to a growth mindset, we remain committed to supporting learners in becoming active agents in their own learning. Our work continues to emphasize developing a growth mindset, strengthening problem-solving skills, and consistently applying effective calming and self-regulation strategies. By deepening these core competencies, we aim to foster the social-emotional foundations that enable students to engage more fully, confidently, and independently in their learning.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our learners at McBride Annex are confident, curious, and active students who bring enthusiasm and joy to their school experience. Our “small school with a big heart” houses four divisions from kindergarten to Grade 3 with 77 students in total, with Grade 3 students transitioning to the main school for their intermediate years. They come from supportive, caring, and collaborative families who are deeply engaged in school life. Students report feeling safe at school and demonstrate a strong sense of belonging and connectedness. They feel comfortable seeking help from adults and frequently show inclusive behaviours on the playground and in classrooms. Many students love playing soccer during recess, and a significant number of our students participate in extracurricular activities outside of school, contributing to their well-rounded growth.

English is the predominant language spoken at home for most students. Several students also speak, understand, or are exposed to other languages at home, including Mongolian, Vietnamese, Tagalog, Thai, Spanish, Punjabi, and Cantonese. Approximately 16% of students receive support for English language development. Our learning community also includes students with neurodiversity and a range of learning needs, all of whom are supported within our inclusive and caring school environment. Most families in our community are working families, and many rely on before- and after-school care programs for drop-off and pick-up, such as Little Mountain Out of School Care, St. Casimir’s Day Care Centre, and Mountainview Church. In addition, several families rely on nannies for childcare support.

Students continue to demonstrate growth in their social-emotional learning. Staff consistently teach and reinforce social-emotional skills through Zones of Regulation, Second Step, TAPS, A Little Spot, and Ready Bodies Learning Minds. Through these programs, students learn to recognize and express their feelings using pictures and words and are building a toolkit of strategies to calm their bodies and minds. They are developing a growth mindset and are increasingly applying SEL strategies independently, particularly during recess and unstructured play, allowing them to navigate challenges and resolve conflicts with growing confidence.

According to Term 3 Learning Updates, approximately 83% of students are proficient or extending in mathematics. In English Language Arts, 61% of students are proficient or extending. Literacy remains an important area for continued growth, especially in decoding and comprehension. When reviewing student writing samples, staff noted strong creativity and ideas in student writing. Areas for development include spelling, conventions, vocabulary, and writing stamina. Staff continue to incorporate a structured literacy approach to strengthen phonological awareness and support consistent gains in early literacy development.

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

- Implement a school-wide, data-informed approach to improve student achievement in reading and writing
- Consistently use common literacy assessment tools across grades to monitor student progress
- Conduct a school-wide write and engage in collaborative marking in grade groups using the B.C. Performance Standards
- Systematically screen reading development using DIBELS to assess students' decoding skills
- Implement UFLI lessons school-wide to strengthen phonological and phonemic awareness
- Centrally store and share literacy data to support collaboration, continuity, and targeted interventions
- Review literacy assessment data regularly during team and staff meetings to inform instructional planning and resource allocation
- Engage in ongoing professional learning to support social emotional learning and responsive literacy instruction

Improve equity

- Use multiple sources of data to identify students at risk, determine targeted support, and guide allocation of resources in response to student needs
- Strengthen inclusive classroom practices by supporting staff in Universal Design for Learning (UDL) and inclusive instructional strategies
- Continue to embed social-emotional learning (SEL) and self-regulation strategies, i.e. Second Step, Zones of Regulation, A Little Spot
- Foster a sense of belonging and community building using various initiatives, i.e. Student Leadership Program
- Support Students with special education designations and identified needs with additional learning support and resource services, ongoing collaboration with district staff, and partnerships with community agencies where appropriate

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

- Continue to begin school gatherings with student-led Indigenous land acknowledgement to build shared understanding and respect
- Involve parent community in our continued journey of reconciliation by making land acknowledgement at the beginning of every PAC meeting
- Include a daily land acknowledgement in morning announcements led by student leaders

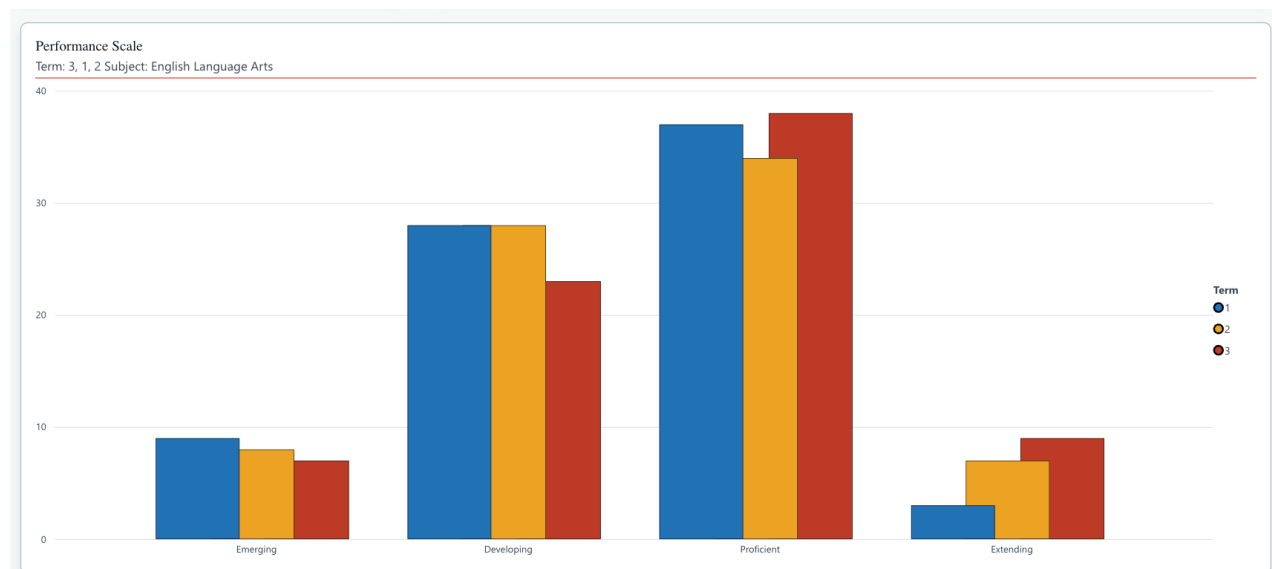
- Expand the collection of books and learning resources that authentically represent First Nations, Metis, and Inuit histories, cultures, and perspectives
- Learn to sing the Coast Salish Anthem as a school community to honour local Indigenous peoples
- Continue to build staff and student understanding through collaboration with district Indigenous Education staff
- Support staff in applying their learning from Indigenous Focus Day into classroom practices and instructional planning
- Embed Indigenous perspectives across learning experiences in meaningful, age-appropriate, and respectful ways

HOW WILL WE KNOW WE'RE ON TRACK?

We monitor our progress through an ongoing cycle of evidence gathering, collaborative reflection, and responsive action. Using formal and informal assessment data, teacher anecdotal observations, and student voice, we assess the impact of our strategies on student learning, with particular attention to our priority learners.

A key indicator of progress in literacy development comes from our school-wide assessment practices. The use of school-wide writing assessments and Kindergarten screening through DIBELS has strengthened our ability to identify needs early and target support effectively. Below is a comparison of literacy achievement for all students, drawn from Learning Updates across Term 1, Term 2, and Term 3. By examining data across these three reporting periods, we can track student progress and evaluate the effectiveness of targeted supports over time.

Shift in Literacy Performance Levels (Term 1 to Term 3)



From Term 1 to Term 3, the data shows a positive overall shift in our students' literacy development. The proportion of students in Emerging steadily decreases, while there is a notable reduction in Developing by Term 3. At the same time, the percentage of students achieving at the Extending level increases consistently across all three terms, and Proficient levels rebound and strengthen in Term 3 after a slight dip in Term 2. Overall, these trends suggest that targeted instructional supports are contributing to sustained student growth, with more learners meeting and exceeding grade-level expectations over time.

Professional collaboration continues to play an important role in strengthening instructional practice. Teachers engage in focused conversations about student writing, examine samples, and refine instruction. This work is supported by partnerships with District Learning Services staff and the Curriculum Enhancement Teachers, building staff capacity to support diverse learners. As a result, we anticipate growing consistency in instructional approaches and increased confidence in meeting a range of student needs.

The growth of priority learners remains central to our work. Progress is monitored through individualized learning goals, classroom observations, and assessment data. Many of our priority learners have already demonstrated fair to significant growth, and structures such as the task basket system and the RBLM program have supported increased independence and engagement. Continued success will be reflected in both academic progress and students' ability to work more independently and take ownership of their learning.

Our focus on social-emotional learning is evident in students' use of a shared language to describe their emotional states and apply self-regulation strategies. We continue to monitor how this translates into practice, particularly during unstructured times, with reduced dysregulation and increased self-management and problem solving as indicators of success.

In alignment with our commitment to equity and reconciliation, we are also paying close attention to how Indigenous worldviews are woven into the curriculum in authentic and purposeful ways. Experiences such as the Salmonids in the Classroom and Butterflies in the Classroom programs provide rich opportunities for students to explore concepts of reciprocity, interconnectedness, and care for the natural world. Evidence of progress includes student reflections, classroom learning artifacts, and teacher planning that demonstrate a deeper and more explicit integration of Indigenous perspectives.

Looking ahead, we will build on our current practices to further strengthen literacy achievement. In addition to maintaining effective strategies, we will enhance our home reading program by incorporating decodable texts aligned with the UFLI Scope and Sequence, including exploring Indigenous-focused decodable resources and e-books. We will monitor the impact of these changes through improvements in reading accuracy, fluency, and student confidence.