

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 Nation), Skwxwú7mesh Úxwumixw (Squamish Nation) & salilwatał (Tsleil-Waututh Nation).

Tecumseh Annex first opened in 1959, to teach primary grade students within the catchment of Tecumseh Elementary School. The school is named after Tecumseh, a Shawnee chief, who was the leader of a First Nations confederacy, as well as a military leader. He is primarily known for his role in the fight to retain the land and the rights of Indigenous people.

Tecumseh Annex is in the Kensington-Cedar Cottage neighbourhood, which is centrally located in east Vancouver. This neighbourhood consists mostly of duplexes, multi-family homes, and apartment buildings and is the feeder school for Tecumseh Elementary, where most students go for their intermediate years.

There are currently four divisions comprising of 64 children from kindergarten to grade three. The school has a diverse population, comprised of many cultures, spoken languages, and backgrounds. Time is spent learning about ourselves and others, making connections, and celebrating what makes each of us unique. Over half of our students are English Language Learners (ELL); we have a variety of home languages that are spoken in the school community including: Cantonese, Mandarin, Vietnamese, Tagalog, Iloko, Malayalam, Tamil, Bengali, and Spanish.

Tecumseh Annex has a staff of 17, including the site-based administrator, full-time and part-time teaching staff, student support workers, an office administrative assistant, 2 supervision aides (one full time and one part time), a part-time custodian, and a building engineer. We are a small school, and we share responsibilities and duties to effectively operate the school.

Tecumseh Annex has an active parent and extended family community. Special events and student goal-setting / learning conferences are well attended. We have a strong and active Parent Advisory Council, which fundraises to help provide many opportunities for students, including special performances, workshops and field trips, and access to materials and resources to support learning.

Students at Tecumseh Annex are encouraged to become ROCKstars, embracing the highly successful ROCK (Respect, Open Mind, Community, and Kindness) positive behaviour support model, which began in 2014-2015. There have been positive results in all grades and divisions in using this shared language and vision for behaviour. The school counselor spends one afternoon a week working on social

emotional learning (SEL) skills with students and staff, emphasizing safe and positive relationships, and helping students to make connections between SEL learning and academic success.

Additionally, there is a focus on schoolwide leadership, with the grade three students stepping up to be good role models for their younger peers. Students take part in opportunities such as sharing morning announcements, volunteering as library monitors, and leading lunch club activities for the younger students.

Tecumseh Annex is a small school with a close-knit community of students, families, and staff who learn together, welcoming diversity and nurturing the growth of lifelong learners who are able to work together to meet challenges and adapt to change.

WHAT DO WE KNOW ABOUT OUR COMMUNITY OF LEARNERS?

Tecumseh Annex learners come from diverse and rich cultural, linguistic, and socioeconomic backgrounds. Over half of our students speak a language other than English at home.

As a school with a high population of ELL students, Tecumseh Annex has chosen to focus on robust literacy instruction, including reading, writing, and oral language. When looking at schoolwide data from a variety of assessment tools, overall achievement for English Language Arts is at the low to moderate level. Having this information informs the school staff on how best to direct their pedagogical and academic focus to help all students improve their English proficiency across the curriculum.

We also work hard to ensure all learners are included, active, engaged, and receiving the supports they need to thrive. Our staff is dedicated to providing both universal and individualized supports and to ensuring learning is accessible for all. There are fewer than 10 Indigenous students, who, along with their peers, are supported by their classroom teachers, resource teachers, student support assistants, and other itinerant staff, such as the counselor and speech & language pathologist, as appropriate.

Tecumseh Annex staff also values the VSB Education Plan 2026 goal of continuing the Reconciliation journey with First Nations, the Métis, and Inuit. We are a school that infuses Indigenous knowledge, histories, and stories throughout the curriculum to build strong connections to the land, while also respecting everyone's journey towards Reconciliation. The First Peoples Principles of Learning are woven into all aspects of programming, with an emphasis on learning being holistic, reflexive, experiential, and relational, as well as personal well-being. This lens allows us to best serve all students equitably and to honour each of their unique identities.

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 focus continues to be on strengthening literacy, with particular focus on foundational literacy skills (i.e. phonemic awareness, phonological awareness, phonics, vocabulary development and comprehension) across the grades.

There were many initiatives we did as a staff to plan for student success:

- Attending school district provided Literacy Days throughout the year
- Standardizing and streamlining assessment practices to align with each other so we have common language from year-to-year and reduce the vagueness of reading levels for students
 - Resource teacher providing structured literacy instruction (University of Florida Literacy Institute Foundations or UFLI) individually and in small pullout groups.
- Using guided reading groups in the classroom
- Using vocabulary enhancement programs that include introduction of new and sight words, and incorporating these into writing exercises
- Significant time and effort was put into refreshing the Tecumseh Annex library with current and exciting materials to read
- Providing weekly access to school library books and book exchange
- Providing digital content and levelled reading stories that can be read at any time with a device (tablet, computer, etc.), by purchasing licenses for each student at the school (Learning A-Z – RAZkids)
- Tablets available in classes to access EPIC! App for individual “just right” reading
- Celebrating reading by having a ‘Reading Day’ featuring a variety of ways to represent reading and having fun at the same time
- Using the B.E.A.R. reading club (Be Excited About Reading) and handing out recognition ribbons to students when they read 100, or even 200 books
- Using levelled books for home reading that are sent home by the teachers to encourage additional reading practice at home

Tecumseh Annex students have made good progress this year in their ELA scores. In the first term, students achieving Proficient or Extending totaled 34% of the school population; by the final term that had increased to 41%. More promising, however, is the increase in the numbers of students who moved from Emerging to Developing. In the fall term, 23% of our students were at the Emerging level of their ELA development. By the final term, that number had decreased to 17%.

In numeracy, 54% of Tecumseh Annex students were assessed as either Extending or Proficient at the end of the first term. By the end of the school year, 63% of students were in the Extending or Proficient bracket (with the most significant gains in the Extending category).

The Tecumseh Annex staff also strive to ensure that all students feel welcome, included, and supported. According to a survey provided to all students currently in grade 3:

- 79 % feel welcome at school and in their classroom
- 85 % know how to solve a small problem by themselves and when to get help from an adult
- 94 % know 2 or more adults at Tecumseh Annex they can go to for help.

Improve equity

With the advent of the VSB Education Plan, there is a focus on creating equity within the school and within the school district. Tecumseh Annex is a school where diversity and inclusion are valued. We celebrate and honour such events as Black History Month, Asian Heritage Month, Pride Month, National indigenous People's Day, Diwali, and other important cultural celebrations and events to ensure that all members of our community have the opportunity to be celebrated. We also host weekly whole school sing-alongs, with music chosen to feature singers, songwriters, and musicians from a variety of backgrounds and cultures, to highlight special events throughout the year. These actions are having a direct impact on our students' feelings of belonging and connectedness to the school. We hope that these sustained and focused actions will continue to empower students and increase their levels of engagement, satisfaction, and belonging within the school community, and ultimately contribute to their social emotional learning and well-being.

Additionally, we are working to ensure that resources and supports are being distributed in a manner that will allow all students the best chance to be proficient in their learning, and especially in Literacy. Regular check-ins for reading level, standardized and streamlined assessment practices, and using enriching reading programs, allow us to home in on what each student needs to be pushed to the next level and to best utilize and target the supports and resources we have available to us. We use Augmentative and Alternative Communication (AAC) systems, along with paired songs, books, journals, and words of the week, to promote literacy skills for some of our students with emerging communication skills. We have taken steps to increase interest in reading for all, ensuring everyone has access to the library, that there are books that all students can connect with and see themselves in, and that students have access to texts that are suitable for their reading level both at school and for at home reading practice.

Continuing our journey towards reconciliation with First Nations, Metis, and Inuit

At Tecumseh Annex, we strive to develop staff and student understanding and appreciation for Indigenous knowledge, histories, and stories. We work to use the First Peoples Principles of Learning to guide our daily lessons and activities, with an emphasis on learning supporting all aspects of well-being and of learning being holistic, reflexive, experiential, and relational. Some of the ways that we do this are:

- Sharing a Daily Land Acknowledgement during morning announcements, and including one in special events
- Having BC Indigenous maps on display in classrooms and in the library
- Having First Peoples Principles of Learning posters on display in classrooms and in the library
- Participating in gratitude circles and learning about spirit animals
- Several classes using levelled early Literacy books written by Indigenous authors with Indigenous themes (i.e. Eagle Crest Books)
- Recognizing Orange Shirt Day and having students present at our assembly
- Basing kindergarten student self-reflections in the year end summary of learning on Indigenous animals and their character traits
 - Studying Indigenous history and understanding of science topics, such as the sun and the moon
- Incorporating Indigenous understanding of Math topics into lessons and activities, such as counting, patterns, and problem-solving
- Learning about animal legends and the connection between local Indigenous cultures and animals

HOW WILL WE KNOW WE'RE ON TRACK?

Tecumseh Annex teachers currently use a variety of means to track student achievement in English Language Arts (ELA), including reading and writing skills. Up until now measures such as the Fountas & Pinnell Benchmark Assessment System (BAS), Dibels, the VSB Kindergarten Screener, and elements of the VSB Kindergarten Protocol were all used to inform teaching practice and to create an overall snapshot of student learning and progress in the Summary of Learning. As all teachers have completed training in the Dibels protocol, it will be used across the school beginning September 2026. A system has been set up to pass on students reading records to the next classroom teacher. This includes inviting resource staff from Tecumseh Main to participate in an in-person articulation process when grade 3 students transition from Tecumseh Annex to Tecumseh Elementary. This allows reading assessment scores to be standardized between the locations and teachers to see gaps in learning and plan for targeted reading intervention when necessary, in addition to informing class placements for students in the upcoming year.

Tecumseh Annex staff have prioritized equity for students through continuing to ensure teaching and library materials meet the needs of and represent the diverse community of our students. The library continues to add to its collection of new books featuring different faces, backgrounds, histories, cultures, and traditions. Additionally, staff have made an effort to make books in a variety of different languages available to students and families through additions to our school library and borrowing from the collections of other VSB elementary schools as needed.

At Tecumseh Annex we understand that we are on a continuous journey of reconciliation with the First Nations, Metis and Inuit. It is our responsibility to deepen understanding and respect of Indigenous cultures and histories and perspectives in order to share that learning appropriately with our students.

Tecumseh Annex staff are looking ahead to:

- Further embed Indigenous learning across the curriculum
- Continue to add to our staff and student resources; books, guided reading materials, multimedia resources and culturally relevant units
- Continue to promote oral storytelling and student voice; incorporating oral storytelling into literacy instruction and encouraging students to share their own stories and connections to the land
- Celebrate and reflect on learning opportunities to showcase their learning through art, writing and presentations
- Continue to reach out to our Indigenous support workers at the VSB to connect families and ensure our Indigenous students and families feel seen, valued and supported