



2025-2026 School Learning Plan

SCHOOL STORY

Tillicum Community Annex is located on the unceded traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətał (Tsleil-Waututh) Nations and respects and supports Indigenous ways of knowing and learning. Tillicum Annex is part of the vibrant Hastings-Sunrise neighbourhood in East Vancouver and belongs to the Templeton family of schools. Our catchment area includes Hastings Elementary and Tillicum Community Annex. Currently, Tillicum Annex serves 86 students across five divisions. Our school community reflects a wide range of backgrounds, including students identifying as having Indigenous ancestry, students who are English Language Learners (ELL), and students with disabilities or diverse abilities who have a Ministry designation.

At Tillicum Annex, staff are deeply committed to the meaningful inclusion of every student in all aspects of school life. To support student well-being and success, the school provides access to additional supports, including a part-time Youth and Family Worker (YFW), a part-time Counsellor, and a hot lunch program available to students who self-identify as needing support. The Community Schools Team (CST) further supports families by connecting them to local programs and services, many of which are subsidized for our students.

Our staff and students are also committed to Truth and Reconciliation. We continue to expand our library collection with authentic voices that reflect the diversity of our students. Learning guided by our Indigenous Enhancement Worker, helps deepen students' understanding of Indigenous ways of knowing and being.

Tillicum Annex benefits from a strong network of volunteers, some of whom have dedicated more than 20 years to supporting our school community. One long-time volunteer, Sheila Johnson, has made a legacy donation that continues to enhance our library collection. Literacy programs such as One-to-One Literacy, Book Buddies, and Books for Me enrich students' learning experiences and help to promote a love of reading.

Tillicum Annex places a strong emphasis on social responsibility, self-awareness, and social-emotional learning. The development of self-regulation strategies is embedded throughout the school day, helping students build the skills needed to successfully engage in classroom learning. Schoolwide

initiatives such as Jumpstart, Mind UP, and an opportunity for a silent lunch provide daily opportunities for students to develop mindfulness and self-regulation.

Students at Tillicum Annex are encouraged to take pride in their school and community through leadership opportunities throughout the year. These include presenting at assemblies for events such as Black History Month and Remembrance Day, as well as participating in roles such as Green Crew members, Library Monitors, Tech Helpers, Peer Helpers, and Buddy Readers. Student achievements are recognized during monthly Student of the Month assemblies.

Our closest community partner is Kiwassa Neighbourhood House, located directly behind the school. Kiwassa offers a variety of after-school programs, some free for families who require support. The organization also hosts a free daily breakfast program and a low-cost produce market that benefits the wider community. Additional food security programs supporting Tillicum families include Backpack Buddies, Snacks for Kids Firefighters Charities, and the Cause We Care Holiday Hampers.

Family engagement is an important part of our school culture. Events such as Bingo Night, the Talent Show, performances, and Student-Led Conferences provide opportunities for families to connect with the school and celebrate student learning. Tillicum Annex also benefits from the support of a dedicated and active Parent Advisory Council (PAC), whose fundraising efforts enhance school experiences and opportunities for students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

Our Learners

Our learners are a diverse group of students who have many strengths. As a group, they are curious, caring, hard-working, creative, and willing to learn. They are developing strong self-regulation strategies that are continually reinforced and supported through daily activities and visual and common language to convey expectations. As individuals, they range in need; some have a strong foundation, and others are identified as at-risk learners who benefit from extra learning support. This is particularly evident in literacy.

Literacy

Student progress in reading is assessed three times per year using a screener that focuses on essential early reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. The data helps determine whether students are on track for reading success and helps to identify specific areas for targeted instruction.

Teachers use a blend of literacy strategies, including small-group instruction, to address individual student needs. Many students benefit from a combination of structured literacy instruction and opportunities to practice their reading through one-to-one sessions with Buddy Reading volunteers and participation in our school-wide home reading program.

In writing, students engage in daily practice that allows educators to continuously monitor progress and respond to learning needs in a timely and targeted way. Ongoing formative assessment plays a key role in shaping instruction. In addition, three school-wide “quick writes” were collected throughout the year to provide a broader picture of student achievement and growth. These writing samples allow staff to analyze trends, identify strengths and areas for development, and inform collaborative planning and decision-making across the school.

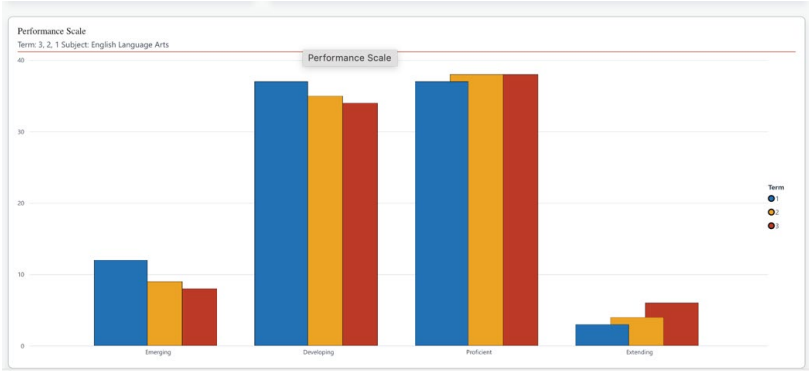
The data below indicates a positive improvement in writing skills across grade levels. Over the course of the year, students have demonstrated steady growth, with many improving their ability to express ideas clearly and effectively.



Language Arts Written Learning Updates Data over the year

The progress in writing complements gains seen in reading and oral language skills, reflecting growth in students’ literacy skills. This growth is displayed in the CSL data for the year

- Emerging to Developing: A 5% improvement.
- Fewer students are performing at the lowest level.
- Developing decreased slightly from 43% to 39%
Some movement out of this category.
- Proficient: Remained the same as students moved up from developing or into extending
The core group remains strong and continues to grow gradually.
- Extending: Increased approximately 4%
More students are reaching higher levels of achievement, though this group remains small.



Overall, learners are making steady progress toward proficiency. While growth is evident across all areas, continued focus and targeted support will be important to move students from Developing toward Proficient.

Student Belonging

Tillicum staff recognize that learning can only occur if students feel a deep sense of belonging in a safe setting before academics can develop. Student voice has informed our trajectory on many levels. According to our Students Learning Survey data (see responses below), students overwhelmingly indicate that they feel welcome, safe, and have a deep sense of connection to the school community. They also know where to go for help if they need someone.

Student Learning Survey data 2025/2026

If you have a problem, can you get the help you need from adults at your school?

- 92% responded positively that they can get help from adults at school.

Do you feel welcome at your school?

- 100% responded positively that they feel welcome.

Is school a place where you feel like you belong?

- 90% responded positively that they feel like they belong

Do you feel safe at school?

- 100% responded positively that they feel safe at school.

I am happy at my school

- 100% responded positively that they are happy at school.

Our staff continues to see increases in anxiety and the need for social skill development for many of our students. The lingering effects of COVID-19 pandemic years are still apparent for all students. Staff are committed to focusing on inclusivity, diversity, problem-solving, self-regulation, mindfulness, and enhancing social skills. Furthermore, our parent community supports our learning endeavours by being available to volunteer at our literacy events.

Indigenous Learning

Tillicum staff remain committed to our reconciliation journey and through community events, weaving, cultural teachings, and practices into daily lessons, increasing our collection of indigenous resources in the library, and providing access to cultural experiences through Guest speakers and performances. We continue to foster a deeper understanding, respect and connection to indigenous histories, perspectives, and ways of knowing within our school community.

Our Student Learning Survey data from the 2025/2026 school year reveals encouraging growth in students' understanding of indigenous content. This year, 90% of students reported learning about indigenous people or local First Nations, and 30% of students indicated that they are learning about local First Nation language.

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

- Student achievement in literacy for all learners is a focus that brings our staff together for constructive conversations that lead to action in the classroom.
- Enhance literacy instruction- implement research-based literacy strategies and interventions, and explore the Responsive Literacy Framework to visit strategies in oral language, elements of structured literacy, storytelling, and representing knowledge in different ways.
- Creating a culture of reading and writing with school-wide literacy initiatives, e.g. school-wide writes, Books 4 Me, one-to-one readers, and buddy reading.
- Utilizing data- we will notice trends in student data and find ways to bridge learning.
- Community engagement- collaborating with parents/guardians to encourage literacy development at home.
- Utilize/Implement Universal Design for Learning strategies
- Inclusivity- provide students access to diverse texts, differentiated instruction, and access to literacy

Improve equity

Literacy is a transformative tool that fosters equity among all learners. It ensures that every student has access to information and resources essential for their learning and personal growth. Literacy empowers students to express themselves, advocate for their needs, and engage fully in society. By incorporating diverse texts and perspectives, literacy education promotes cultural understanding and respect, creating an inclusive environment where all students feel valued and understood. Enhanced literacy skills also boost critical thinking, enabling students to analyze information, make informed decisions, and solve problems effectively. Furthermore, literacy is linked to greater educational and economic opportunities, providing all students with the chance to succeed. It also promotes social inclusion by enabling effective communication and relationship building. By prioritizing literacy, Tillicum can cultivate a more equitable learning environment where every student has the opportunity to thrive.

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

In the Aboriginal Education Enhancement Agreement, one of the tenets states: a focus on belonging to increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools. We will continue to provide all opportunities for students to be seen and heard as individuals through an equitable lens. Classrooms are working to embed Indigenous content and First Peoples Principles of Learning into the daily activities and across curricular areas such as weaving, salmon study, field studies in land-based learning, and listening to stories that reflect an indigenous perspective.

There is a continued level of awareness to promote Indigenous languages and integrate these teachings into our curriculum. Tillicum is committed to learning from the Indigenous community and will consciously look for opportunities to invite local Elders and Wisdom Keepers into our school to

share that learning is embedded in memory, history and story (First Peoples Principles of Learning). Moving deeper into this study, Tillicum can enrich this experience by including a traditional healer or Elder to have this knowledge imparted from an authentic source.

- Tillicum continues to work on deep and impactful work during the Indigenous Focus Day as a team of dedicated educators.
- Students have learned to respect the roles of Indigenous women as mothers, daughters, sisters and warriors through authentic texts and artwork
- Tillicum dedicates a month-long in-depth study of residential schooling, Truth and Reconciliation Day, and Indigenous Excellence in September
- Staff have weeded out outdated and inauthentic representations of Indigenous culture in the library and brought in new titles and Indigenous decodable books to expand and diversify literacy instruction.
- Staff continues to collaborate with our Indigenous Enhancement Worker every week to integrate customs, traditions, texts, art and teachings into the classroom
- Students and staff have learned the Coast Salish Anthem and have added it to the songs sung at our monthly assemblies

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to review our data to examine our strengths and our stretches

- Continued conversations with students and families to listen to their perspectives and experiences
- Reviewing formative and summative assessment data to see how we can support our students' mathematics and literacy needs
- Reviewing literacy screener data 3 times per year to determine areas of need for literacy based targeted instruction
- Student learning survey data can help track student Social Emotional health and well-being
- The Early Development Index for Kindergarten-level students will continue to provide us with vital data on our early learners.
- At student-led conferences, students will take the lead in sharing their trajectory of learning, highlighting their growth, passions and potential for improvement.
- We will continue to share data and student growth with student celebrations and with our school-wide assemblies.