



2025-2026

School Learning Plan

SCHOOL STORY

wəkʷaṇəs tə syaqʷəm Elementary was gifted a Musqueam name that means “the sun rising over the horizon”. The school enrolls over 320 students in 14 divisions, from kindergarten to grade 7. It is a newer build and one of only two mass-timber, seismically safe schools in Canada. The open-concept design and warm wood tones create a welcoming environment for students and staff, complemented by a new playground where students can sign out equipment during recess and lunch. The roof is covered with solar panels that generate more than enough energy to power the school.

Our community is culturally diverse, with families representing a wide range of cultural and linguistic backgrounds. Parents are highly supportive and actively involved through the Parent Advisory Council (PAC), which hosts community events and fundraising initiatives to support extracurricular programs. The YMCA provides onsite before-and-after-school care, and we foster strong engagement from families, creating a multigenerational and multicultural environment that values and celebrates the diverse home cultures of our students.

Teachers work collaboratively to support student learning and provide enriching experiences beyond the classroom, including field studies and leadership opportunities. Older students take on roles in student council, the library, and as lunchtime monitors. Our beautiful gym hosts a variety of athletic programs, and students participate in cross-country running, volleyball, pickleball, basketball, badminton, and track and field. We also offer unique programs such as an Artist in Residence Studio which provides equitable access to high-quality and socially relevant visual arts education for and connects students to local environmental themes through art. Staff remain attentive to students’ social and emotional needs, and our proximity to regional parks allows us to access community resources like the Pacific National Exhibition (PNE), local parks, and outdoor spaces.

We emphasize socially responsible global citizenship through activities such as the Terry Fox Run, our Orange and Pink Shirt Days, and this year our Eco-lympics themed Sports Day. Social-emotional learning is central to our teaching philosophy, grounded in the belief that when students feel safe and welcome, they begin their day calm and ready to learn. Environmental stewardship is also a priority, reflected in programs such as soft plastic recycling months, a bike-to-school initiative, our seed library, and caring for rainwater filtration basins at each corner of our school block and beyond.

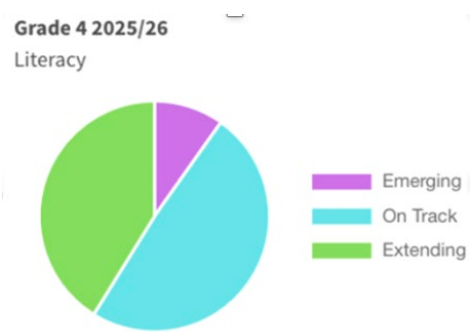
With deep gratitude and respect, we acknowledge that we learn and unlearn on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətał (Tsleil-Waututh Nation). Our school features many Indigenous art pieces, and we welcome Knowledge Keepers to share teachings with students and staff.

Students at wəkwə́nəs tə syaqʷəm Elementary are known for their artistic talents, good manners, and respect for one another and school property. We promote inclusivity and collaboration by creating a supportive environment that celebrates student learning through open houses and portfolios. We also acknowledge and appreciate the diverse cultural celebrations that reflect the heritage of our students.

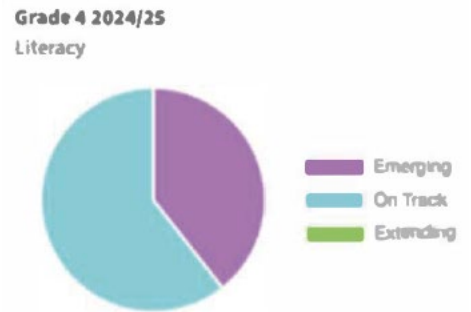
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

We have found that our students are eager, motivated, and hardworking learners. While many begin the year at the emerging or developing level, most progress to proficient or even extending as the year goes on. Students demonstrate strong effort with teachers equally committed to supporting continuous growth and improvement.

Comparing this year’s 2025-2026 Ministry of Education and Child Development’s Foundation of Skills Assessment (FSA) with last year’s 2024-2025 we see that more of our students were found to be either “On Track” or “Extending” depending on the assessment. This is an indication of how well our students are performing based on Ministry standards.



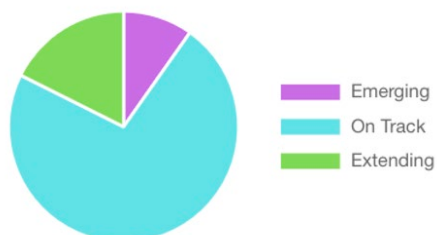
	Participation Rate – Writers only	
	#	%
Emerging	less than 10	less than 10
On Track	25	49.02
Extending	21	41.18



	Participation Rate – Writers only	
	#	%
Emerging	13	39.39
On Track	20	60.61
Extending	less than 10	less than 10

Grade 4 2025/26

Numeracy



	Participation Rate – Writers only	
	#	%
Emerging	less than 10	less than 10
On Track	37	49.02
Extending	Less than 10	Less than 10

Grade 4 2024/25

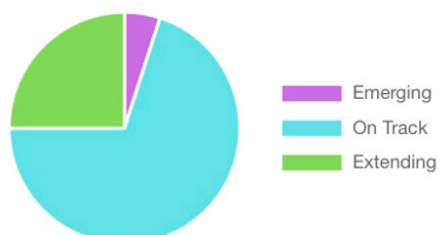
Numeracy



	Participation Rate – Writers only	
	#	%
Emerging	14	43.75
On Track	17	53.13
Extending	Less than 10	Less than 10

Grade 7 2025/26

Literacy



	Participation Rate – Writers only	
	#	%
Emerging	less than 10	less than 10
On Track	28	70.00
Extending	10	25.00

Grade 7 2024/25

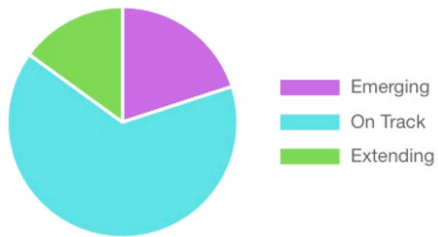
Literacy



	Participation Rate – Writers only	
	#	%
Emerging	less than 10	less than 10
On Track	45	88.24
Extending	less than 10	less than 10

Grade 7 2025/26

Numeracy



	Participation Rate – Writers only	
	#	%
Emerging	less than 10	less than 10
On Track	26	65.00
Extending	less than 10	less than 10

Grade 7 2024/25

Numeracy



	Participation Rate – Writers only	
	#	%
Emerging	12	23.53
On Track	34	66.67
Extending	less than 10	less than 10

Assessment		% of Students On Track or Extending	
		Literacy	Numeracy
Grade 4	2024-2025	60.61	56.25
	2025-2026	90.2	90.20
Grade 7	2024-2025	92.16	76.47
	2025-2026	95.00	80.00

We also heard from students how they felt about their learning. Students anecdotally reported in the Ministry Student Learning Survey that:

Survey Question	Grade 4		Grade 7	
	2024-2025	2025-2026	2024-2025	2025-2026
% felt that they were getting better at math	72	75	63	78
% felt that they were getting better at reading	87	82	64	73
% felt that they were getting better at writing	88	85	67	91

Our school community includes almost 30% of students who are English Language Learners, including some who have recently arrived in Canada. Fewer than 10% of our students have Inclusive Education designations. Our learners represent a wide range of cultural backgrounds and speak many different languages at home. According to data from the Middle Years Development Instrument (MDI) completed by our Grade 6 students, languages spoken at home include English, Cantonese, Mandarin, Vietnamese, Filipino/Tagalog, Spanish, Japanese, and Farsi.

We are also fortunate to have a highly engaged parent community that actively supports student learning both at home and within the school. Families continually fundraise to enhance educational and community-building opportunities for all students.

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 are continuing to grow literacy in our school. Primary students have been assessed and placed in literacy groups where they have received targeted literacy instruction with other students at their literacy levels. Teachers have been implementing various strategies and resources to help students improve their literacy. Field studies, guest presentations, and classroom discussions are starting points for written expression. Resource teachers, one-to-one reader volunteers, and the *Learning Buddies Program* provide additional support for those that need it. Numeracy is enriched with *Big Buddies* math games, cross-curricular connections, and real-world applications in field studies.

Students were able to express themselves through art in the *Artists in Residence Studio Program (AIRS)*, in drama with the *Arts Umbrella Stagecoach Program* and as constantly displayed, art created in their classrooms. Physical and mental health were nourished by programs like *XL Tennis*, *Boogaloo Hip Hop*, *Gymsense* gymnastics, *Ready Body Learning Minds*, *Go Zen*, music, drumming, dancing and gardening.

Improve equity

We look to give students equitable access to learning opportunities at our school. This starts with food security with our hot lunch program and the available donated snacks courtesy of the Firefighters Charities. Our hardworking Parent Advisory Council (PAC), Community Schools Team, CLICK, and First Tee provided additional funds to help supplement fieldtrip, performance, and workshop costs for things like the Hip Hop Dancing, Gymsense, Red Cross Babysitting Course, introduction to golf, and the Grade 7 Camp. For the first time since 2017, all grade 7s experienced two fun-filled days of challenge while camping at Camp Summit near Squamish. Student families experiencing financial hardship were covered so that no student was denied participation. Students were treated to a rock concert by the local school-aged band *Blue Jay Valley* and, during Black History month in February, were provided a workshop in African drumming and dancing.

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

We look for ways to learn more about reconciliation. We continue with our daily land acknowledgement, land-based learning, and our Truth and Reconciliation assembly. Staff participated in our District's Indigenous Focus Day bringing back learnings to share with students in their classrooms. Students learned about the land and reciprocity in the fieldtrips to the Museum of Vancouver, guided PNE nature walks, and visits from Indigenous Knowledge Keepers. Students participated in Indigenous drumming and dance, learning about the significance of such activities to Indigenous peoples.

HOW WILL WE KNOW WE'RE ON TRACK?

This was the first year that we introduced literacy screening for our kindergarten learners to be expanded to all primary students next year. This will provide additional information to the assessments that we presently administer to our students. We will again participate in the Foundational Skills Assessment for literacy and numeracy, the Middle Years Development Index (MDI) and the Ministry Student Learning surveys gathering data on academic skills attainment, well-being and student learning.

We will anecdotally monitor student achievement, engagement, enjoyment and their needs, checking in with students and their parents or guardians. Are students progressing, happy and healthy, engaged, and learning how to communicate and work with others? If not, we will work to make it right.