



2025-2026 School Learning Plan

SCHOOL STORY

It is with deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xwməθkwəy̓əm (Musqueam), Skwxwú7meshÚxwumixw (Squamish Nation) & salilwətaʔ (Tsleil-Waututh Nation).

Waverley Elementary School is located in southeast Vancouver, British Columbia. Waverley School enrolls 345 students from Kindergarten to Grade 7. Learners attending Waverley Elementary School have diverse backgrounds and speak many different languages. Waverley School has 57 dedicated staff, and several have worked at the school for many years. Waverley classroom teachers, a Resource Team, and a large team of student support workers work collaboratively to support the inclusion of students with diverse and learning needs. Waverley's Youth and Family Worker (YFW) and Indigenous Education Enhancement Worker (IEEW) work together to support students, families, and staff. Waverley students, staff and community members are expected to follow the School's Code of Conduct – Be Kind, Be Safe, Be Your Best.

Waverley School has strong partnerships with local organizations. These include Earthbites, South Vancouver Neighbourhood House, and the Artist in Residence Studio (AIRS) Program. South Vancouver Neighbourhood House has a before and after school Out of School Care Program at Waverley School and provides staffing for extracurricular activities such as the School's Out Program. Unique to Waverley is the Taiko Drumming Program. Students involved in this program practice after school and perform at school gatherings, during the school's annual Terry Fox Run, in school assemblies and in local events around Metro Vancouver.

Waverley School community has many assets. Waverley School has a Strong Start Centre Program, welcoming infants and preschoolers and their caregivers and introducing them to the school community. Waverley School has a garden which engages learners, staff, and parents/guardians. Waverley has an active and supportive Parent Advisory Council (PAC). Parents and guardians meet monthly to organize community building events and fundraising activities to support the school and community. The school garden and special events such as Sports Day, and the Grade 7 Leaving Ceremony are strongly supported by Waverley PAC. Waverley School staff endeavors to align its school plan with the VSB's 2026 Education Plan. Waverley School staff is committed to Equity, Student Achievement and Reconciliation.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Of the 345 learners at Waverley, 44% are primary students (Kindergarten to Grade 3) and 56% are intermediate students (Grades 4 to Grade 7). At Waverley this year, 37% of learners are identified as English Language Learners, approximately 10% of students have diverse abilities, and less than twenty students are identified as Indigenous. Learners at Waverley Elementary are diverse in their cultural and linguistic backgrounds. Many students speak several languages.

Literacy assessments by Waverley classroom teachers and Resource Teachers over the past several years have indicated that Waverley students from Kindergarten to Grade 7 benefit from a focus on improving literacy achievement levels. Waverley staff have been part of a VSB Collaborative Early Literacy Initiative (CELI) for over a decade.

In 2022, following the COVID-19 pandemic, Waverley staff identified a reduced connection between students and the school. Staff observed that this sense of disconnection was reducing literacy engagement and achievement levels. Middle Years Development Instrument (MDI) data over the past few years confirms this observation. As such, Waverley staff have been focusing on implementing school-wide, co-curricular, recess and lunch and after school programs and have been collaborating with community partners as well as Waverley's PAC to improve an overall sense of belonging for Waverley students and their families.

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

Improving Student Achievement in Literacy

Improving student achievement levels in literacy at Waverley continued to be a significant area of focus during the 2025-2026 school year. Waverley educators in K – 7 used different assessments to determine and track literacy levels for Waverley students. For Kindergarten students, the DIBELS screening tool and the Kindergarten Protocol were used to assess literacy levels. For students in Grades 1-3, proficiency scales for English Language Arts, DIBELS, and Story Champs pre-tests and post-tests were used to assess literacy levels. For students in Grades 4-7, proficiency scales for English Language Arts, DIBELS and Foundation Skills Assessment data (Grades 4 and 7) were used to assess literacy levels.

Waverley teachers actively participated in many different professional development opportunities to enhance their literacy instruction and assessment skills this year. Teachers attended literacy workshops on Professional Development Days, worked on literacy lessons with the CET teacher in their classrooms and some teachers worked and District Staff during meetings outside of their teaching time. Workshops included Adrienne Gear's Reading Power Workshop, DIBELS training and U-FLI training. As part of U-FLI training, Waverley's Kindergarten teachers visited another VSB Kindergarten classroom to observe a U-FLI lesson in action. Waverley's Curricular (CET) teacher and four of Waverley's classroom

teachers also participated in a VSB Collaborative Inquiry Project to familiarize themselves with and explore the effectiveness of Know Your Code (Grades 3-4) and Know Your Words (Grade 5) literacy resources. This year, Waverley's staff meetings included presentations on the Science of Reading for staff by Waverley's school psychologist, and literacy presentations by VSB Learning and Instruction District Teachers. Several teachers also participated in the VSB Literacy Day in January 2026 and were able to incorporate learnings from that day into their teaching practise. All Waverley teachers learned how to administer the DIBELS screening tool.

Waverley continued to partner with ONE-TO-ONE Literacy Society, and the school was in its third and final year of the Indigo Literacy Fund Grant. Waverley's Teacher Librarian coordinated ONE-TO-ONE volunteers to read with students who needed additional "time on text." For the first time, Waverley hosted a ONE-TO-ONE Parent Workshop for 17 Grade 1 parents/guardians at the end of January 2026 during Family Literacy Week. Parents/guardians spent the beginning of the workshop learning strategies related to working on reading with their child and the end of the workshop, their children were brought into the room so these strategies could be practiced. Waverley's Teacher librarian also purchased many new, diverse and high interest books with donated funds. These books enhanced student engagement in literacy and the library and provided more current books for students to read.

Waverley's Morning Reading Program continued this year to improve student achievement levels in literacy. This program was supported by Waverley parents/guardians, Resource Teachers, Classroom Teachers and Support Workers. Students in Grades 1-3 who were assessed to require additional "time on text" were offered the opportunity to read with a Support Worker twice a week between November 2025 and April 2026. These students came to school before school to read and reread books at their literacy level to a staff member. The improvements in reading levels of this group of twelve learners over the year was impressive and it was noticed by students, classroom teachers, and resource teachers.

When Waverley teachers were asked which strategies and programs used this year worked the most effectively this year to enhance student literacy achievement levels, the responses were Story Champs, the Morning Reading Program, One to One Readers, Rime Magic and the use of magnetic letters, small group and 1 to 1 intensive support by Resource Teachers, Reading Power (Adrienne Gear) in classrooms, the UFL-I program, Guided Reading, Raz Kids, home reading programs, daily writing practice, and the use of Know Your Code. Teachers noted the positive impact on having decodable books, more and better-quality home reading books and having organized and up to date Primary and Intermediate Book Rooms. Teachers also observed that different themed events, co-curricular and extracurricular activities serve to support the engagement of students in school which, in turn, served to support improvements in student literacy levels.

Improving Student Belonging

Waverley educators continued to spend a significant amount of time and effort throughout the 2025-2026 school year focusing on improving a sense of belonging for Waverley students. Waverley staff provided school wide activities and student leadership opportunities for students. Waverley PAC

worked with school staff to host community events, including the Move-a-thon and PAC Family Nights which fostered an improved sense of belonging for students, as well as parents/guardians and families.

During the 2025–2026 school year, Waverley Elementary offered a wide range of school-wide activities designed to strengthen students' sense of belonging, connection, and community. These opportunities brought together students, staff, families, and community members in meaningful ways throughout the year.

School-wide gatherings, including the Truth and Reconciliation Assembly and Remembrance Day Assembly, provided opportunities for shared learning, reflection, and community building. In September 2025, students, families, and staff participated in a school-wide Terry Fox Run/Walk, featuring a performance by the Taiko Drummers. In December 2025, all students from Kindergarten to Grade 7 participated in a Winter Concert, which was presented to families during two afternoon performances.

In January 2026, students took part in a K–7 Dance Week that culminated in a community performance for families. February featured the collaborative creation of a school-wide Lunar New Year Lion, highlighting creativity, teamwork, and cultural celebration. In March 2026, students participated in a Julia Robinson Math Festival, hosted in partnership with the VSB Learning and Instruction Team. Intermediate students led engaging mathematics stations that fostered problem-solving, critical thinking, and a joy of learning for students across all grade levels. Also in March, Indigenous Canadian presenter and basketball player Quincy Mack delivered a school-wide presentation encouraging students to become “ALL STAR” learners and citizens.

Community-building activities continued throughout the Spring at Waverley. A school-wide soccer day, funded by the Vancouver Whitecaps in anticipation of the FIFA World Cup 2026, brought students together through sport and teamwork. A Move-a-thon and fundraiser encouraged physical activity and school spirit and concluded with a celebration featuring activity stations, family participants, and volunteers. Students also showcased their talents at a Spring Concert, featuring classroom performances, Waverley's Singing Club, and the Taiko Drumming Program. A Book Swap promoted literacy and sharing, allowing families to exchange donated books for new reading materials before the summer break.

Waverley also encouraged and celebrated contributions to the Waverley community. A Volunteer Tea recognized parent, guardian, and family volunteers and included a recorder performance by a Grade 3/4 class. In June 2026, Sports Day welcomed many parents, guardians, grandparents, and caregivers, while 36 high school volunteers—many former Waverley students—assisted in running activity stations. The year concluded with a Grade 7 Leaving Ceremony and Potluck Lunch, a collaborative celebration organized by staff and the PAC to honor graduating students as they transitioned to high school.

Throughout the 2025-2026 school year, students in Grades 4-7 had the opportunity to be involved as Peer Helpers, Equipment Monitors, and Library Monitors. This year Waverley had 64 Grades 4-7 students volunteered to be Peer Helpers. Peer Helpers actively supported students in K-3 outside

during lunch. Equipment Monitors continued to help distribute and collect sports equipment for students in K-7 to play during lunch once a week. Student leadership programs were actively supported by Waverley's full-time Youth and Family Worker who trained and supported students. A Recognition Assembly was held in mid-June 2026 to encourage continued engagement and volunteerism at Waverley.

This year, Waverley's PAC in collaboration with Waverley educators, organized several successful community building events. Waverley's PAC organized a sale of Waverley t-shirts, hoodies and hats to promote school spirit. The PAC organized hot lunch days and two PAC Family Nights which brought joy and connection to students and families and engaged many parent / guardian volunteers. The PAC worked closely with the new Grade 7 teachers this year to host the Grade 7 Leaving Ceremony and Lunch for 46 Grade 7s and their parents/guardians. The PAC also contributed to field trips, school technology, the school garden, and Sports Day.

Improve equity

Waverley staff continued to prioritize improving equity this year. Continued and significant efforts were made to support and include students with diverse and complex learning needs in classrooms and on field trips. Waverley's Youth and Family Worker collaborated closely with families, students, and staff to support the inclusion of students who needed additional care and connection. Waverley's staff also provided co-curricular activities, and extra-curricular activities to improve equity at Waverley. Waverley's PAC made community wide events accessible to students and families.

Co-curricular activities which contributed to developing a stronger sense of equity with students at Waverley School were the Earthbites Program, the Artist in Residence Program (AIRS), and the Tim Horton's Camp Program. Earthbites gardening program was in its fourth year at Waverley. Seven classes of students continued to learn about growing and caring for plants and eating healthy foods from the garden. During the 2025-2026 school year, the AIRS program expanded from nine to twelve classes of primary and intermediate students (Grades 2-7). All students involved in the program had the opportunity to show their parents/guardians their work in the Art Studio at the April 2026 Spring Learning Conferences. Tim Horton's Camp Program ran for a second year. Teachers from 3 classes of students in Grades 4-7 reported that the 6-week program of weekly opportunities provided enhanced class community connections and students' social and problem-solving skills this year. Teachers involved in the Waverley's Gardening Program, Tim Horton's Camp Program and the AIRS Program observe that students who may not be working at proficient levels in more academic areas like reading, writing and numeracy, engage and excel during these lessons.

Several recess and lunch activities continued to be available to Waverley students throughout the 2025-2026 year which were available for no cost. Waverley's Singing Club, founded in 2024, continued. This year, the Singing Club included about 22 students K-4 and two staff members. Waverley's Singing Club practiced weekly and performed at the Winter Concert, the Spring Concert, a VSB Choral Event, and the Grade 7 Leaving Ceremony. Waverley also continued to collaborate with the VSB's Spectrum Alternative Program. Secondary students and staff from Spectrum played games in the gym and outside with groups of primary and intermediate students in the Fall. Through the Winter and into the Spring, Spectrum students organized gym activities and boardgames for students. Supported by

Waverley's Youth and Family Worker, the LOVE BC program ran throughout the year once a week at lunch for intermediate aged students.

To improve equity at Waverley Elementary, staff offered a variety of before and after-school activities. School sports teams, including Cross Country, Volleyball, Basketball, and Badminton were offered. This year, Waverley's School Counsellor was involved in supporting many of these activities. Taiko Drumming after-school programs were also offered to students.

Additional enrichment opportunities for primary and intermediate aged students were provided by the Community LINKS Team including Sport Ball and Super Science programs which were offered at various times throughout the year. Students in Grades 4–7 who required additional opportunities to further develop skills, connections, and care benefited from the Schools Out Program, which was available two days per week all year. Collectively, these after-school programs contributed to improving equity within the Waverley school community.

Waverley staff continued to select and purchase diverse picture books, novels and non-fiction books for Waverley's library, classrooms and book room that students could identify with, see themselves in, and find meaningful. For learners who are reading below grade level, more decodable books and high interest books were purchased this year for students to use in classes and at home.

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

Waverley staff continued their reconciliation journey throughout 2025-2026. Waverley educators continued to support learning about Indigenous Peoples across curricular areas and from Kindergarten to Grade 7. To continue to support and enhance learning about Indigenous cultures and stories, many more Indigenous books were purchased throughout the school year for Waverley's library and classrooms with donated funds.

At the beginning of the school year, a school wide Truth and Reconciliation assembly was held. Indigenous drums were used to "drum out" the audience at the end of the gathering. The school community sang the Coast Salish Anthem. Waverley educators continued to find meaningful ways to include the Indigenous First People's Principals of Learning as well as Indigenous understandings, content and ways of knowing into their daily lessons.

Waverley educators continued to connect students to the land through outings this year. Many field trips and class outings were held at local or regional parks. These included visits to Stanley Park, Capilano Park, Seymour Dam, Boundary Bay, Bowen Island, as well as local parks (eg. Nanaimo Park and Norquay Park). Classes received grants to travel to local BC parks on school buses. This year, the AIRS program introduced students to Indigenous plants which students and staff found educational and interesting.

Re-envisioning Waverley's Community Room and transforming it into an All Nations Room this year was a significant project this year. Facilitated by a generous grant from the VSB's Indigenous Education Department, many positive changes were made to the room. This project was a collaborative effort between Waverley's Youth and Family Worker, Indigenous Education Worker as well as Waverley

students. The room has Indigenous cultural posters, signage and materials. Waverley's All Nation's Room is set up to hold class-wide community circles. All students were introduced to Waverley's All Nation's Room by June 2026.

HOW WILL WE KNOW WE'RE ON TRACK?

Improved Student Achievement in Literacy

At the conclusion of the 2025-2026 school year, Waverley teachers decided to continue to work on the goal of improving student achievement in literacy for the 2026-2027 school year.

This decision aligns with the results of Waverley School CSL performance scale data for Mathematics and English Language Arts Grades K-7 for Term 3 of the 2025-2026 school year. As highlighted in the data below, 46% of Waverley students are performing in Mathematics at a Proficient level and 35% of Waverley students are performing in English Language Arts at a Proficient level.

Mathematics CSL Performance Scale Results 2025-2026 - Term 3

K-7 - Emerging – 13%; Developing – 34%; Proficient – 46%; Extending – 7%

English Language Arts CSL Performance Scale Results 2025-2026 Term 3

K-7 – Emerging – 12%; Developing – 48%; Proficient – 35%; Extending – 5%

The decision to maintain a school focus on literacy also aligns with Foundation Skills Assessment (FSA) data from 2024-2025 and 2025-2026. Waverley FSA Numeracy results for Grades 4 and 7 for both years and grades are 10% or more above the district average. Waverley FSA Numeracy results from the past two school years also trend higher than Waverley FSA Literacy results.

For the 2026-2027 school year, Waverley teachers will focus on improving students abilities to comprehend reading material and improve their ability to summarize clearly both orally and in writing what they have read. As such, for the 2026-2027 school year the focus of the school literacy goal will be to support students K-7 with learning strategies to assist them with comprehending the text they read and summarizing, both orally and in writing, what they have read. To do so, teachers at Waverley will need to continue to examine their teaching practices around the most effective ways to teach reading, reading comprehension, and writing. Teaching resources will also have to be carefully considered to be sure that they are aligning with this goal. Teachers will need to assess over time whether instructional strategies and interventions have a clear and positive impact on student learning.

Improved Sense of Belonging and Equity

Ensuring that Waverley is an inclusive environment which values belonging and equity will continue to be a priority for Waverley educators for 2026-2027. Waverley educators will continue and build on the work they have been doing around belonging and equity for the past several years. Staff will know that they are on track by closely looking at MDI data, literacy data, and Student Learning Survey Data for 2026-2026.

Reconciliation

Next year, Waverley staff will continue to deepen their commitment to reconciliation and Indigenous education through a strengths-based approach that highlights the knowledge, leadership, innovation, achievements, and contributions of First Nations, Inuit, and Métis peoples. Learning opportunities will move beyond historical perspectives to intentionally recognizing Indigenous Excellence. To support this goal and to keep Waverley staff on track, staff will:

Showcase contemporary Indigenous role models across diverse fields such as literature, science, arts, athletics, leadership, and entrepreneurship to recognize Indigenous peoples as innovators, leaders, and changemakers.

Integrate Indigenous ways of knowing across the curriculum by highlighting traditional ecological knowledge, environmental stewardship, sustainability, and cultural teachings as valuable forms of expertise.

Balance learning about historical injustices with stories of Indigenous resilience, cultural revitalization, community strength, and contemporary achievements.

Embed Indigenous perspectives across subject areas, including literacy, mathematics, science, social studies, and the arts, ensuring Indigenous knowledge and contributions are reflected throughout the year.

Promote awareness and celebration of Indigenous languages by incorporating local greetings, language learning opportunities, and learning about language revitalization efforts.

Foster strength-based discussions that encourage students to explore Indigenous contributions, leadership, innovation, and positive impacts on society.

Expand land-based learning opportunities that connect students with local environments through stewardship, observation, seasonal learning, and Indigenous relationships with the land.

Ensure Indigenous Excellence remains visible year-round through school-wide announcements, library displays, classroom learning experiences, and celebrations of Indigenous authors, artists, leaders, and community achievements.

With Indigenous Excellence at the forefront of their teaching next year, Waverley staff want to ensure that students develop a deeper understanding of and appreciation for Indigenous cultures, perspectives, and contributions while recognizing Indigenous peoples as thriving, diverse, and influential members of contemporary society.