

SCHOOL PLAN

École Aubrey Elementary School

Our Story

Who we are?

École Aubrey Elementary School first opened its doors in 1959 and became a dual-track (English and French Immersion) school in 1978. Currently, approximately 350 students from Kindergarten to Grade 7 attend the school. Aubrey is a diverse and inclusive community where every student is valued and supported. Our families represent a rich range of cultural and linguistic backgrounds, and this diversity strengthens our shared sense of belonging and learning.

We are fortunate to have active and caring families who partner with us in fostering a positive, connected school community. Our dedicated staff are dynamic, passionate, and committed to nurturing curiosity, creativity, and confidence in every child.

École Aubrey is well connected to our Family of Schools, Burnaby North Secondary and École Alpha Secondary School, and we take pride in supporting our learners as they grow into engaged, compassionate members of their broader community.

What are we doing well?

Fostering a rich learning environment where every student can thrive is at our core. We strengthen connections within our school and with our Family of Schools, offering programs that support transitions and shared learning. Students explore their passions through ADST, art, drama, dance, music, and sports teams, while

leadership initiatives, Sports Day, and Celebrations of Learning assemblies promote responsibility and community.

Hands-on and experiential learning, including Salmon and Butterflies in the Classroom, Spuds in Tubs, Young Actors Workshops, Fused Glass, SFU Science Alive, and visits to Fort Langley and the Space Centre, engage students and connect learning to the real world.

In **literacy**, we continue to build school-wide consistency and alignment through coordinated initiatives such as school-wide writes, shared assessment, skill-building interventions such as UFLI, and clear expectations. Vocabulary strategies, discussion-based learning, and phonics tools support language development across both English and French programs.

We prioritize recognizing and addressing the needs of each learner through a collaborative approach involving families, students, classroom teachers, and LSS/ELL staff.

We assess our progress and the impact of our programs through multiple sources of evidence:

- Student participation in learning and school activities
- Student, family, and community feedback
- Observations of confidence, independence, self-reflection and growth in students
- Formative and summative assessments, including school-wide writes (fall and spring)
- Evidence of improving writing structure, routine, and vocabulary application

This evidence informs and shapes our ongoing work and next steps.

Our *Focus*

At Aubrey, **literacy** remains our collective focus. We will continue our emphasis on developing writing skills from Kindergarten to Grade 7 in both French and English, while strengthening foundational reading skills. Data collected this year indicated a need for an intentional integration of Self-Regulation Strategy Development to support further writing-development.

By aligning instruction and assessment across all grade levels, we aim to provide a consistent, progressive approach that supports students in becoming confident, skilled, and expressive communicators.

This focus reflects the Burnaby School District and BC Ministry of Education and Childcare’s literacy goals, emphasizing strong communication, critical thinking, vocabulary development, and appreciation for language in all its forms.

Strategies to support *Focus*

Writing (Continued Focus)

- Continue school-wide writing instruction and assessment practices to build consistency and collect longitudinal data
- Use school-wide writes (fall and spring) to monitor progress and guide instruction
- Engage in ongoing professional dialogue through staff meetings, collaboration, and district support
- Build collaborative planning and assessment opportunities across grades

Strategies	Details
<p>Self-Regulated Strategy Development (SRSD)</p>	<p>Based on school-wide write data, we will incorporate SRSD into writing instruction across the school:</p> <ul style="list-style-type: none"> • Explore and implement SRSD to support writing development and student independence • Introduce greater structure and predictability in writing instruction • Support students in synthesizing information, including: <ul style="list-style-type: none"> ○ Identifying the gist of sample texts ○ Using language boxes to support vocabulary development for all learners

	<ul style="list-style-type: none"> ○ Using graphic organizers to plan writing ● Balance explicit self-regulation instruction with academic writing time ● Embed metacognitive goal-setting practices ● Develop common language in intermediate grades to support continuity and progression of skills
<p>Building Reflection in Writing</p>	<ul style="list-style-type: none"> ● Provide structured opportunities for students to reflect on their writing ● Encourage students to read their writing aloud to support revision, clarity, and awareness
<p>UFLI (Foundational Literacy in Primary – Continued) Son-au-graph (French – New)</p>	<p>UFLI interventions will continue based on strong evidence of impact:</p> <ul style="list-style-type: none"> ● Significant, visible, and measurable growth in: <ul style="list-style-type: none"> ○ Phonemic awareness ○ Blending ○ Letter-sound knowledge ○ Decoding ● Support application of foundational skills to authentic reading (and writing) contexts ● Strengthen transfer of skills across contexts <p>Select French Immersion classes will explore Son-au-graph (French equivalent of UFLI)</p> <ul style="list-style-type: none"> ● Support alignment and consistency in foundational literacy instruction across both language tracks

Professional Learning and Collaboration	<ul style="list-style-type: none">• Continue collaboration with the District Literacy Team and DLIT• Provide targeted professional development in writing, SRSD, and literacy instruction• Use collaboration time to share strategies, analyze data, and co-plan instruction
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Indicators of Improvement & Evidence of Impact

Improvement in writing and self-regulation may be reflected through:

- Increased motivation and engagement
- Greater accountability and ownership of learning
- Authentic and creative writing opportunities that are meaningful and enjoyable
- Publication and sharing of student writing

We will monitor progress using:

- Writing samples demonstrating growth over time
- Mini-conferences during writing blocks
- Student reflections on writing progress and goal-setting