

2023-2024 School Learning Plan

SCHOOL STORY

Located in the heart of Vancouver's historical Marpole area, David Lloyd George Elementary is a proud school with a supportive community. With deep gratitude and respect, we honorably acknowledge that we are learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətał (Tsleil-Waututh Nation).

We are located at the crossroads of major transportation arteries - east/ west to UBC and south/ north to the airport and downtown Vancouver. Passenger jets can be viewed soaring as we have expansive views of Richmond. Our community is growing and our school is increasing in population.

The school is named for David Lloyd George (1863-1945), British prime minister. Originally built in the Municipality of South Vancouver and taken over by the Municipality of Point Grey in 1908, the first school was opened in Marpole in 1889. The students moved to the first Eburne School, a one-room building on West 70th Avenue. In September 1912, the public school was renamed the Eburne Superior School when a group of students formed a first year secondary group. In September 1913, the school was renamed the Marpole and Eburne High School when a four-room frame building was opened with public school classes in both buildings. In 1921, the school was moved to the present site and renamed David Lloyd George Elementary School.

In 2017, we began the process of designing a new school that would be seismically safe. The Vancouver School Board and David Lloyd George Elementary School staff worked closely with architects to create a school that meets the needs of our students and staff. On November 27, 2023, our community began teaching and learning in our newly built school. With the new building, our community has the opportunity to use flexible furniture and collaborative learning spaces, including breakout areas and commons. We are excited as we embark on this new learning journey.

Today, our school comprises 18 classroom divisions, approximately 430 students, and 45 staff members. We take pride in our staff and parents collaborating to provide special programs for students, including the Diversity Club, choir, various athletic activities, Daylighters (student leadership), school carnivals, parent-sponsored events, and a robust music program.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

David Lloyd George Elementary School is part of a culturally diverse community where families speak 40 different home languages, including English, Mandarin, Cantonese, Tagalog, and Spanish. Our students come from caring families who deeply value education and appreciate the dedication of our staff. Within our school population of 433 students, 64% are English Language Learners (ELL), 3.2 % identify as Indigenous, and 11 % are identified as having special needs. Our staff works diligently to integrate all learners and explore innovative approaches to support their development and academic progress. This includes providing a daily food program for families in need, and access to diverse outlets such as music, athletics, and various clubs. We employ differentiated instruction, accommodations for neuro-diverse learners, and maintain flexible learning spaces. Additionally, our school receives district support from a Youth and Family Worker, Indigenous Education Worker, and Community School Team.

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 improving our literacy and numeracy through increased collaboration. Our move into a new school with a modern layout, efficient spacing, break-out spaces for collaboration, flexible furniture, and newly scheduled pod meetings has facilitated this process. Teachers in similar grade groupings discuss assessing literacy and use benchmarks such as the DRA, BAS kit, Quick Scales (BC Ministry of Education), and daily observational notes to track progress.

Our participation in the Foundation Skills Assessments (FSA) has increased 290% for grade 4 students and 45% for grade 7 students from 2022 to 2023. The 2023 FSA results revealed that for grade 4 students, 81.25% are on track or extending in literacy and 68.75% in numeracy. For grade 7 students, 79.17% are on track or extending in literacy and 87.5% in numeracy. This compares to students' learning updates where grade 4 students were assessed as proficient or extending at 26.41% and 60.3% in language arts and math respectively. In addition, grade 7 students' learning updates were assessed as proficient or extending at 60% in both language arts and math respectively. This data indicates that classroom teachers have high expectations for our students.

Improve equity

David Lloyd George Elementary serves students from a wide socio-economic range, and our staff and PAC work hard to bring equity to families needing additional support. We offer music and athletic programs for all our students, including a lunchtime choir, various athletics, and additional programming from our Community School Team. Additionally, we support equity by providing financial and food support for our vulnerable students.

Our staff also take some of our vulnerable students to recess and lunch play groups that help anxious or quiet students foster relationships with peers. During Ride, Roll, and Walk to School Week, some students learn to ride bikes for the first time, and we provide bike helmets to students who need them. We also have the Ready Body, Learning Mind program for active students.

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

Our school is committed to Indigenous reconciliation and continues its journey with meaningful initiatives and projects. All classrooms participate in special projects around Orange Shirt Day, and we hold assemblies to recognize and learn about residential schools. During June's National Indigenous History Month, classrooms engage in various special activities to honor and learn about Indigenous history and culture. Throughout the year, we capture evidence of our progress using reflection notes, diaries, learning logs, photos, and more.

Additionally, five classes had the opportunity to create artwork alongside Indigenous graffiti artist, KC Hall. Students kept learning logs to document their experiences, techniques learned, and personal reflections. To share this experience with the broader school community, we included short write-ups in our newsletter, highlighting key moments and achievements from the project. The culmination of this art project is the display of the four paintings prominently in the glass meeting room, where the artworks can be admired by students, staff, and families alike.

HOW WILL WE KNOW WE'RE ON TRACK?

Improving Literacy and Numeracy: Our staff will continue to explore new ways to utilize the efficient school layout, break-out spaces, and flexible furniture and pod meetings to brainstorm ideas. Primary teachers and intermediate teachers will each use a consistent assessment to provide a benchmark. The FSA will also provide important information to our planning around literacy and numeracy.

Improving Equity: We will continue to keep all the programs we had in place this school year for different students in need.

Continuing Indigenous Reconciliation: Our staff is continuing to explore meaningful ways celebrate Indigenous contributions to society. Indicators that we are on track include students learning about Orange Shirt Day, an assembly about residential schools, and activities during National Indigenous History Month.