

2023-2024

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation)

Moberly Elementary School is in the culturally diverse Vancouver Sunset community. We are a learning community with over 450 learners coming from families who partner with the school in their children’s learning. There are at least 27 other languages being spoken within the school community, with Punjabi and Tagalog being the main languages. A sizable portion of Moberly learners have diverse language backgrounds and are in the process of acquiring proficiency in English. We strive to celebrate and acknowledge the cultural and social diversity of the community continuously throughout the school year with students leading the way in sharing their traditions with the whole school community. The seismic upgrade of Moberly Elementary was completed in 2009. Our site also includes the Newcomer Welcome Center (NWC). Moberly School also has a provincial Strong Start Centre.

Moberly Elementary has a strong connection to our Community Link Team and, with their support, we offer numerous after school programs focusing on the Arts and Sports. In 2021/2022 Moberly became part of the VSB’s collaboration with the Broadband program called Future Play – a sustainable and scalable educational program aimed at fostering digital and STEAM (Science, Technology, Engineering, Arts and Design, and Mathematics) Literacy. This program has helped us create our Innovation Lab and additional well-equipped learning spaces for learners and has provided ongoing professional development for teachers to support them as they use these spaces. We will continue as a FUTURE PLAY school continuing to serve at-risk vulnerable communities who have less access to the resources needed to foster quality STEAM (Science, Technology, Engineering, Arts and Design, and Mathematics) learning opportunities. Girls, Indigenous Youth, and highly underrepresented groups in technology fields are a strong focus of the Future Play program.

Moberly supports and facilitates different programs through community connections provided by South Vancouver Neighborhood House, South Vancouver Family Place, Pacific Immigrant Resource Society, Big Brothers of Greater Vancouver, One to One reading, Reading and Math Buddies, Moberly Arts and Cultural Centre, and the Sunset Community Center. We are the home base for Squadron 888 – Avengers Air Cadets with an active membership of over 200 young people.

We have a strong focus on supporting learners with diverse learning needs and will continue to work collaboratively with our onsite programs and district staff to provide significant, targeted support for vulnerable learners. The Moberly educator team is supported by several student support workers who work closely with

educators to support learners with special learning needs. We have a vibrant library learning commons area that is supported by a teacher-librarian. Our School Culture is built on caring, kindness, courteousness, and respect.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Overall, The Moberly Elementary School Community can be characterized as Actively Engaged Learners. And Moberly continues to engage our learners through innovative teaching and learning practices. We continue to build on ENGAGEMENT – Engaged MINDS, engaged BODIES, and engaged COMMUNITY.

Engaged Minds – Teachers have created learning experiences that engage all learners through a multitude of avenues (outdoor education, Indigenous ways of learning and knowing, STEAM, early literacy reading and writing programs, play-based learning, more hands on/minds on activities, student collaboration and sharing, establishment of rules, routines, and roles. creating safe, positive learning experiences for all, promoting choice, challenge, and curiosity.)

Engaged Bodies – John Ratey, author of *Spark* (Hatchett, 2008), states that “exercise is the single most powerful tool you have to optimize your brain function.” At Moberly students participate in local walking field trips in the nearby community. (Power walks, playground activities, park visits, gardening activities, nature walks, and more.) All Divisions participate in regular Daily Physical Activity. Our Physical Education Program with the support of the Parent Community has provided enriched and diverse opportunities in Dance, Tennis, and Rugby. Our students love to move, this movement has helped to keep them focused and may help change their brains by strengthening neuropathways leading to improved storage and retrieval of information. This past Fall all students participated in Sports Day Fridays where students learned how to play tennis, soccer, and flag football with the help of volunteer coaches from the community.

Engaged Community – As we progress with our current goal of amplifying the voices of the school community through agency and co-agency we have seen a boost in community engagement. Attendance at PAC (Parent Advisory Committee) Meeting has gone from 4-5 attendees from the executive committee to over 25 attendees per meeting with representation from parents at all grade levels. Community partners are actively engaged with the Moberly School Community as evidenced by our affiliations with Big Brothers of Canada, Artists in Residence, UBC Geering Up Program, Science World, Moberly Community Centre. The Khalsa Diwan Society, and a partnership with Science World.

Amplification of Student Voice – Through the inclusion of students in the daily announcements and via a connection with the administrators while engaging with staff and students in Learning Walks, Moberly students are taking a more active role in the school decision making processes. Students want to engage in extracurricular activities (Arts Umbrella, Sport Ball, Roots of Empathy, and Learning Buddies). All these activities are made possible due to our Youth and Family Worker and The Community Schools Team.

Embracing Digital Citizenship and Responsibility – The School Community at Moberly has partnered with other schools in the South Vancouver Area to work on educating parents and students about establishing safe caring and respectful digital communities and establishing respectful relationships and consent in our communities. The British Columbia Erase it Bullying Reports program has empowered our students to come forward and not be bystanders to acts of bullying and violence.

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

Amplifying the voices of the School Community – Listening to the voices of our students and the community, encouraging them to make creative choices in their learning and guiding them to describe and identify their own learning needs will empower students to be successful.

Implementation of the VSB Responsive Literacy Framework – The VSB Responsive Literacy Framework promotes a comprehensive, inclusive, and just approach to literacy education. It incorporates various pedagogies that focus on cognitive, social, and cultural aspects of literacy instruction and fosters a well-rounded and thoughtful approach to teaching and learning.

Develop a School Wide Focus on Math – As a whole school we will focus on big questions such as: What is math? Who does math? Where, when, and how do we do math? Why is math important? Engaging in daily mathematics lessons plus other opportunities for mathematics and numeracy experiences throughout the day and the entire year.

Creating a Sense of Belonging – We will continue to build a strong and lively participative culture within and outside the school. Having heard the voices of the school community, there will be an increase in the number of extracurricular activities at school. Some examples include; reading club and friendship groups in the library at lunch. Art and Drawing Club in the Multipurpose Room at lunch.

Improve equity

The Moberly Code of Conduct - is rooted in Kindness, Courteousness, and Respect. This mantra is embedded in the culture of the school thereby ensuring that all our students, families, and staff feel welcomed and treated respectfully.

Support all learners to develop a sense of connection, belonging and positive personal and cultural identity - Students who need a quiet space to do work can go to the library or the Resource Hub and read quietly or use a study carrell to quietly work. Teachers are available throughout the day to provide support and connect with all students as needed, providing both academic and social emotional support. Puzzles, Lego, Art resources will be available to our learners who excel in fine arts and need that to support their learning and get them 'ready to learn.'

Helping to ensure equity for learning in all avenues- through the arts and through sports. We know that learning and belonging looks different/feels different for all learners.

Next year- we are encouraging more involvement for staff and students in sports teams- volleyball, basketball, badminton, track, field, and soccer.

The library and other school spaces will be open at lunch with the help of student leaders and volunteers to create a safe space for all students – to read in the library and to play board games and work towards social goals and social emotional needs. Open lunch hour in the library to read/board

games. Parents are invited to come help coach afterschool teams and any parents who have a personal interest, for example, in building or architecture to come build a Lego club/STEM club for students.

Focus on building Numeracy and Literacy Skills for ALL Learners -

There is a plan for all Intermediates to begin the year with assessment in math, writing and reading, to determine where our learners are and to guide our teaching for the year. Students developing their proficiency in different areas will be targeted for support by Classroom Teachers in collaboration with Resource Teachers. We will have a Resource Hub next year in room 204, a newly designed space where students can learn and receive in-class support from teachers. Students at the emerging ELL level can get targeted daily support to develop English language skills.

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

The Moberly School Community is continuing their journey of reconciliation as all teaching and support staff are participating in pro-d opportunities and workshops focused on implementing First Peoples Principles of Learning in the classroom. In demonstrating and valuing the culture of being outside and giving back to the earth - this year and more next year, all Moberly students will be participating in nature walks and working with their teachers in the Indigenous garden planting and learning about their relationship to the land. We encourage community walks down to the Moberly Arts Centre and around the community to see what is growing, and to talk about our relationship with the land. Indigenous Principles of Teaching and Learning are becoming embedded in the school culture at Moberly.

The Moberly School Library has curated books and materials that celebrate Indigenous cultures and authors. It is a safe space for both Indigenous and non-Indigenous cultures and place where all students can see themselves in the stories and spaces. School wide presentations have been and will continue to be a valuable and engaging opportunity for the entire Moberly Community to learn and understand more about indigenous cultures, histories, and languages. These performances also give our Indigenous students an opportunity to see themselves in various roles and to feel that their identity is valued and accepted. We are working towards building Cultural Competence so that our community can develop the ability to effectively interact, work and develop meaningful relationships with people of various cultural backgrounds.

HOW WILL WE KNOW WE'RE ON TRACK?

Focus Groups -

Students will participate in regular forum meetings led by a student leadership group (the student forum team). These students will gather in the library where they will formulate discussion questions or help guide the school decision-making process. For example, in the past students have discussed the physical education program and what activities they would like to see added to the curriculum.

Parents will participate in forum discussions during regular monthly PAC meetings.

Foundation Skills Assessment – Numeracy and Literacy

In November of 2024, grade 4 and 7 Moberly students will participate in an annual province wide assessment of B.C. students' academic skills that provides parents, teachers, schools, school districts and the ministry with essential information on how well students are progressing towards the foundation skills of literacy and numeracy.

Data Collection Survey -

For the start of 2024/25 School Year, we plan to survey Staff, Students, and Parent Community with 3 consistent questions: 1. What are we doing well? 2. Where do we need to improve? 3. How can we work together to get there? We hope to gather some street level data to help making our school journey towards voice and achievement more visible, regular, and transparent.

Student Learning Survey -

In helping us plan, we ask students and parents in grades 4 and 7 to tell us about their educational experience. More specifically to Moberly and our school plan we will use the survey to determine if students feel a sense of belonging in Moberly. Are they socially connected, and do they feel engaged at school? Do they feel there are clubs they can join and are interested in?

PAC meetings and collaboration –

We regularly listen and respond to the parent community's wants and needs. PAC meetings are held in the school library monthly with childcare provided for families. The principal's monthly newsletter is a joint effort between the Parent Executive Committee and the principal that highlights the monthly learning outcomes and provides a preview of upcoming school events.