

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).

Roberts Annex is a K-3, elementary school, located in downtown Vancouver. The school is currently at capacity, with a waitlist for registration. The school community is diverse with a variety of cultures and linguistic backgrounds represented. Approximately 34% of students are English language learners with 24 different languages spoken at home. Approximately 10% students have Ministry designations and have a variety of supports in place to ensure their success. Roberts Annex families live throughout the densely populated downtown core, with the majority living in multi-unit, low and high-rise dwellings.

The layout of the school offers students a primary learning experience in a small intimate community setting. Classrooms with sliding dividing walls, allow for collaborative learning opportunities. Classrooms face a central library learning commons, where flexible learning occurs. Staff and students all have a connection with each other, as they have shared learning experiences in this setting. In addition to administrative roles, the school's Vice Principal teaches PE to all the students of the school, creating a strong connection with all students. Student Support Workers (SSAs) are an integral part of the teaching team. There is collaboration between teachers and SSAs in support of their students. At the end of Grade 3, students transition to Roberts Elementary, a large K-7 school with close to 700 students. The school has been preparing the grade 3 students for a successful transition through workshops and project work with the grade 3 students from the main school. Through these workshops, site visits, recess and lunch play opportunities at the main school, annex students develop a greater sense of community and belonging.

Roberts Annex's staff have committed to the VSB Collaborative Early Literacy Intervention (CELI) program. Through staff literacy meetings and collaboration, classroom best practices, small group and individual supports, the teachers of Roberts Annex emphasize strong literacy leadership and development. A Reading Recovery teacher also works with the students requiring the greatest support with literacy growth.

Staff provide learning opportunities and experiences that support the physical and mental well-being of students. Through community building activities such as the breakfast club and the school musical, annex students develop a greater sense of belonging. A district counsellor supports the social emotional well-being of students through class presentations, friendship group facilitation and individual sessions. A District Speech Language Pathologist (SLP) is also strongly connected to the community of the school.

Roberts Annex staff are committed to the goals and objectives towards reconciliation. Staff participate in professional development and collaborate on class and school wide presentations, lessons, and workshops. Students have opportunities to enhance their knowledge, awareness, appreciation of, and respect for

Indigenous histories, traditions, cultures, and contributions. The school code of conduct utilizes a medicine wheel circle of courage, demonstrating the necessity for balance between the domains of Belonging, Independence, Generosity and Mastery.

Roberts Annex is supported by the VSB Community Connections Department. Together, we have collaborated with community agencies to provide after school activities such as yoga, sports programs, STEM workshops, Kidsafe programming during school holidays, holiday hampers and toy donations.

The Roberts Annex Parent Advisory Council (PAC) is an integral member of the school community. The PAC is dedicated to providing the best learning opportunities for students by advocating for the neighborhood, raising funds and organizing community events.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Roberts Annex's staff have committed to the VSB Collaborative Early Literacy Intervention (CELI) program. Literacy data collection tracks the progress of students as they transition from K through grade 3. This data is used to critically examine our literacy practice, collaboratively identifying successful strategies or the need to develop areas of intervention. Through best practices of classroom literacy programs, small group instruction, and intensive reading supports, the students have made significant literacy progress and we are closing achievement gaps.

Data from the 2022-2023 school year:

- 36% of kindergarten students were identified as at risk in literacy during initial literacy screening. By the end of the year, only 5% of these students remained at risk.
- 42% of grade 1 students were assessed as developing in June of 2022. By June of 2023, only 8% of these students were assessed as developing.

Through interviews with randomly selected students, our community of students indicate the importance to feel a strong sense of belonging. They shared that this strong sense of belonging enhances their learning, as they feel more confident and comfortable to take on challenges and push their learning comfort zones, knowing they have the support of their teachers and peers. The students state that community building events such as Breakfast Club and Movie Nights make them feel more attached to the school community. They also expressed how the school musical gave them personal confidence and a great sense of community. When asked about trusting adults that care about them, it was consistently expressed that all annex staff care about them and that they feel safe at school. The grade 3 students did share their concerns of transitioning from their small annex to Roberts Elementary next year for grade 4. They expressed how the grade 3 transition workshops and site tours have helped them feel more connected to the students and site of Roberts Elementary.

Our community of learners participated in classroom lessons with their area counsellor and small group and individual supports when needed. The students were supported by the staff of our school and participated in classroom activities and lessons from District social emotional resources. Teachers of Roberts Annex completed the Devereux Student Strengths Assessment, a survey that provides data on the core social emotional competencies of self-awareness, self-management, social awareness, relationship skills, goal directed behaviour, personal responsibility, decision making and optimistic thinking. Our community of learners demonstrated an average of 14% growth in their core social emotional competencies over the course of the year.

Our community of learners continue their Reconciliation journey by engaging in workshops and lessons that increase knowledge, appreciation of, and respect for Indigenous history, traditions, culture and contributions.

During interviews with the students, they expressed their memorable connection to a Squamish Indigenous artist who facilitated workshops at our school. Our students have opportunities to do Land Acknowledgments in their classes and at school wide functions. Our code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

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

Roberts Annex staff participate in monthly literacy meetings, where they collaborate on strategies and best practices to enhance literacy learning in their classes. The literacy leader of Roberts Annex coordinated workshops with District literacy teachers to implement the new P3P district resources. Data collection through CELI (Collaborative Early Literacy Intervention) are used to critically examine literacy practice, collaboratively identifying successful strategies or the need to develop areas of intervention. Teachers also evaluate CSL (Communicating Student Learning) report data that assess proficiency across the areas of literacy and numeracy.

All students of Roberts Annex participate in Physical and Health Education, where they work on movement skills and strategies to help them learn how to participate in different types of physical activities. Teachers implement movement breaks during instructional time to provide students with mental breaks and opportunities to refocus on learning.

The social emotional well being of students is an important focus for all staff at Roberts Annex. Teachers have implemented the Spot Series district resource supports with their students and also presented a musical, illustrating the importance of emotional regulation. The area counsellor supported students in small groups and individually as well as facilitating class presentation. Support staff workers support students with friendship clubs for those needing social support, lunch club for those needing a quieter space for lunch, and social stories for those that need support with new experiences at school. Teachers participated in the Devereux Student Strengths Assessment, a survey that provides data on the core social emotional competencies of self-awareness, self-management, social awareness, relationship skills, goal directed behaviour, personal responsibility, decision making and optimistic thinking. Feedback from the survey allowed them to reflect on their practice and develop strategies to support students.

Improving the sense of belonging at Roberts Annex was an important goal for the community. The Breakfast club was an amazing community building event, where students and families would have opportunities to socialize, connect, play and eat nutritious foods. Students participated in winter sing a longs and performed a school musical, promoting the magic of the fine arts. Our PAC coordinated many community building events, such as movie nights and egg hunts. Transition workshops for grade 3 students moving the Roberts Elementary in grade 4 focused on increasing the sense of community and belonging with the staff, students and site of Roberts Elementary.

Improve equity

The teachers of Roberts Annex implement a UDL (Universal Design for Learning) model. They have created flexible learning spaces and experiences to provide individual learning for students, meeting the diverse needs of all learners. They also consult with the school resource teachers, therapists and pathologists to provide specific supports for students.

As a CELI school, teachers implement best practices, small group and individual supports in the classroom. A Reading Recovery teacher also works with the students requiring the greatest support with literacy growth. By implementation of these practices and strategies, the teachers are eliminating the literacy gaps and are working towards equity.

Teachers are also aware of the need to provide equity in teaching workshops, offering opportunities to others that may not have had these experiences in the past.

Roberts Annex supports families with groceries, VSB hot lunch program, gift card donations and gifts during the holidays. Working with the VSB Community of Schools department, Roberts Annex hosts afterschool programming such as yoga and STEM, providing access to those that may not otherwise have the opportunity to participate in community-based programming.

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

Teachers facilitate lessons on the importance of the Land Acknowledgment and provide opportunities for students to present it in their classes and at school wide functions. Roberts Annex has been expanding their collection of Indigenous books and resources for the library and the classroom. Staff attend professional development opportunities and integrate lessons of Indigenous history and culture in their lessons regularly. Roberts Annex continues to provide workshops and promote field studies to learn about Indigenous history, tradition and culture. Roberts Annex's code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

HOW WILL WE KNOW WE'RE ON TRACK?

Data on literacy and numeracy will continue to be collected to determine if practices and strategies are promoting achievements and trends towards goals. Data on social emotional competencies will demonstrate growth over the year. Student voice captured in interviews will continue to highlight successful practices of mental health support and the increase in sense of belonging. Student voice will also capture the impact and value of lessons, workshops, and experiences in enhancing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.