

2023-2024 School Learning Plan

SCHOOL STORY

Lord Roberts Elementary School is situated in part of the downtown core of the Vancouver known as the West End. With 650 students at the school, it is one of the largest Elementary schools in Vancouver. There is great diversity within the student population: 5% (32) of the students are Indigenous, and 31% (204) students are English Language Learners boasting at least 41 different languages spoken at home. The students represent about 40 countries, and of these students, a significant number were born in Ukraine, Russia, and Iran. Many other students come from various countries in the Middle East and Asia. We have a high number of families who receive school support. There are 95 (15%) students on the hot lunch program and about 40 families have accessed the Student and Family Affordability Funds last year on a regular basis- for support with groceries, clothing and to pay for field trips. More than 43% of our students receive resource support and 50 students (8%) are designated as having special needs.

Lord Roberts Elementary School, Elsie Roy Elementary and King George Secondary are a Family of Schools within the Vancouver School Board offering the International Baccalaureate Middle Years Programme (IB MYP) for all grade 6 to 10 students. The International Baccalaureate Middle Years Programme is a five-year programme designed for students in grades 6 to 10. The aim of the IB MYP is to stimulate students' curiosity and to help them relate the content learned in the classroom to their local and international communities. The programme emphasizes the development of the whole child through an inquiry based approach to teaching. All Roberts students in grades 6 and 7 are part of the MYP programme.

Teachers at Lord Roberts enrich their outdoor education curriculum by taking advantage of our location. We are well-placed for neighbourhood walks to Stanley Park, Lost Lagoon, English Bay, and Second Beach. Students take walking field trips to the Joe Fortes Public Library, the ice rink at the West End Community Centre and Robson Square, the Vancouver Symphony Orchestra, the theatres at Granville Island and performances at the Queen Elizabeth Theatre and Canada Place.

Staff at Lord Roberts school are keen to support the students by committing their time to run extracurricular activities. We often have had basketball, volleyball, badminton and track and field teams. In 2022-2023, we started a Pride Club that was well attended by students, some of whom volunteered to represent the Pride Club at Funfest; students raised the Pride flag at school for our Diversity week in May. We had two student bands that performed in assemblies and at our Funfest. Several Intermediate classes performed their ukulele songs at Funfest. For the first time in years, we had an overnight Grade 7 camp.

The Helping Hands Club enhanced the Social Responsibility Competency profile of students in Grades 4-7, in the 2022-2023 school year, by providing them with opportunities to take on leadership roles in the school to foster a safe, caring, inclusive, and welcoming school community such as:

- Morning Announcement Monitors – reinforcement of school Code of Conduct to be proactive with student behaviours.
- Assembly leaders who lead assemblies.
- Organized initiatives based on students' voiced needs, including supervision the multi-purpose room for students so they have a place to go during lunch, started the Chess and Drama Clubs, and arranged volleyball games in the Gym for Gr. 6 and 7 students every Wednesday.

In the 2023-2024 school year, the Helping Hands Club has been renamed to the Student Leaders Club. It will continue the work of morning announcements, leading assemblies, and initiatives based on student needs and creating a sense of belonging and community such as spirit days, hallway monitors, and lunch time games.

Our Parent Advisory Committee (PAC) is very active and supportive of the school. They initiated a request, which was also supported by staff, to rename Lord Roberts, a process which is now underway. They have a well-organized calendar of fundraising activities which supports programming in our school. The highlight of the fundraising calendar is the Funfest which is held on the first Saturday in June. This is a wonderful community event attended by thousands of people. As a result, PAC has subsidized the Boogaloo dance workshops, field trips, Grade 7 activities, paid for a new commercial dishwasher for our LunchLAB program and given funds to support families experiencing challenging circumstances. PAC has been supportive of initiatives in the school such as Bike to School Week, Pride Club, purchased 30 keyboards for our music program, Stream of Dreams, Basketball Court Renewal, planting trees on the school grounds, and organizing the refuse area to clear a pathway for cyclists.

Parents have given thousands of volunteer hours from year to year. In addition to helping with field trips and driving to sports events, twice a week, parent volunteers support our LunchLAB program. Every month, dozens of parents help to deliver thousands of slices of pizza for pizza lunch.

Roberts offers a unique program for our students to learn through our garden. Roberts boasts one of the largest gardens at an elementary public school in BC. The goal of our Edible Education program ignites our curricular and core competencies within each grade by using the Big Idea of food literacy: "Food literacy is having the knowledge, skills and attitudes necessary to choose, grow, harvest, prepare and enjoy food to support one's health, community and the environment. as well as other curriculum areas." (Healthy Schools BC - <https://healthyschoolsbc.ca/key-focus-areas/food-literacy>).

Run in conjunction with the Edible Education curriculum, LunchLAB is a unique program which benefits 200 Roberts students and families on a weekly basis. LunchLAB operates with the support of outside partners, Growing Chefs and Fresh Roots, and has chefs-in-residence to support curriculum alignment and integration. All this work is very much in line with the VSB Food Framework's vision that "every student has access to nourishing food at school; they develop the skills they need to choose, eat, grow, prepare, and share food through VSB School Food programs." This is a flagship program, with guests from school districts from across BC visiting to

see how it operates along with provincial politicians and city councillors. LunchLAB and our Edible Education curriculum were featured in a CBC documentary about food education.

After school, our Community Schools Team members coordinate programs and activities which both enhance our students' learning experiences and provide students with many outside school activities such as yoga, theatre, sport-ball, and coding. Beyond our dynamic staff at Roberts, the area counsellor, Youth and Family Worker, Indigenous Education Enhancement Worker, Multicultural Workers and Settlement Workers all play an integral role in helping Roberts' students transition and succeed in their learning and growth. In the past, the Russian and Farsi speaking Settlement Workers have hosted coffee mornings each Thursday to provide support and connections for our families who are new to Canada. Onsite during each school break, we have the KidSafe and YMCA programming, and in the summer, we also host the Rec and Read program for Grade 1 students.

Community connections are important to us here at Lord Roberts. At our Welcome to Kindergarten event, we usually invite the Vancouver Coastal Health, Public Health Nurse, the children's Librarian from the Joe Fortes public library, before and after school programmers from the West End Community Centre, Coal Harbour Community Centre, Gordon Neighbourhood House, and the YMCA. We work closely with these partners and staff from King George High School throughout the year to coordinate out-of-school and lunchtime programming for our students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Many of our students have the strength of being part of a diverse urban community in which most students walk to school and play in a common community playground at Roberts.

Our students are diverse in their experience and in their learning. There are students who are long time members of the vibrant West End community; however, many students are from families that have recently immigrated or sought refuge in Canada.

Our Student Leaders Club helps to promote a safer and inclusive school culture during recess and lunch times. Students are expected to follow the school and district Code of Conduct as a positive, contributing citizen and member of the school community. Our Area Counsellor, Youth and Family Worker, and Indigenous Education Worker regularly meet with many of our students who require support for social-emotional regulation, behavioural, and academic challenges, as well as connect with their families. Many of our students continue to need support to assist them with tools to strengthen their resiliency due to the many transitions and trauma that they may have encountered.

Many students also benefit from supports and opportunities provided through our breakfast and hot lunch program, LunchLab, Community Schools Team opportunities, Literacy Enhancement teacher, one-to-one volunteer readers, and access to outside agency supports through the school's Youth & Family Worker and Area Counsellor.

Adults working in our school are lifelong learners, learning alongside our students. Students teach us about their backgrounds and their unique experiences. By listening to them, we are more able to identify and meet their needs to support them in reaching their full potential.

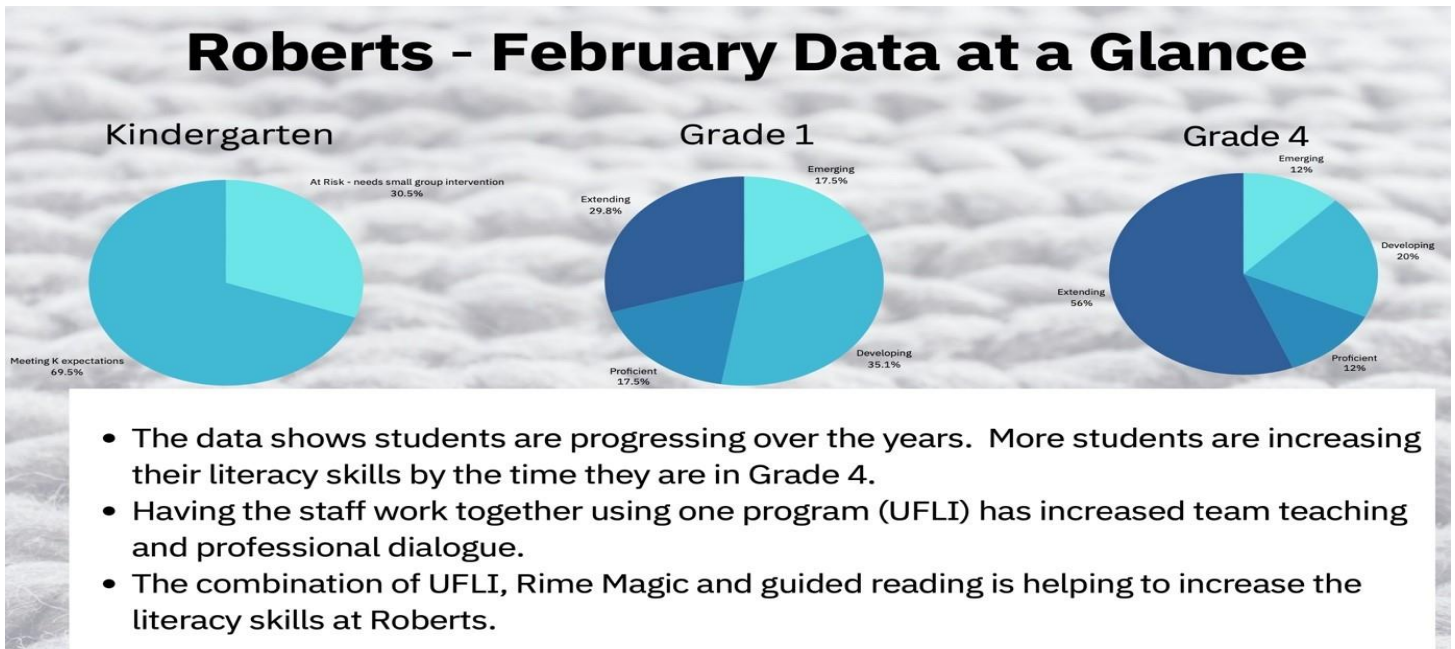
Literacy

Through practices of classroom literacy programs, small group instruction by classroom and resource teachers, one to one volunteer readers, our Literacy Enhancement teacher and various reading supports, our community of diverse learners are continuing to develop and apply their literacy skills. Below, please see literacy data collection from the Fall of 2023 for our entire school.

**Lord Roberts Elementary School
Fall 2023 Literacy Data Collection**

Fall Reporting Period 2023	Reading		Writing	
	Emerging/Developing	Proficient/Extending	Emerging/Developing	Proficient/Extending
Primary	55%	45%	63%	37%
Intermediate	49.5%	50.5%	61%	39%
Whole School	52.25%	47.75%	62%	38%

- This chart Indicates percentage of students in each of the proficiency categories as baseline data
- This is a snapshot of literacy progress from our Kindergarten classes, Grade 1 classes as well as Grade 4 classes who have been working in collaboration with our Literacy Enhancement Teacher.



Equity and Belonging

Grade 4 and 7 students completed the Student Learning Survey in the spring of 2024.

- 87 Grade 7 students completed the survey and 76 Grade 4s.
- Below are the results related to "belonging."
- Together with our Community Schools Team, YFW, IEW, Area Counsellor and staff, we continue to work on inclusion, belonging and welcoming our new students and families.
- Together with our families and PAC we continue to create fun and welcoming opportunities that celebrate and build on our school culture.

Grade 4 Student Learning Survey

Is school a place where you feel like you belong?

- 38% of students indicated that school is a place where they feel like they belong "Most of the Time"
- 31% of students indicated that school is a place where they feel like they belong "All of the Time"
- 3% of students indicated that school is a place where they feel like they belong "Never"

Grade 7 Student Learning Survey

Is school a place where you feel like you belong?

- 12% of students indicated that school is a place where they feel like they belong "All of the Time"
- 34% of students indicated that school is a place where they feel like they belong "Most of the Time"
- 28% of students indicated that school is a place where they feel like they belong "Sometimes"
- 9% of students indicated that school is a place where they feel like they belong "Never"

As you can see from the above data, students at Roberts generally feel like they belong. We will continue to work towards ensuring all students feel a sense of belonging.

RECONCILIATION

Grade 4 and 7 students were also asked about their learning of Indigenous Peoples. As learning, unlearning, and re-learning are an ongoing process, as a school community we are on a continuous journey. Classroom teachers, Indigenous Education Worker, and community partners all contribute to increasing the knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. Below are the results that show student's perspectives of their Indigenous learning at school.

Grade 4 Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 43% of students indicated that they are learning about Indigenous Peoples "Sometimes"
- 23% of students indicated that they are learning about Indigenous Peoples "Most of the Time"
- 3% of students indicated that they are learning about Indigenous Peoples "All of the Time"

Grade 7 Student Learning Survey

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 25% of students indicated that they are learning about Indigenous Peoples “Sometimes”
- 27% of students indicated that they are learning about Indigenous Peoples “Most of the Time”
- 27% of students indicated that they are learning about Indigenous Peoples “All of the Time”

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

Through practices of classroom literacy programs, small group instruction by classroom and resource teachers, one to one volunteer readers, our Literacy Enhancement teacher and various reading supports, our community of diverse learners are continuing to develop and apply their literacy skills.

Numeracy is a focus on a daily basis in all classrooms where real world applications are a part of the learning. Classroom and resource teachers provide small group and one to one instruction to solidify math concepts. Math is also applied in multiple subjects areas such as Science and ADST.

Teachers use various Social Emotional Learning Programs in their classrooms to support students' physical and mental well-being. At times, our YFW, IEW, and Area Counsellor help support students in this area. As a school we continue to work on improving the school environment to ensure students feel safe, welcomed and included.

Improve equity

As a school we continue to work on eliminating gaps in achievement and outcomes among students by offering various forms of assessments, providing resource support and other supports where needed. As a school team we discuss these goals of how to improve student learning.

We follow our school Code of Conduct to address racism and discrimination in all forms which is not tolerated.

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

The First Nations Principles of Learning form a large part of our school's reconciliation journey. Staff continue on their journey of reconciliation with First Nations, Metis, and Inuit through Professional Development opportunities. Their learning is incorporated into their cross-curricular teachings where students learn about Indigenous histories, traditions, cultures, contributions, and Indigenous peoples of today. The school's IEW continues to work with Indigenous students to support their academic and social-emotional development.

HOW WILL WE KNOW WE'RE ON TRACK?

As learning and development is an on-going process, continued dialogue and reflection with staff, students, families, and community partners inform our practice and where we are heading. Through various data collection (UFLI assessments, benchmark assessments, Student Learning Surveys, MDI, IIMS and Curriculum Enhancement Teacher data), Conferences, Learning Updates & Summary of Learning, reference to VSB's Education Plan and our School Plan, we are continuously tracking how we are doing as a school. Click or tap here to enter text.