

## 2024-2025 School Learning Plan

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### SCHOOL STORY

*With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səlihwətał (Tsleil-Waututh Nation).*

Nestled in the heart of Vancouver's historic Marpole area, David Lloyd George Elementary is a vibrant school with a wonderfully supportive community. We are deeply grateful and respectful as we acknowledge that we are learning and unlearning on the ancestral and unceded lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation), and səlihwətał (Tsleil-Waututh Nation).

Our school is conveniently located at the crossroads of major transportation routes, making it easy to get to UBC, the airport, and downtown Vancouver. Plus, we have fantastic views of Richmond with passenger jets soaring overhead!

Our community is growing, and so is our school. Named after British Prime Minister David Lloyd George, our school has a rich history. The first school in Marpole opened in 1889, and after several name changes and moves, we became David Lloyd George Elementary in 1921.

In 2017, we started designing a new, seismically safe school. The Vancouver School Board and our staff worked closely with architects to create a space that meets the needs of our students and staff. On November 27, 2023, we proudly began teaching and learning in our new building. This new space features flexible furniture and collaborative learning areas, including breakout spaces and commons, which we are very excited about.

Today, our school has 18 classroom divisions, around 430 students, and 45 staff members. We take great pride in our collaborative efforts with parents to offer special programs for our students, such as the Diversity Club, the Celebration Choir, various athletic activities, Daylighters (student leadership), school carnivals, parent-sponsored events, and a robust music program.

We are thrilled to live, learn and be an important part of the vibrant Marpole community.

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## WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

David Lloyd George Elementary serves a culturally rich and diverse community in Marpole, where families speak many different home languages. Our 430 students come from families who value education and support our dedicated staff. Of our student population, 64% are English Language Learners, fewer than 20 students identify as Indigenous, and 11% are students with designations. We are committed to fostering inclusion through innovative teaching practices, differentiated instruction, and flexible learning environments. Students benefit from a range of supports, including a daily food program, music, athletics, clubs, and district-provided services such as a Youth and Family Worker, Indigenous Education Worker, and Community School Team.

At David Lloyd George Elementary, our students demonstrate notable strengths in their strong sense of community, their accomplishments in music and the arts, and a relative strength in mathematics. These areas reflect the vibrant and supportive learning environment cultivated within our school. While we are proud of these achievements, we recognize that there is always room for growth. We remain committed to continuous improvement in all areas to ensure that every student is supported, challenged, and inspired to reach their full potential.

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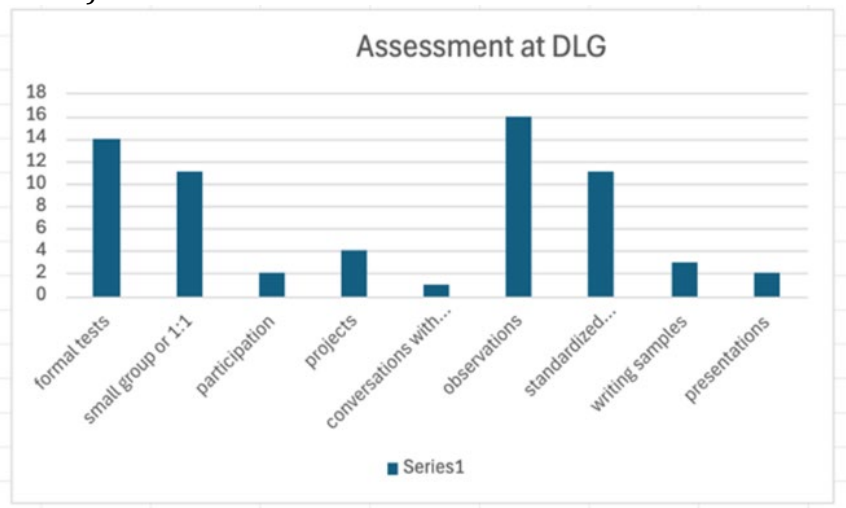
## AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

### **Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging**

Students at David Lloyd George Elementary are demonstrating steady growth in both literacy and numeracy. In Reading and Writing, 39% of students from Kindergarten to Grade 3 are proficient or higher, with this number rising to 57% in Grades 4 through 7. Similarly, in Math, 57% of primary students meet or exceed proficiency, increasing to 67% in the intermediate grades. While these gains are encouraging, our staff remains committed to continuous improvement and is actively exploring strategies to further support student learning and achievement.

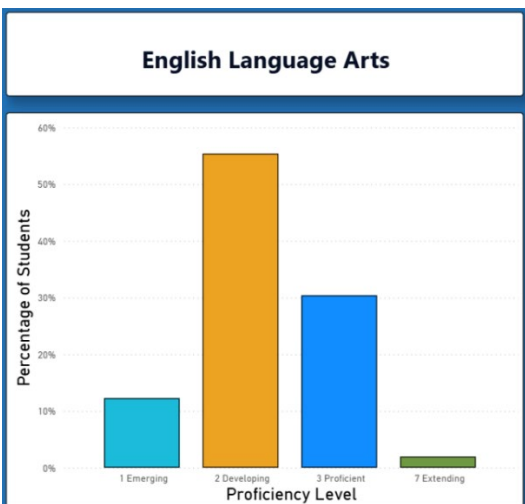
To support standardized assessment practices, our teachers utilize a range of tools in both Numeracy and Literacy. In Numeracy, instruction and evaluation are guided by the BC Performance Standards and the Vancouver Island Numeracy Assessment. In Literacy, teachers implement a variety of standardized assessments including Benchmark, Heggerty, DRA, RAD, DIBELS, and the BC Performance Standards. However, assessment is not limited to standardized tools alone. A comprehensive approach is taken, incorporating multiple sources of evidence to evaluate student learning. These include teacher observations,

student participation, classwork, learning conversations, writing samples, in-class assessments, and project-based learning. This multifaceted approach ensures that students receive meaningful feedback that supports their growth and development. (See graph below.)

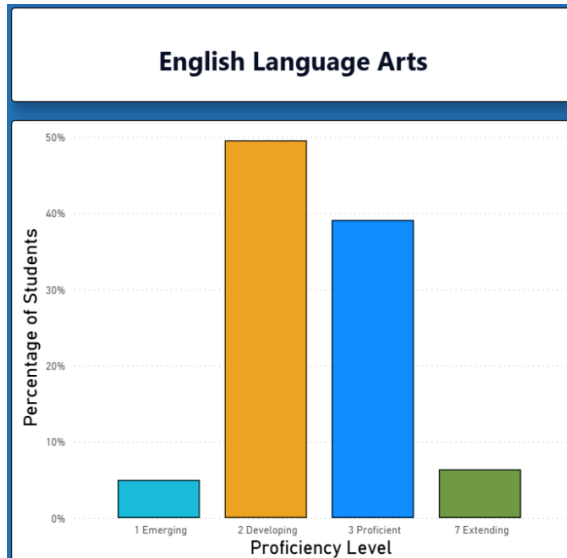


To improve literacy and numeracy, we are strengthening foundational skills through increased support from our Resource Teachers, Speech-Language Pathologist, counsellors, and school psychologist. In early primary, we are implementing shared phonics programs and placing greater emphasis on explicit teaching practices such as letter formation in Kindergarten and Grade 1. Teachers will continue to collaborate more intentionally through focused professional learning opportunities, release time, and cross-grade planning. By applying Universal Design for Learning (UDL) strategies, we aim to ensure that each student receives the support they need in a way that honours their learning style and pace. We are also working to support early career and experienced teachers through mentorship and time for classroom visits, creating a strong, connected professional community.

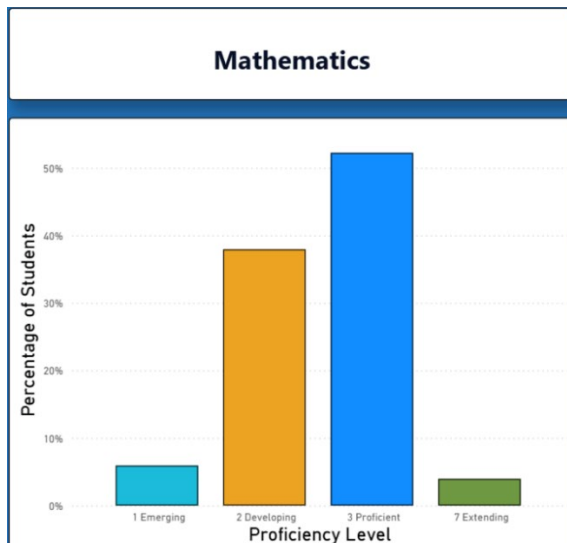
DLG Literacy Performance Grades K-3 (June 2025 Summary of Learning)



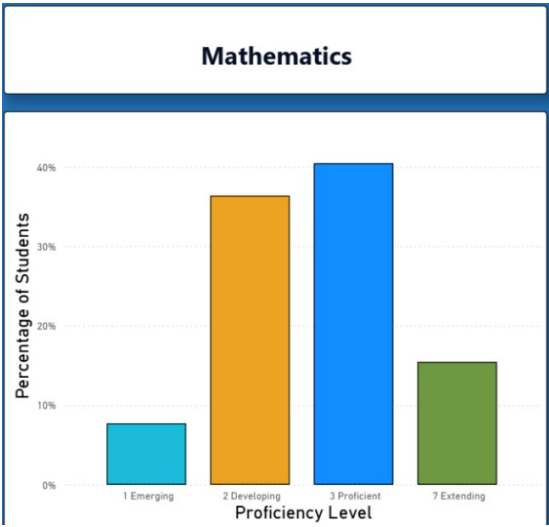
## DLG Literacy Performance Grades 4-7 (June 2025 Summary of Learning)



## DLG Numeracy Performance Grades K-3 (June 2025 Summary of Learning)



DLG Numeracy Performance Grade 4-7 (June 2025 Summary of Learning)



Improve equity

In our commitment to equity, we are taking steps to ensure that every child feels seen, heard, and valued. This includes offering diverse stories and lessons that reflect the lived experiences of our students, and creating opportunities for students to express themselves and advocate for their learning needs. We’re helping students develop self-regulation skills and resilience—essential tools for both academic and social success. Across the school, students will have access to lunch groups, peer mentoring, and multi-age learning experiences that foster inclusion and relationship-building. We are also continuing our own professional learning as educators, engaging in workshops and reflections to recognize bias, expand our understanding of equity, and create more inclusive classrooms. Our goal is for all students, especially those who may be underserved—such as newcomers, students with designations, and those struggling with mental health—to feel supported and successful. As part of our goal to improve equity, we will continue to rely on our school’s Code of Conduct. Equity is at the heart of this guiding document, which promotes a positive, inclusive environment where all members of our community feel welcome and supported. Our Code of Conduct encourages respectful relationships, shared responsibility, and a collective commitment to meeting the diverse needs of our students and families.

## Grade 4 Student Learning Survey

### Unofficial Results

Printed on July 4, 2025

Is school a place where you feel like you belong?	Count	Percent
Never	1	1%
Almost Never	2	3%
Sometimes	16	30%
Most of the Time	21	39%
All of the Time	12	22%
Don't know	1	1%
<b>Total</b>	<b>53</b>	<b>100%</b>
Do you feel welcome at your school?	Count	Percent
Never	0	0%
Almost Never	1	1%
Sometimes	11	20%
Most of the Time	26	49%
All of the Time	13	24%
Don't know	2	3%
<b>Total</b>	<b>53</b>	<b>100%</b>

## Grade 7 Student Learning Survey

### Unofficial Results

Printed on July 4, 2025

Is school a place where you feel like you belong?	Count	Percent
Never	2	3%
Almost Never	2	3%
Sometimes	18	33%
Most of the Time	21	39%
All of the Time	9	16%
Don't know	1	1%
<b>Total</b>	<b>53</b>	<b>100%</b>
Do you feel welcome at your school?	Count	Percent
Never	1	1%
Almost Never	1	1%
Sometimes	9	17%
Most of the Time	24	46%
All of the Time	15	28%
Don't know	2	3%
<b>Total</b>	<b>52</b>	<b>100%</b>

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

Our commitment to Reconciliation is woven into the fabric of our school culture. Land Acknowledgements begin every gathering, and Indigenous knowledge and ways of learning are embedded in classroom instruction for all subjects. This includes storytelling

workshops, the use of talking circles, Indigenous art practices, and resources shared among staff. Many of our staff have participated in Pro-D at the Musqueam Cultural Centre and other Indigenous-led learning sessions, including workshops with members of the VSB Indigenous Education team. This year, we will continue to deepen this work by inviting Elders and Indigenous speakers into our school, exploring place-based learning at sites like UBC Farm and through Talesay Tours, and developing a stronger understanding of frameworks like the Circle of Courage. Our goal is to ensure that Indigenous perspectives are not a one-time lesson but a meaningful and ongoing part of our students' learning.

Our school is committed to Indigenous Reconciliation and continues its journey with meaningful initiatives and projects. Classrooms use the First Peoples Principles of Learning as a guide for all students' learning in all subjects. All classrooms participate in special projects around Orange Shirt Day, and we hold assemblies to recognize and learn about residential schools. Throughout the year, we will capture evidence of our progress using reflection notes, photos, displaying projects, and more. In future years we will compare the below numbers and hope to move the numbers up the scale so that more students see themselves as being learners of Indigenous histories and cultures.

### ***Grade 4 Student Learning Survey***

#### **Unofficial Results**

*Printed on July 4, 2025*

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At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?	Count	Percent
Never	0	0%
Almost Never	1	1%
Sometimes	35	66%
Most of the Time	14	26%
All of the Time	1	1%
Don't know	2	3%
<b>Total</b>	<b>53</b>	<b>100%</b>

### ***Grade 7 Student Learning Survey***

#### **Unofficial Results**

*Printed on July 4, 2025*

#### **Comparison Question(s)**

1. At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?

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At school, are you being taught about Indigenous Peoples (First Nations, Inuit, Metis) in Canada?	Count	Percent
Never	1	1%
Almost Never	6	11%
Sometimes	24	45%
Most of the Time	17	32%
All of the Time	0	0%
Don't know	5	9%
<b>Total</b>	<b>53</b>	<b>100%</b>

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## HOW WILL WE KNOW WE'RE ON TRACK?

**Improving Literacy and Numeracy:** To know we're on track, we will be looking for signs of growth across all areas. In literacy and numeracy, this means more students meeting expectations and engaging confidently with foundational skills. Shared assessment tools will help learners find the instruction they need to improve. Teachers will be working together more frequently, and shared instructional approaches—like common phonics programs—will be visible in classrooms. We will also be looking at assessment data – both report card and literacy and numeracy screening tests – to inform our practice and evaluate our efforts. **In equity**, we will see students participating in clubs, friendship groups, and mentorship opportunities. Families will be more involved in school life, and students will have more choice in how they show their learning. **In Reconciliation**, we will see increased engagement with Indigenous content, partnerships with local communities, and authentic place-based learning. The First Peoples Principles of Learning will be applied in all subject areas. Staff will also continue to reflect on identity, privilege, and relationships of power to guide our growth as educators. We also expect data from the upcoming School Learning Survey of grades 4 and 7 to show that most students recognize themselves as learners of Indigenous land and culture.

We are deeply grateful for the ongoing support and engagement from our families and community, which has played a vital role in enriching our students' educational experiences. This strong partnership has been instrumental in fostering a positive and inclusive school culture. As we look ahead, we are excited to continue building on this foundation, working collaboratively to enhance learning in the areas of literacy, numeracy, and reconciliation with our host Nations. Together, we remain committed to creating meaningful, culturally responsive, and empowering learning opportunities for all our learners.