

2024-2025 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, Elsie Roy Elementary School is honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwatał (Tsleil-Waututh Nation).

Elsie Roy acknowledges the history of our community and Yaletown neighbourhood, a densely populated community of multi-unit high-rise buildings in downtown Vancouver. The school operates at capacity with approximately 425 students. Elsie Roy is considered a full school with some catchment students on our waitlist and consequently attending neighbouring schools. Our community is diverse. Our families speak more than 20 languages.

Elsie Roy's Code of Conduct, Vision and Mission were developed by staff, students, and parents/guardians. As ORCAS, all members of our community strive to demonstrate Ownership, Respect, Compassion, Achievement and Safety (ORCAS). Elsie Roy's vision is to be compassionate, courageous, ethical people who sustain that which is good and who innovate and create a better world. Elsie Roy's mission is to honour and educate kind, inquiring, global citizens who are leaders in creating a harmonious and sustainable world. We do this with integrity and in the spirit of deep respect, curiosity, and joy.

In partnership with King George Secondary and Lord Roberts Elementary, Elsie Roy has been part of the International Baccalaureate Middle Years Program (MYP). Given the alignment and overlap of MYP with the BC Curriculum, challenges with staffing, and program and staffing costs, the VSB Board of Education passed a motion on November 25, 2024 "to close the Middle Years Programme effective June 27, 2025". As 2024-2025 will be the last year of the Middle Year's Program, the goal during our final year is to ensure a smooth transition and continued support for students, staff and families. Elsie Roy is part of the VSB Early Literacy Initiative – we have Reading Recovery and Levelled Literacy Interventions to support learners in the primary grades. We support inclusionary practices and follow a tiered RTI (Response to Intervention) model. We are committed to using technology to enhance student learning and are equipped with laptop and iPad carts. Our Learning Commons is designed to support the integration of technology with learning. Collaboration time is built into our Teacher Librarian's schedule to foster shared learning and opportunities for student inquiries. In addition to our Teacher Librarian, we are fortunate to have a Music Specialist and a Physical and Health Education Specialist on staff.

During the 2024-2025 school year, the following extracurricular activities were offered: Social Justice Alliance, Student Council, Choir, Volleyball, Basketball, Chess and Games, Lego (Jr. and Sr.),

Track and Field, Intramural Volleyball, Intramural Soccer, Badminton, Math Club, Pickleball, Library Monitors, Ski Club and Fitness and Conditioning. Our Daily Announcements and frequent Assemblies are led by a variety of student leaders in Grades 4-7. Daily Announcements include a land acknowledgement, guest welcome, highlights and information pertaining to the Diversity Calendar, ORCAS Shout Outs and announcements regarding teams, clubs and other events within the school. This year, on Monday and Friday mornings, classes are invited to attend Morning Beats with our vice principal, Katie Clark; this is an opportunity for students to learn Indigenous drumming and singing. Elsie Roy drummers are often part of assemblies – honouring the Seven Directions (recognized within the Medicine Wheel - North, South, East, West, Above/Sky, Below/Earth, and Center/Within) and/or sharing a song that connects to the themes of the assembly.

Elsie Roy Elementary School benefits from strong family and community support. The proximity of the Roundhouse Community Centre, Dorothy Lam Children's Centre, Vancouver Public Library, Science World, Stanley Park, Chinatown, Vancouver Symphony, and Vancouver Art Gallery broadens learning opportunities for students. The Roundhouse Community Centre offers a variety of programs for our students at lunchtime and after school. The Dorothy Lam Children's Centre operates an on-site after-school care program for school-aged children.

Some of the ways that we celebrate our community and learning include school-wide themes and celebrations, displays of student learning, school-wide events, activities and assemblies, daily announcements, newsletters, PAC meetings, PAC socials and student-led conferences and celebrations of learning. ORCAS Shout Outs are part of our Daily Announcements – each day we recognize 1-4 students who have been “caught” following our Code of Conduct (ORCAS) – taking ownership, showing respect, being compassionate, achieving success or demonstrating safety.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Elsie Roy has a diverse population of learners. Many of our students speak a language other than English in their home – the most common languages, other than English, are Russian, Serbian, Farsi, Spanish, and Mandarin. Within our community, 25 percent of students are English Language Learners, 13 percent of the population are students with designations and less than 10 percent of the school's population is Indigenous.

Through a range of engagement methods, including conversations, surveys, focus groups, and meetings with staff, students, and families—the Elsie Roy community has identified both key strengths and areas for growth in student development. Commonly recognized strengths include resilience, initiative, enthusiasm, active participation, perseverance with preferred tasks, and a strong sense of belonging. At the same time, areas for growth have emerged, such as maintaining consistency with routines, supporting mental well-being, and developing perseverance with non-preferred tasks and subjects.

During staff meetings, staff considered and discussed Elsie Roy students' greatest needs in relation to three areas of focus within the VSB's Educational Plan (achievement, physical and mental well-being and belonging). Many identified “mental well-being” and “belonging” as areas requiring support and focus. Staff identified several factors impacting our students' well-being and sense of

belonging at school - repercussions of a global pandemic, limited strategies for regulation, intergenerational trauma, complex and varying family experiences, and challenges relating to positive social and/or communication skills. Middle Years Development Index (MDI) data aligns with staff understanding of our students' needs. The annual Student Learning Survey (SLS) data is also congruent.

At Elsie Roy, we are committed to fostering both academic growth and holistic well-being by closely monitoring student learning, student wellness, and each child's sense of connection and belonging. Our data provides valuable insights into how students are progressing in literacy and numeracy, while also highlighting key trends in their emotional health and engagement within the school community.

Term 2 Written Learning Update Data indicates that:

	2022/2023 Term 2 K-Gr. 7 Proficient or Extending	2023/ 2024 Term 2 K-Gr. 7 Proficient or Extending	2024/2025 Term 2 K-Gr. 7 Proficient or Extending
Math (Numeracy)	70%	70%	70.6%
Language Arts (Literacy)	60%	55%	64.3%

*note that proficient or extending is equivalent to On Track or Extending for the Foundation Skills Assessment (FSA)

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Based on data collected from the Term 2 2025 Written Learning Updates, 66% of Indigenous learners demonstrate proficiency in concepts and competencies relevant to expected learning in English Language Arts. Comparatively, 66% of Indigenous learners demonstrate a developing proficiency in Numeracy.

Foundation Skills Assessment Data indicates the following:

	2023/2024 Gr. 4 On Track or Extending	2024/2025 Gr. 4 On Track or Extending	2023/2024 Gr. 7 On Track or Extending	2024/2025 Gr. 7 On Track or Extending
Numeracy	69.8%	86.1%	70.6%	70.6%
Literacy	62.3%	80.6%	68.6%	80.4%

Student Learning and Achievement – The above data shows that student achievement in literacy has improved significantly, while numeracy performance remains steady overall, with a notable increase in Grade 4 outcomes. However, Grade 7 numeracy has plateaued, and Indigenous learners continue to show lower proficiency in numeracy compared to literacy. These patterns highlight the importance of continued attention to differentiated learning needs and equity in academic outcomes.

Student Learning Surveys, School Initiated Surveys and the MDI indicate the following:

Adults Who Care -

The 2024 Student Learning Survey Data, for example, helps us to understand students’ sense of connection and belonging at Elsie Roy.

Adults at School Who Care (Positive Response)	2022/23	2023/24	2024/25
Grade 4	57%	70%	60%
Grade 7	54%	37%	50%

In comparison, a school-wide, -school-initiated survey conducted in December 2024, showed the following:

Adults at School Who Care (Positive Response)	2022/23	2023/24	2024/25
Grade 4	N/A	N/A	100%
Grade 7	N/A	N/A	92%
Full School (Kinder. – Gr. 7)	N/A	N/A	98.7%

The two tables illustrate notable trends in students’ perceptions of care from adults at school across different years. In the first table, based on the 2024 Student Learning Survey Data, the results fluctuate across grades and years, with Grade 4 showing an increase from 57% in 2022/23 to 70% in 2023/24, followed by a decline to 60% in 2024/25. Similarly, Grade 7 starts at 54% in 2022/23, drops significantly to 37% in 2023/24, and then rises to 50% in 2024/25. In contrast, the school-initiated survey conducted in December 2024 reveals a starkly more optimistic perspective, with Grade 4 reporting 100% positive responses, Grade 7 at an impressive 92%, and the full school (Kindergarten through Grade 7) achieving an overwhelming 98.7%. Considering the school-initiated intitated survey was simple and direct we feel that it is most likely is the more reliable data set.

Belonging/Welcome -

The 2024 Student Learning Survey Data, provided the following data about belonging and connection:

I feel a sense of belonging at school (Positive Response)	2022/23	2023/24	2024/25
Grade 4	65%	79%	69%
Grade 7	60%	61%	58%
I feel welcome at school (Positive Response)			
Grade 4	86%	83%	84%
Grade 7	72%	80%	71%

2024-2025 MDI Data provided the following feedback:

	2022/23	2023/24	2024-2025
1 or more important adults at school	55%	N/A	68%
At my school, there is an adult who believes I will be a success	93%	N/A	93%
I feel like I'm important at this school	61%	N/A	81%
People care about each other in this school	59%	N/A	71%

While there are many students who can identify a caring staff member, and/or feel a sense of belonging at school, we will continue to foster each child’s sense of connection and care at Elsie Roy.

In a December 2024 school-wide survey, students shared thoughtful insights on how adults can help foster a greater sense of belonging. They emphasized the importance of kindness, inclusion, safety, and respect—highlighting actions such as helping students build friendships, creating welcoming environments, and protecting against bullying. Students also valued encouragement, understanding individual differences, and adults being approachable, ready to listen, and genuinely caring. Suggestions ranged from knowing students’ names and simply saying "hi," to offering engaging activities like clubs, games, and providing snacks, all of which contribute to a more connected, supportive school community.

Student Wellness, Connection, and Belonging - The above survey data from 2024 highlights mixed perceptions of connection and belonging, particularly among Grade 7 students. While Ministry survey results show variability, a school-initiated survey in December 2024 revealed overwhelmingly positive responses, with nearly all students reporting that adults at school care about them. MDI data further supports this, showing growth in students feeling valued, supported, and connected to the school community.

Reconciliation Student Learning Survey Data

Elsie Roy’s 2024-2025 Student Learning Survey data revealed that some of our Grade 4 and Grade 7 students recognize that Indigenous content is integrated into lessons, programs and activities at school.

2024-2025 Student Learning Survey (Gr. 4 & 7)	Sometimes	Most or All of the Time
At school, are you learning about Indigenous Peoples?	31%	61%
At school, are you learning about local First Nations?	33%	47%
At school, do you participate in any Indigenous celebrations or activities?	25%	11%

A school-wide survey conducted in December 2024 asked the following three questions:

- What do you know about Indigenous Peoples and their cultures?
- How do you think learning about Indigenous Peoples connects to your own life?
- What do you wonder about Indigenous Peoples in our community, our country, or in the world?

Student Level	Correctly Identified Facts or Concepts	Made a Connection to Own Life
Primary	78%	44%
Intermediate	86%	65%

The data reveals a promising level of awareness and engagement among students regarding Indigenous Peoples and their culture, but it also highlights areas for improvement. Notably, 78% of Primary students and 86% of Intermediate students demonstrated the ability to correctly identify facts or concepts about Indigenous Peoples, indicating a strong foundational understanding at both levels. However, the capacity to connect this knowledge to their personal lives shows a significant disparity, with only 44% of Primary students and 65% of Intermediate students making such connections. This suggests that while informational learning is effective, more effort is needed to foster meaningful, personal relevance in educational activities. Addressing this gap could enhance students’ deeper appreciation and integration of Indigenous knowledge in their worldviews.

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

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

Literacy -

Elsie Roy staff will continue to work collaboratively within the school (Classroom Teachers, Resource Teachers, Teacher Librarian) and with the District Learning and Instruction team support, Responsive Literacy Framework) to support student’s literacy skills and fluency.

Specifically, we will continue the following supports and strategies:

- Early literacy intervention
- Levelled Guided Reading and Literature Circles at the Primary and Intermediate levels
- Opportunities for Collaboration with the Teacher Librarian
- Strategies to develop a love for reading through the classroom and library reading programs
- Partnership with the VPL
- Ensuring diversity and visibility within classroom and library resources

Numeracy -

To support improved student achievement in Numeracy at Elsie Roy, the following five strategies will be prioritized as part of a focused and responsive school-wide approach:

- Strengthen Tiered Instruction and Intervention
- Enhance Teacher Professional Learning and offer opportunities to collaborate
- Integrate Numeracy Across the Curriculum
- Use Data to Drive Instruction
- Foster a Positive Math Mindset
- Offer Math Club

To support continued growth, Elsie Roy will implement targeted academic supports in literacy and numeracy, with a focus on Grade 7 and Indigenous learners. We will expand professional learning in culturally responsive and inclusive teaching practices to better meet diverse student needs. In parallel, we will strengthen school-wide strategies that promote connection and belonging, using both provincial and school-based data to guide our efforts and ensure every student feels seen, supported, and empowered to thrive.

Well-being and Belonging -

According to UBC's Human Early Learning Partnership, a child's experiences have critical and long-term effects and can predict a child's adjustment and success. During adolescence, "children are experiencing significant cognitive, social, and emotional changes that establish their lifelong identity and set the stage for adolescence and adulthood. The overall health and well-being of children in their middle years affects their ability to concentrate and learn, develop, and maintain friendships and make thoughtful decisions". Furthermore, a child's sense of connection to their school is an important contributor to a child's well-being, health, and success.

Some of the most important work that we can do to continue to improve student success is to focus on student well-being and belonging. Together, we will do this by:

- Building a sense of belonging and community
- Increasing and maintaining authentic student connectedness with adults
- Implementing a program and Code of Conduct that foster common language, shared understanding, and a sense of school pride (ORCAS Shout Outs)
- Highlighting the Diversity Calendar through a monthly calendar board and morning announcements

Distributed leadership opportunities and actions that foster well-being and wellness will occur throughout the community.

For students: Student Council, Social Justice Alliance, class and school-wide leadership initiatives, teams, and clubs, morning announcements, daily ORCAS Shout Outs

For families: PAC initiatives that offer opportunities for family connection and learning, a parent book club, morning coffee events

For staff: School Culture Committee, Mentorship Program, Professional Development Committee, Sunshine and Wellness Committee, Staff Inquiry Projects, Staff Yoga, Book Club

Improve equity

To improve equity for all students we will :

- Uphold VSB policies and consider school-based strategies to improve equity.
- Allocate resources such as funding, technology, and staff support effectively.
- Develop diverse and inclusive classrooms where curriculum and resources reflect the diversity of students and represent different cultures, backgrounds, and identities.
- Participate in professional learning about diversity, equity, anti-racism, and differentiation.
- Collaborate with school, district, and outside agencies to address the diverse needs of students and families.
- Work with parents and caregivers to build connection and community.
- Implement restorative approaches to conflict resolution and problem-solving through a restorative justice model.
- Consider accessibility when planning curricular activities, field studies, and extracurricular opportunities.
- Build and maintain an equitable and diverse school calendar.
- Ensure that no student is denied the opportunity to participate in activities due to financial hardship.

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

The Elsie Roy community will continue to increase their knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

The Elsie Roy community continues to prioritize meaningful learning opportunities and actions that support reconciliation and deepen understanding of Indigenous perspectives.

Ongoing initiatives include:

- Professional learning for staff includes book clubs, the VSB Focus Day, and other development opportunities, all grounded in a strength-based approach to education.
- Classrooms and the school library actively compile and share Indigenous resources.
- The First Peoples' Principles of Learning are thoughtfully embedded into daily lessons, theory, and practices.
- School-wide engagement features collaborations with Indigenous artists and programs embracing restorative practices, including the use of circles and dialogue as tools for reflection and connection.
- Students and staff participate in events such as the Orange Shirt Day Assembly and interactive lessons during September (Day for Truth and Reconciliation), May (Red Dress Day), and June (Indigenous Peoples' Month).
- The school's Social Justice Club amplifies awareness through various platforms.
- Students demonstrate curiosity, openness, and respect in exploring Indigenous worldviews.

Learners also share this growing understanding with their families, and the community is committed to ongoing acts of decolonization. These efforts are further supported by incorporating

Indigenous literature across subjects, and by using restorative approaches in addressing challenges and fostering a respectful, inclusive environment.

New learning opportunities and acts of reconciliation may include: Each class participating in a walking tour of Stanley Park or our local community, partnership with an elder, small group/full class opportunities for drumming, learning more about the Salish Anthem, understanding our land – what and who were here before us? What are the Indigenous contributions to our way of life on this land? What are the stories, legends and cultural practices that pertain to this land and area? learning about and applying x^wməθk^wəyəm (Musqueam) protocol when using vetted Indigenous resources, focusing on how learning about Indigenous Peoples connects to ourselves, building more connection to nature and our local environment.

To build meaning, connection and relevance to learning about Indigenous culture, history, tradition, contribution, we will:

- model our own connections to story, experiences, understandings
- invite Elders and/or Knowledge Keepers to teach hands-on experiences about culture, arts, plants, games etc.
- build opportunities for connection into drumming circles

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to analyze our Student Learning Surveys, MDI/EDI, FSA, school-based surveys, Written Learning Updates (report cards). Staff will continue to be responsive to each child's needs (social, emotional, and academic) and are motivated to work collaboratively to plan and implement diverse programming and supports at all grade levels. Staff are interested in working with and learning from each other.

Our work to improve equity will continue. We will look for ways to ensure that our SLP, counselling, learning support and student support resources are shared equitably as needs shift and change. We hope that all students will feel they can better access the curriculum.

Continuing to focus on well-being and connection, we hope that all students will be able to identify one or more trusted adults at school (as indicated on the school-wide, school-initiated survey).

For our focus on literacy and numeracy, we will specifically look at student achievement data including the Foundation Skills Assessment, Communicating Student Learning data, and ELL reports. We will look for overall improvements in reading scores.

Our walk towards Reconciliation in the coming year will include an increased inclusion of materials and learning opportunities that promote students' connection to the history, land, culture and languages of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation). Evidence of learning will include participation in drumming circles, assembly contributions, project displays and/or presentations, and school-wide learning opportunities. Through this focus on, we hope to see growth in student reports related to their participation, awareness and learning about Indigenous Peoples when compared to previous year's school-based and provincial level data.