

2024-2025 School Learning Plan

SCHOOL STORY

With gratitude and respect, we acknowledge that Walter Moberly Elementary is located on the unceded, ancestral territories of the xuməθkuməyəm (Musqueam), Skwxwú7mesh (Squamish), and saləwətał (Tsleil-Waututh) Nations. We are honoured to teach, learn, and grow on this land.

Moberly Elementary is located in the culturally vibrant Vancouver Sunset community and has an amazing view of the area south of Vancouver, with a vista stretching from the Alex Fraser Bridge to the Vancouver International Airport. It serves approximately 500 students from diverse backgrounds, with over 30 home languages spoken, Punjabi and Tagalog most prevalent. We are also proud to welcome Indigenous learners from the Coast Salish and other Nations. Our school is comprised of over 60 different staff (from teachers to student support staff) that are here to provide a variety of services to ensure all our students and families are welcome and supported.

Our school culture is built on caring, kindness, courteousness, and respect. These values guide our commitment to inclusion, equity, and excellence. The school shares its building with the District Newcomer Welcome Centre and hosts a provincial StrongStart Centre. We also benefit from close partnerships with organizations such as South Vancouver Neighbourhood House (Schools Out Program), Big Brothers of Greater Vancouver (Game On Program), and the Arts Umbrella (Afterschool AIRS Program) and the Learning Buddies (Learning Buddy Network Program).

We provide targeted support to learners with diverse needs through collaborative efforts between classroom teachers, resource teams, and our amazing student support workers. Our library learning commons, led by a teacher-librarian, is also home to the "Story Workshop" which is a space where students use loose parts to build oral language, narrative skills, and imagination.

Students at Moberly are physically active and connected. We participate in VEPAA (Vancouver Elementary Physical Activity Association) to provide organized team sports throughout the year (including from this past year teams in Volleyball, Basketball and Badminton). Our school day extends beyond the classroom to include lunchtime activities such as the Library Lunch Club which provides an alternative indoor space for students to gather and connect while completing homework, drawing, or arts and crafts. Moberly also has VEMS (Vancouver Extracurricular Music Society) offer class during lunch time, and other student activities offered including intramurals and chess, to name a few.

At Moberly, we are committed to creating an inclusive, welcoming, and equitable learning environment where every student feels a sense of belonging and is empowered to thrive.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Moberly learning community is vibrant, diverse, and deeply engaged. Our students are active participants in their own learning and bring a wide range of experiences, abilities, and identities to school each day. About one-third of Moberly students are English Language Learners developing English language proficiency, and many benefit from targeted academic or social-emotional support.

Students at Moberly demonstrate strengths in collaboration, curiosity, and creativity. Many are deeply connected to cultural and community values, which they proudly share during school-wide events and celebrations.

Our learners include students with diverse cognitive, emotional, and behavioural needs, some of whom are supported through Ministry designations or Individual Education Plans (IEPs). We also proudly support our Indigenous learners (fewer than 10), ensuring their voices and experiences are recognized and embedded in our learning environments.

Encouragingly, according to information from the recent Student Learning Survey (which targeted students in grades 4 and 7), nearly 90% of respondents reported feeling a sense of belonging at school. As research confirms that belonging is foundational to academic and emotional well-being, we are committed to identifying and supporting the remaining 10% to ensure all students, in all grades, feel safe, seen, and valued.

Furthermore, from the same survey, all responding parents indicated that they feel welcome at the school which reflects the efforts that have been made to boost the voice of community within the school, working closely with PAC and creating an open door policy for parents to be involved with their child's learning.

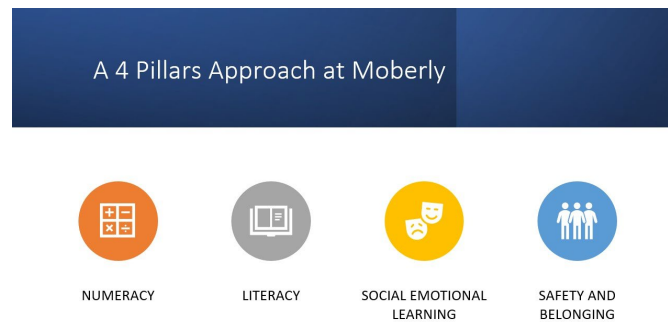
These insights shape how we design learning experiences, allocate supports, and engage with families. Our next steps are grounded in this understanding: to strengthen foundational literacy, elevate student voice, and ensure every learner, and every family, feels connected and included in our school community.

This commitment is reflected in our four-pillar approach, as outlined in the section that follows.

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

Moberly's focus is rooted to it's 4 pillars approach and commitment towards student experience at school and is communicated to staff, parents and students throughout the year:



At Moberly, we support mental well-being and belonging through safe, inclusive classroom environments, lunch clubs and sports clubs. We also foster student voice through leadership activities, school Stars of the Week and daily informal check-ins.

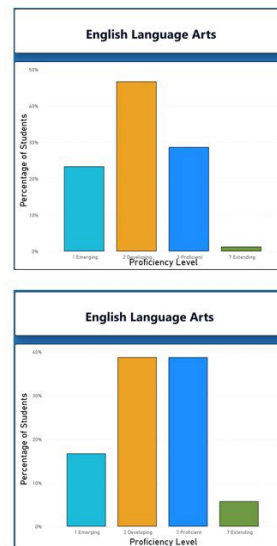
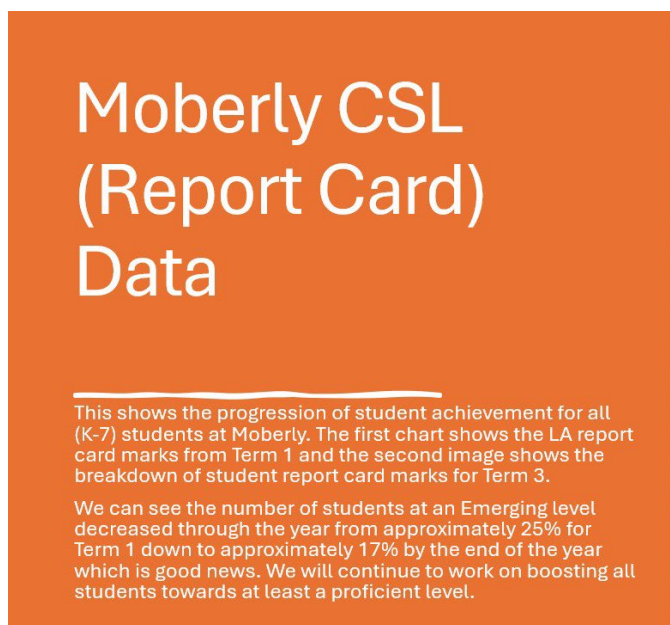
While continuing to focus on supporting our students with their Social Emotional Learning, and ensuring all students feel safe and belong to the community, we are looking to boost the academic (literacy and numeracy) skills for our students.

Hence, our **school-wide literacy focus** aims to ensure all learners experience growth in reading, writing, and oral language. We are implementing a range of strategies aligned with the VSB Responsive Literacy Framework, including:

- Daily literacy instruction with many early primary teachers using aspects of the UFLI practices in primary classrooms
- Continued use of physical texts to encourage screen-free reading
- Class based literacy assessments, for example Fountas & Pinnell benchmarking for early primary students to assess student progress
- School-wide writes and collaboration time for teachers to track skill development across the year
- Literacy-rich initiatives such as the 30-Day Reading Challenge and Poetry Challenge to promote a love of literacy for students

While many of these initiatives started this school year, we look forward to seeing the positive effects moving forward. Currently, recent data from the Term 3 report cards of this school year show that approximately 17% of students are currently performing at the Emerging level in English Language Arts. While we are encouraged that the remaining 83% of students are on track (defined as at a Developing level or higher), we are committed to this group of students, many of

whom are ELL (English Language Learners) or are in the primary grades, to bolster their support in reading and writing through classroom-based instruction, targeted resource interventions and school-wide initiatives.



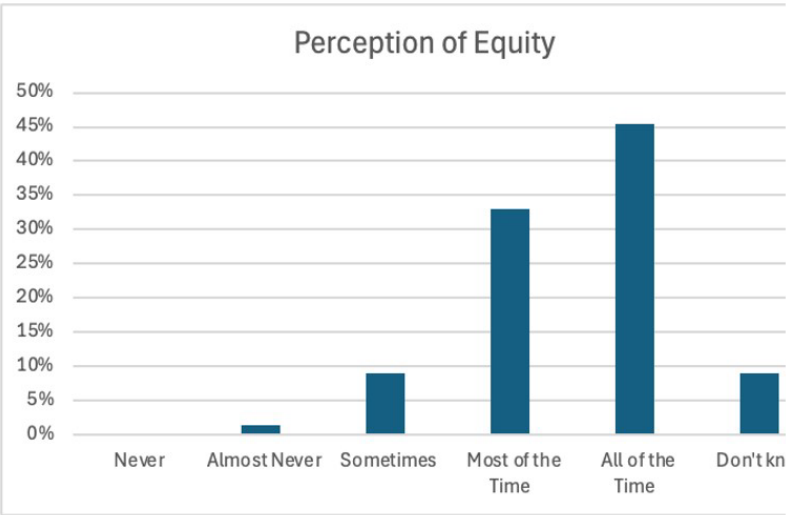
Improve equity

Our approach to equity includes a school-wide commitment to culturally responsive, trauma-informed, and inclusive practices:

- Ongoing SEL-focused lunch & learns and staff collaboration activities
- Equity-focused professional development, including anti-racism education activities
- Training and education plans for our SSA team through opportunities
- Support for students entering on gradual transition plans or with IEPs, with continuous informal check-ins and targeted accommodations
- Expanding lunchtime options and clubs to serve a broader group of learners (e.g. Library Lunch Club, art programs and organized sports opportunities) so all students are able to find and connect with the community and their interests

Moberly is working towards equity for all our students, to meet them where they are and provide the best learning opportunities possible. One such initiative we have introduced is to provide an alternate space for our students to gather and feel safe. This is the goal of Library Lunch Club, the library (and we are looking into other school spaces) is open at lunch with the help of student leaders and volunteers to create a safe space for all students, to read or play board games, and work towards social goals and focus on their social emotional needs. We are looking to expand this concept and are hoping to invite parents and staff to come help coach or share a personal interest, for example, running an art club for students.

Furthermore, Moberly has a robust lunch and food program for students that struggle with food security. Moberly supports up to 85 students daily, and in so doing, affirms its commitment to ensuring all students are at a minimum nutritional baseline. Long standing research has shown that students who are hungry struggle more with social interactions, academic learning, and general school success.



- Pulled from data from the Student Learning Survey, an annual questionnaire of grade 4 and 7 students, the question asked was, "Do adults in the school treat all students fairly?"
- The vast majority of students agree that the staff at Moberly treat all students fairly.

Perception of Equity Amongst Students

We are working to ensure that all students, including those with diverse learning differences, proud cultural identities, and complex needs, are seen, supported, and successful.

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

Moberly continues to integrate Indigenous worldviews and knowledge throughout the school day. Our commitment includes:

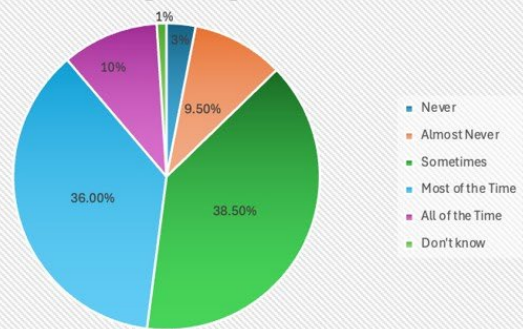
- Embedding the First Peoples Principles of Learning into classroom practices
- School-wide awareness and participation in Indigenous-focused events (e.g., Orange Shirt Day, Indigenous Garden planting)
- Use of Indigenous-authored texts and curricular resources in the library and classroom
- District-supported learning days and collaborations with Indigenous Education staff

Moberly Path of Reconciliation

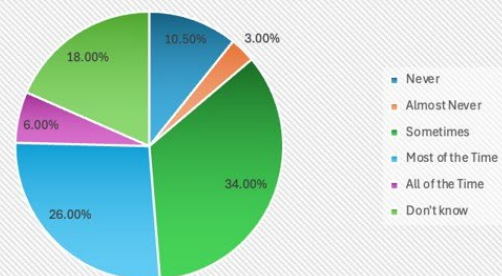
Based on data from the annual Student Learning Survey of grade 4 and 7 students, we can see that while almost 90% of students affirmed they were learning about Indigenous Cultures, almost a third of those same students did not feel they were learning about our LOCAL Indigenous cultures.

This shows us how we can move forward intentionally in learning about our local cultures as we continue our path of reconciliation.

Learning of Indigenous Cultures



Learning of LOCAL Indigenous Culture



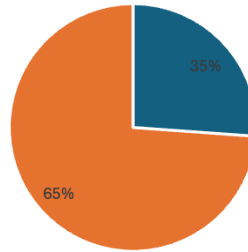
Based on the included data, almost 90% of students from grades 4 and 7 recognize that they are learning about Indigenous Cultures in Canada. Meanwhile, of those same students, over 30% responded that they were not learning about local Indigenous Cultures. This is an area towards reconciliation that we will look to improve upon in the upcoming year through exploring additional partnerships.

Our focus remains on improving existing practices and deepening student understanding of land, story, and identity.

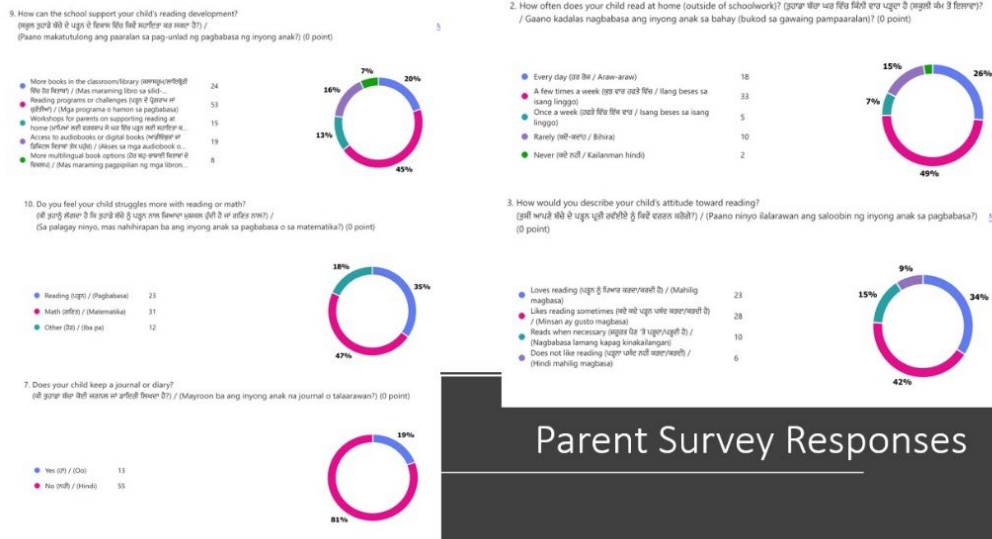
HOW WILL WE KNOW WE'RE ON TRACK?

To monitor our progress, we will use a combination of student data (as gathered through school wide writes, report card marks, FSAs and Student Learning Surveys) and school literacy challenge participation rates (like the 30-Day Reading Challenge which requires students to read for 20 minutes daily for 30 days in a row and was run for the first time this year with roughly 35% of Moberly students completing it).

Student Completion of 30-Day Reading Challenge



We will also gather feedback from our school community through student, staff, and parent surveys to better understand how our actions are being received and where additional supports are needed. These reflective tools will help us track perceptions of inclusion, academic engagement, and school climate.



This is a slide detailing some of the response from our Parent Survey translated to Punjabi and Tagalog to involve stronger parent participation and interaction. The feedback directly led towards the creation and implementation of the 30-Day Reading Challenge for families in May of this school year, which we hope to make an annual activity!

This cyclical process of reflection and action helps us align our efforts with the evolving needs of our learners. Our goal remains clear: to ensure that each student experiences success, belonging, and agency within a responsive and inclusive learning environment.