

2024-2025

School Learning Plan

SCHOOL STORY

Lord Nelson Elementary is located on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).

With deep respect and gratitude as a school community, we are unlearning and relearning on their shared territories. Lord Nelson Elementary School is a K-7 school with a population of approximately 480 students located in a diverse community in the northeastern section of Vancouver near Nanaimo Street and East 1st Avenue, known as Hastings Sunrise. The students at Lord Nelson speak many languages including English, Mandarin, Cantonese, Arabic, Igbo, Dari, Farsi, Hebrew, Japanese, Nepali, Spanish, Tagalog, Vietnamese and other languages at home. Of our population, 8% are English Language Learners. We have a small population of Indigenous students. Our school community of 20 divisions is broken up into 5 learning pods (Bear, Orca, Salmon, Wolf, Alder).

Our school is a newer seismically built school completed in September 2019. The structure comprises three levels. The lower two levels serve as the school, housing five communities of students, with each community consisting of four classes. The third level of the building houses Frog Hollow childcare program, called “The Village”. “The Village” is an innovative partnership with the City of Vancouver and the Vancouver School Board. This partnership was designed to co-locate childcare within schools to help to build communities that are more walkable and family friendly. The Village offers programming for children from 3 months to five years of age and includes a school age program providing before and after school care to families. It is a great asset for the families and students here.

Generally, the strength of our school continues to be home-school relationships and our ability to meet the needs of diverse learners and provide opportunities and programs that enrich student learning. Valuing diversity, equity, and inclusion is central to everything happening in the Lord Nelson Elementary community. The teaching and support staff at Lord Nelson are actively engaged in learning with the students. They are progressive in their thinking and teaching practice, and they participate in ongoing professional development to further strengthen their knowledge base around literacy, social emotional learning, neurodiversity, indigenous education, anti-racism education, social justice issues, and topics connected diversity, equity and inclusion. The students have well developed background knowledge and are well versed in issues around

social justice. The parent community is actively involved in the education of their children and has high expectations for academic achievement.

The school thrives on a collaborative model where classroom communities, arranged in pods, work together to develop programs and support students, and this is done through inquiry learning and exploration. We offer many extracurricular opportunities at Nelson including opportunities in afterschool sports programs and Applied Design Skills Technology (ADST). We also offer many school service and leadership opportunities such as School Patrol, Primary Lunch Monitors, Student Council, Student Announcers, Office Monitors, and Assembly Leaders. Nelson students are thriving in the areas of athletics, music/fine arts, and are provided with many project-based learning opportunities. These opportunities allow students to further develop their creativity and critical thinking skills, while fostering a sense of entrepreneurship and innovation as they work through projects.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy

Term 1 and Term 2 Written Learning Update (report card) data highlights a dynamic and steadily progressing Lord Nelson student community with regards to literacy. In Term 2, ‘Developing’ and ‘Proficient’ learners comprised 85.52% of students in both the Grade 1–3 and Grade 4–7 cohorts, indicating consistency across grade levels and signaling a solid foundation for targeted growth. Nelson students are strong readers with a rich background knowledge base that they apply to their oral language and writing skills.

Grade 1-3 Term 1 2024 – Language Arts	Grade 1-3 Term 2 2024 – Language Arts																				
<table><thead><tr><th>Level</th><th>Percentage</th></tr></thead><tbody><tr><td>Proficient</td><td>47.76%</td></tr><tr><td>Developing</td><td>41.22%</td></tr><tr><td>Emerging</td><td>6.12%</td></tr><tr><td>Extending</td><td>4.9%</td></tr></tbody></table>	Level	Percentage	Proficient	47.76%	Developing	41.22%	Emerging	6.12%	Extending	4.9%	<table><thead><tr><th>Level</th><th>Percentage</th></tr></thead><tbody><tr><td>Proficient</td><td>52.23%</td></tr><tr><td>Developing</td><td>33.6%</td></tr><tr><td>Emerging</td><td>7.29%</td></tr><tr><td>Extending</td><td>6.88%</td></tr></tbody></table>	Level	Percentage	Proficient	52.23%	Developing	33.6%	Emerging	7.29%	Extending	6.88%
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<p>Between Term 1 and Term 2, the proportion of Grade 1–3 students performing at the Proficient level in Language Arts increased, rising from 47.76% to 52.23%. During this same time, there was an increase of students performing at the extending level, rising from 4.9% to 6.88%.</p>																					

Grade 4-7 Term 1 2024 – Language Arts	Grade 4-7 Term 2 2024 – Language Arts																				
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<p>Between Term 1 and Term 2, the proportion of Grade 4-7 students performing at the Proficient level in Language Arts decreased from 46.82% to 43.58%, which was offset by an increase in the proportion of students performing at the Extending level from 7.27% to 11.01%. At the same time, the proportion of students performing at the emerging level decreased marginally from 2.73% to 2.29%.</p>																					

Equity

Based upon grade 4 and 7 student responses from the 2024-25 Student Learning Survey, respondents indicate that over 75% of Nelson students feel a sense of belonging at school and over 94% of students feel that the school environment is welcoming. This is indicative of the extensive amount of work that happens at Lord Nelson to ensure all students feel a sense of belonging and reaffirms the importance of continuing this work. Equity of access and the removal of barriers to participation for all students will remain a priority with the goal of continuing to foster a school community that is welcoming and that students take pride in.

Reconciliation

Grade 4 and 7 student responses from the 2024-25 Student Learning Survey indicate that that over 80% of Nelson students are taught about Indigenous Peoples and Learn about local First Nations. This includes exposure to Indigenous activities and participation in Indigenous events. While the results are very positive, it indicates there is still work to do in making explicit connections between learning and reconciliation. As a school community, we need to continue to immerse our student population in meaningful opportunities to connect with the First Peoples Principles of Learning during daily instruction.

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

In alignment with the VSB Education Plan 2026, Nelson staff place specific emphasis on improving student learning, engagement and achievement in literacy. This includes critical reflection on our own practice, engaging and implementing aspects of district pro-d, using effective assessment

tools that will help guide student instruction and improve understanding in reading, writing, and oral language skills. Collaboration opportunities and dialogue across the grades is vital in understanding the foundation of literacy skills that students have as they move through each grade, and the progression.

We are working collaboratively with the district literacy team to refine our assessment tools, have conversations about best practices in teaching reading and writing, building consistency around assessment K-7 and building a common understanding of what aspects reading and writing receive focus in each grade. Ongoing collaboration and conversation across the grades takes place to meet the individual literacy needs of students by refining our own practice, resource schedules and time tabling. Nelson staff engaged in a six-month Literacy Residency with Professor Robin Bright from UBC. She supported our primary, intermediate, and resource team in developing their literacy practices to meet student need. Nelson staff have targeted a number of key focus areas in literacy: writing support, building phonemic awareness into a balanced literacy program, enhancing student engagement into writing, and supporting struggling readers and writers across all grades. Concurrently, we are working collaboratively with members of the district literacy team applying the knowledge shared by Robin, and putting it into action to support student learning. This is taking place through collaborative discussions on various topics, modelled lessons and instructional practice followed by a debrief of activities modelled, sharing of professional resources, and review of literacy assessment tools.

Improve equity

Equity of access and equity of opportunity serve as a foundation of support at Nelson Elementary. Through ongoing conversation with staff, clear communication, and relationship building with the three pillars of the community (students, staff, families), trust has been built to ensure equity is front and center in school decision making and that proper and equitable processes are followed. While maintaining the utmost respect for students and families, the school identifies gaps, language barriers, cultural complexities, and other barriers to participation as factors we must address in order to provide equity of access to all educational opportunities for Nelson families.

Equitable access to learning opportunities and resources used to support neurodiverse learners is a priority at Nelson. Staff have invested significant professional development to look at how to better support students through an inclusion lens, learn more about our school environment, reflect how it can be adjusted to more equitably support the learning, behaviour, and social emotional needs of all students, and are critically examining our own teaching practice, through a lens of equity. A significant focus on creating a school environment that meets the needs of all students has taken place among our school staff with the revisioning of how unstructured time is organized. Students are now given outdoor and indoor lunch options to eat, measures are being implemented to calm lunch environments, and a quiet zone is being developed in the school which will be accessible to students who could benefit from a space during recess and lunch. The school is also working with VSB Learning Services to fully develop a sensory room for student use, and professional development training will accompany the implementation of effective use of this space as we work to support student sensory needs with a combination of high and low intensity activities.

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

Indigenous education is imbedded in day-to-day instruction and our staff are engaged to learn with the students. We have established partnerships with Frog Hollow and their National Indigenous Day celebration, and we have brought in a number of Indigenous educators and leaders to share their knowledge and teachings with our school community. This commitment and further expansion will continue in 2025-26. Experiential learning opportunities through drumming, weaving projects, singing, and outdoor field studies serve to further develop our understanding of Indigenous perspectives. The school PAC and parent community as a whole share the same feelings and are active in their participation and support of furthering Indigenous Education at Lord Nelson and are continuing on with this journey toward a more meaningful, student-centered focus of Reconciliation. We have also been fortunate to bring in a number of outside organizations to engage in performance, storytelling, and hands on activities with students and staff. More specifically, we engaged in a week of cedar weaving that took place in April with 100% school-wide student participation. This year, we also welcomed our Indigenous ally, Warren Hooley (Syilx Territory, Okanagan/Penticton) to lead a school-wide assembly and share his knowledge. Both of these activities included a demonstration/showcase component, but also an educational piece explaining the deeper meaning behind the activity. Our school continues to dialogue with our district staff about upcoming opportunities for student learning.

HOW WILL WE KNOW WE'RE ON TRACK?

Our commitment this year as an entire staff working through the Robin Bright Literacy Residency has further strengthened an appetite to provide ongoing and targeted collaboration opportunities for teachers and support staff. There are three defined working groups (K / gr 1-3 / gr 4-7) with their own specific literacy focus areas. Our entire support staff has also been working with District Learning Services, gaining a better understanding of how we better meet the sensory needs of neurodiverse students. This involves in-house training and professional development on the proper use of a sensory room, and the activities that take place in this space.

In order to assess our impact on student success, literacy data from the written learning updates will continue to be tracked and analyzed by school staff. We will also be adopting a literacy screener, to supplement ongoing teacher-facilitated student reading and writing assessments. Student learning survey data will also continue to be used and analyzed as a valuable source of information connected to student engagement, belonging, equity, and connections to Indigenous Education.