

2024-2025

School Learning Plan

SCHOOL STORY

With deep gratitude and respect, the Lord Roberts Annex community is honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Roberts Annex is a K-3, elementary school, located in The West End in Downtown Vancouver. This year, the school was at capacity with 147 students and an extensive waitlist for registration. Looking ahead to the 2025 school year, most students from Roberts Annex will become part of the K-7 school opening in Coal Harbour, with some students also moving to Lord Roberts Main School, and possibly other schools in the District. Lord Roberts Annex, as it is currently known, is in its final year of being. The school community is diverse with a variety of cultures and linguistic backgrounds represented. Approximately 41% of students are English language learners with 24 different languages spoken at home, which is a 6% increase over the year before. Just over 12% of students have Ministry designations and have a variety of supports in place to ensure their success. Roberts Annex families live throughout the densely populated West End, with the majority living in multi-unit, low and high-rise dwellings.

A Connected and Collaborative Learning Community

Roberts Annex provides students with a primary-centered learning experience in a small, close-knit community setting. The school's layout fosters collaboration, with classrooms featuring sliding dividing walls for flexible learning opportunities. Classrooms face a central library learning commons, where students engage in dynamic and adaptable learning experiences. This environment helps build strong connections among staff and students, as they share meaningful learning experiences together.

Dedicated Staff Supporting Student Success

All the staff at Lord Roberts Annex work collaboratively to support student success. The school's vice principal plays a multifaceted role, not only handling administrative and resource support but also teaching PE to all students, strengthening relationships across the school. Student Support Workers (SSAs) are an integral part of the teaching team, collaborating closely with teachers to support student learning. Supervision Aides also play a vital role in ensuring students are well cared for during unstructured playtime and assisting in classrooms. Office staff and building engineers also play essential roles in the school and are engaged with students throughout the day.

Each of these professionals contributes valuable expertise to enhance student learning and well-being.

Commitment to Literacy and Student Well-Being

Roberts Annex is dedicated to fostering strong literacy skills through the VSB Collaborative Early Literacy Intervention (CELI) program. Staff engage in literacy meetings, collaborate on best teaching practices, and provide targeted small-group and individual support.

Beyond academics, staff create learning opportunities that support students' physical and mental well-being. Community-building activities such as the breakfast club and the school musical help students develop a strong sense of belonging. Our district counsellor provides social-emotional support through class presentations, friendship groups, and individual sessions.

Commitment to Reconciliation and Indigenous Learning

Roberts Annex staff are dedicated to reconciliation efforts and integrating Indigenous perspectives into student learning. Staff participate in professional development and collaborate on school-wide presentations, lessons, and workshops that enhance students' understanding and appreciation of Indigenous histories, traditions, cultures, and contributions.

The school's code of conduct is guided by the Medicine Wheel Circle of Courage, which emphasizes balance across four key domains:

- Belonging
- Independence
- Generosity
- Mastery

This framework, inspired by the "Way of Being" model, helps guide student growth and development.

Community Partnerships and Enrichment Programs

Roberts Annex is supported by the VSB Community Connections Department, which collaborates with local agencies to provide enriching after-school programs. These offerings include:

- Yoga and sports programs
- STEM workshops
- YMCA programming during school holidays, as well as before and after school care
- Gordon Neighbourhood House Before and After School Care
- Holiday hampers and toy donations

These initiatives help strengthen community ties and provide students with valuable extracurricular opportunities

Less than 10 percent of our families benefit from the *Backpack Buddies* program, which sends groceries home for the weekend and the daily hot lunch program, subsidized by the district.

The Roberts Annex Parent Advisory Council (PAC) is an integral member of the school community. The PAC is dedicated to supporting the school in providing the best learning opportunities for

students by advocating for the neighborhood, raising funds and organizing community events such as family movie nights.

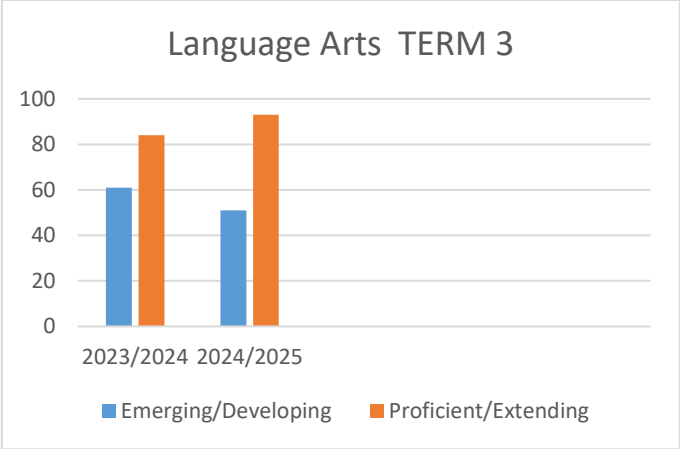
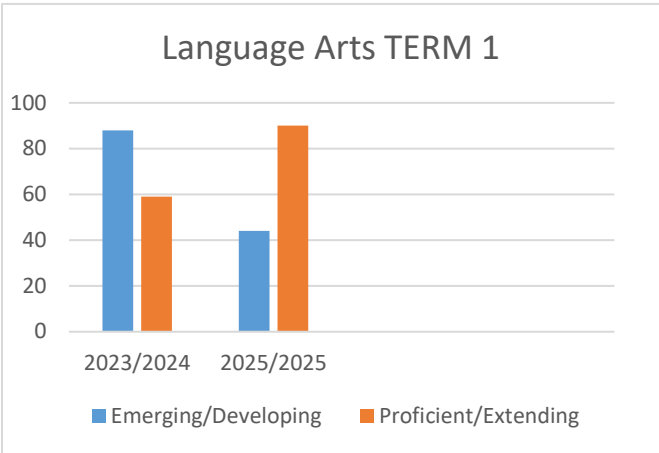
The upcoming move to Coal Harbour school will be strengthened by the community connections at Roberts Annex, laying the groundwork for the new school community.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Literacy

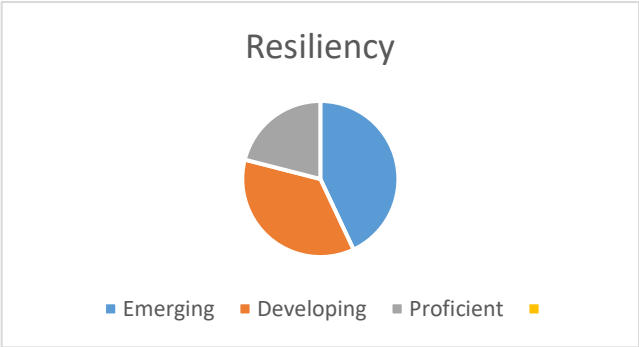
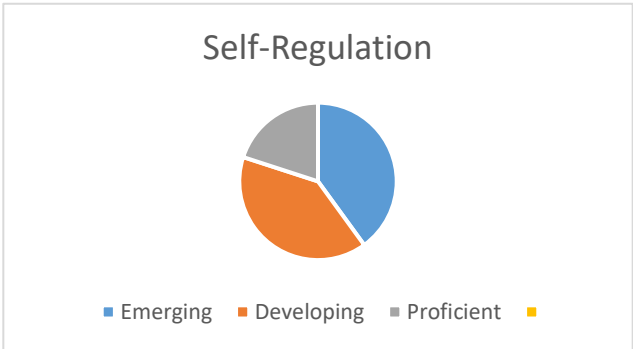
Roberts Annex’s staff have committed to the VSB Collaborative Early Literacy Intervention (CELI) program. Literacy data collection tracks the progress of students as they transition from K through grade 3. This data is used to critically examine our literacy practice, collaboratively identifying successful strategies or the need to develop areas of intervention. Through best practices of classroom literacy programs, small group instruction, and intensive reading supports, the students have made significant literacy progress, and we are closing gaps in achievement.

In Term 1 of 2023-2024, 59% or 88/147 students, were Emerging or Developing in English Language Arts (ELA). In Term 1 of 2024-2025, data shows that 37 % of Roberts Annex students were Emerging or Developing in English Language Arts (ELA). This is a significant decrease of students who are struggling with English Language Arts (ELA). By the end of 2024-2025, only 35% of Roberts Annex Students are Emerging or Developing in ELA. We continue to use Communicating Student Learning (CSL) data throughout the year. Additionally, we use our CELI Data, Kindergarten Protocol Data, and P3P Screener Data to inform practice.



Social Emotional Learning (SEL)

In December, the staff assessed all the students individually in the areas of *resiliency* and *self-regulation*, with a rubric created using the language of the profiles of the BC Curriculum Core Competencies. While the results are very age-appropriate, they go to reinforce the continued need for direct and explicit Social-Emotional teaching.



Reconciliation

This year we were fortunate to have an Indigenous Education Worker (IEW) assigned to our school. She comes for half a day, once a week and works in 5 of our classes. She collaborates with the classroom teachers, and we have monthly meetings before school with the IEW to have check-ins to keep our focus on strengthening student understanding of Indigenous Ways of Knowing and Being.

Our community of learners continue their reconciliation journey by engaging in workshops and lessons that increase knowledge, appreciation of, and respect for Indigenous history, traditions, culture and contributions. Students have opportunities to do Land Acknowledgments in their classes and at school-wide functions. This year the entire staff went to the Cheakamus Centre in Squamish to contribute to our understanding of Indigenous ways of knowing and being. Additionally, the staff participated in the District Indigenous Focus Day.

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

Roberts Annex staff participate in monthly literacy meetings, where they collaborate on strategies and best practices to enhance literacy learning in their classes. The literacy leader of Roberts Annex coordinated workshops with district literacy teachers to implement the new P3P (Phonics, Phonological Awareness, and Phonemic Awareness) district resources.

All students of Roberts Annex participate in Physical and Health Education, where they work on movement skills and strategies to help them learn how to participate in different types of physical activities. Teachers implement movement breaks during instructional time to provide students with mental breaks and opportunities to refocus on learning.

As we already place a large emphasis on literacy as a CELI school, the school staff have chosen to narrow our focus this year and place an emphasis on student mental well-being. We have chosen the following question to guide our inquiry: How can we create opportunities and provide explicit instructions that help students develop both habits of mind and habits of the heart, ensuring they feel successful and see themselves as lifelong learners?

The social emotional well-being of students is an important focus for all staff at Roberts Annex. Teachers have implemented the Spot Series with their students and also presented a musical, illustrating the importance of emotional regulation. The area counsellor supports students in small groups and individually as well as facilitating class presentation. Support staff workers support students with friendship clubs for those needing social support, lunch club for those needing a quieter space for lunch, and social stories for those that need support with new experiences at school.

Improving the sense of belonging at Roberts Annex is an important goal for the community. The Breakfast Club was an amazing community building event, where students and families would have opportunities to socialize, connect, play and eat nutritious foods. Students participated in winter sing-a-longs and performed a school musical, promoting the magic of the fine arts. Our PAC coordinated many community building events, such as movie nights, The Winter Hot Chocolate Social, The Spring Egg Hunt, and The End of an Era Summer Party.

Improve equity

The teachers of Roberts Annex implement a UDL (Universal Design for Learning) model. They have created flexible learning spaces and experiences to provide individual learning for students, meeting the diverse needs of all learners. They also consult with the school resource teachers, and district learning services supports for helping ensure individual student needs are met.

Teachers implement best practices, through small group and individual supports in the classroom. A Reading Recovery teacher also works with the students requiring the greatest support with literacy. By implementing these practices and strategies, teachers are working to eliminate the literacy gaps and are therefore working towards equity. Teachers are also aware of the need to provide equity in access to teaching and learning, offering opportunities to others that may not have had these experiences in the past.

School Goal: Advancing Equitable Literacy Outcomes in Grades K-3

Our school goal this year was to improve literacy achievement for all K-3 students by delivering high-quality, differentiated instruction grounded in equity and research-based practices. For our most at-risk readers, we implemented Reading Recovery as an intensive early intervention, ensuring identified students receive daily one-on-one support.

To support all learners, teachers employed evidence-based strategies including small-group guided reading, phonemic awareness and phonics instruction aligned with the Science of Reading, and culturally responsive texts that reflect student backgrounds and experiences.

Roberts Annex also supports families with groceries, VSB hot lunch program, gift card donations and gifts during the holidays. Working with the VSB Community of Schools department, Roberts Annex hosts after-school programming such as yoga and STEM, providing access to those that may not otherwise have the opportunity to participate in community-based programming.

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

Our school's goal for reconciliation is to meaningfully integrate First Peoples Principles of Learning and Knowing into our daily curriculum, ensuring they are woven throughout all aspects of education rather than treated as a separate or standalone unit.

Teachers filled out a self-assessment survey to measure their confidence, frequency, and methods of integrating Indigenous Knowledge to their daily practice. The survey highlighted the continued need for professional development opportunities for our educators, as 50% of our teachers indicated that they do not yet feel confident teaching Indigenous knowledge in a respectful and authentic way.

Our code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

Staff appreciated the District's Indigenous Focus Day teachings and credited it for providing practical applications of Indigenous Ways of Knowing, as well as shifting their own thinking towards how to accurately develop a shared history with all people in our community.

Teachers facilitate lessons on the importance of Land Acknowledgment and provide opportunities for students to present it in their classes and at school wide functions. Roberts Annex has been expanding their collection of Indigenous books and resources for the library and the classroom. Staff attend professional development opportunities and integrate lessons of Indigenous history and culture in their lessons regularly. Roberts Annex continues to provide workshops and promote field studies to learn about Indigenous history, tradition and culture. Roberts Annex's code of conduct uses the structure of an Indigenous medicine wheel, framed in a Circle of Courage. This structure highlights the four domains of Mastery, Independence, Belonging and Generosity, traits and qualities that support a child's balanced social and emotional development.

HOW WILL WE KNOW WE'RE ON TRACK?

Data on literacy and numeracy will continue to be collected to determine if practices and strategies are promoting achievements and trends towards goals. Data on social emotional competencies will demonstrate growth over the year. Student voice captured in interviews will continue to highlight successful practices of mental health support and the increase in sense of belonging. Student voice will also capture the impact and value of lessons, workshops, and experiences in enhancing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions. This will look different depending on the goals selected for the new school.

As Lord Roberts Annex school is now transitioned to the new school at Coal Harbour (temporarily located at the old Lord Roberts Annex and the Lord Roberts main school sites), this will be the last school plan.