

## 2024-2025 School Learning Plan

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### SCHOOL STORY

Lord Roberts Elementary School is located in Vancouver's West End and is one of the largest elementary schools in the city, with 650 students. Our diverse student body reflects the multicultural nature of our community:

- 5% of students are Indigenous,
- 30% of students are English Language Learners, representing 41 different languages spoken at home,
- Students at Roberts come from approximately 40 countries, with a significant number from Ukraine, Russia, Iran, and other regions in the Middle East and Asia.

Many families in our school community rely on enhanced school supports, for example, 23% of students participate in the hot lunch program. Approximately 43% receive resource support, and 10% of students are designated as having a disability or diverse ability.

Our prime location allows teachers to enrich outdoor education with walking field trips to Stanley Park, Lost Lagoon, and Second Beach. Students also visit local cultural and educational sites, including the Joe Fortes Public Library, the West End Community Centre ice rink, the Vancouver Symphony Orchestra, Granville Island theatres, the Queen Elizabeth Theatre, and Canada Place.

We foster leadership opportunities for Grades 4-7 students by encouraging them to take on roles that promote a safe, inclusive, and welcoming school community, such as:

- Morning Announcement Monitors – reinforcing the school's Code of Conduct
- Playground Helpers – supporting positive peer interactions
- Spirit Club – organizing school spirit events
- Green Team – leading environmental initiatives
- Pride Club – creating a safe and supportive space for all students
- I Can Do It Craft Club – promoting creativity and teamwork
- Assembly Leaders – celebrating student achievements and school events

Our students also participate in various extracurricular activities, including basketball, volleyball, badminton, and track and field.

Our Parent Advisory Committee (PAC) is actively involved in supporting the school. In collaboration with staff, they initiated the renaming process of Lord Roberts Elementary, which is currently underway. PAC also organizes a calendar of fundraising activities to support school

programs, with the annual Funfest—held the first Saturday in June—being a highlight community event attended by thousands.

Lord Roberts is home to one of the largest school gardens in BC, providing students with hands-on learning experience through our Edible Education program. The program integrates food literacy into the curriculum, teaching students the skills to grow, harvest, prepare, and enjoy food while fostering environmental awareness and healthy eating habits.

In partnership with Growing Chefs and Fresh Roots, our LunchLAB program provides nutritious meals to 200 students each week. This flagship initiative aligns with the VSB Food Framework's vision that "every student has access to nourishing food at school and develops the skills needed to choose, eat, grow, prepare, and share food." LunchLAB and Edible Education were recently featured in a CBC documentary on food education, and the program has welcomed visitors from across BC, including educators, policymakers, and city leaders.

Beyond our dedicated teaching staff, our school benefits from the support of:

- A youth and family worker,
- An Indigenous education enhancement worker,
- Multicultural and settlement workers, and
- An area counsellor.

Our Community Schools Team coordinates after-school programs that enhance student learning and well-being, offering activities such as yoga, theatre, Super Science Club, Art and Play Program and Moresports.

Lord Roberts Elementary values its connections with local organizations. At our On Our Way to K event we invite representatives from:

- Vancouver Coastal Health,
- Joe Fortes Public Library,
- West End and Coal Harbour Community Centres,
- Gordon Neighbourhood House, and the YMCA

These partnerships continue throughout the year, providing essential resources and support for our students and families. Additionally, we work closely with King George High School to provide opportunities and experiences to support students' transition to high school.

At Lord Roberts, we take pride in fostering a dynamic, inclusive, and supportive learning environment. While we celebrate our many successes, we continue to focus on areas of growth and improvement, including:

- Enhancing support for diverse learners,
- Expanding access to resources for families in need, and
- Strengthening partnerships to provide enriching opportunities for all students.

With a strong school community, dedicated staff, and engaged families, we are committed to ensuring that Lord Roberts remains a place where every student can thrive.

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

Our students bring a wide range of experiences and strengths, shaped by life in one of Vancouver's most diverse and densely populated neighbourhoods. Many students walk to school and play together in the shared community space of the Roberts playground, contributing to a strong sense of connection and belonging within the West End.

While some families have long-standing roots in the area, a large number of our students are newcomers to Canada, including recent immigrants and refugees. This diversity enriches our school community but also presents challenges, particularly around language acquisition, trauma-informed support, and transitions in learning and identity.

Students are supported in developing the skills and confidence to become contributing members of the school through leadership roles and structured supports. Playground Helpers, the Green Team and School Spirit Committee promote safety, inclusion, and positive peer engagement during recess and lunch times. All students are expected to follow the school and district Codes of Conduct and are guided in understanding what it means to be respectful, responsible, and safe.

Many learners at Roberts benefit from targeted supports in social-emotional regulation, behavior, and academics. Our Youth and Family Worker, Area Counsellor, and Indigenous Education Enhancement Worker play vital roles in providing one-on-one and family support. These relationships help build trust, resilience, and stronger home-school connections.

Additional supports that contribute to student success include:

- Our breakfast and hot lunch programs, including the LunchLAB initiative,
- After-school programming through the Community Schools Team,
- Literacy intervention with our Curriculum Enhancement teachers,
- One-to-one reading support from trained volunteers, and
- Access to external services coordinated through the school team.

Staff at Roberts are committed to lifelong learning and take time to listen to students' stories and perspectives. These relationships deepen our understanding of each learner's needs and strengths, helping us to create inclusive, responsive, and meaningful learning opportunities.

### **Literacy**

At Lord Roberts, we are committed to supporting literacy development through a comprehensive, layered approach that meets the needs of our diverse learners. Literacy instruction takes place daily in classrooms and is reinforced through small group work, targeted support from our Resource teachers, Curriculum Enhancement teachers, and one-to-one reading opportunities with trained volunteers.

Our educators use a wide range of research-informed strategies that span reading, writing, phonics, and oral language development. Many primary classrooms use the UFLI Foundations phonics program to explicitly build letter-sound relationships and decoding skills. Students engage with word work, sight word practice, and phonological awareness activities.

Teachers also incorporate read-alouds, daily independent reading, and guided reading groups that provide opportunities for students to discuss character development, vocabulary, and plot

structure. Students develop fluency and oral expression through reader’s theatre, choral reading, and presenting plays.

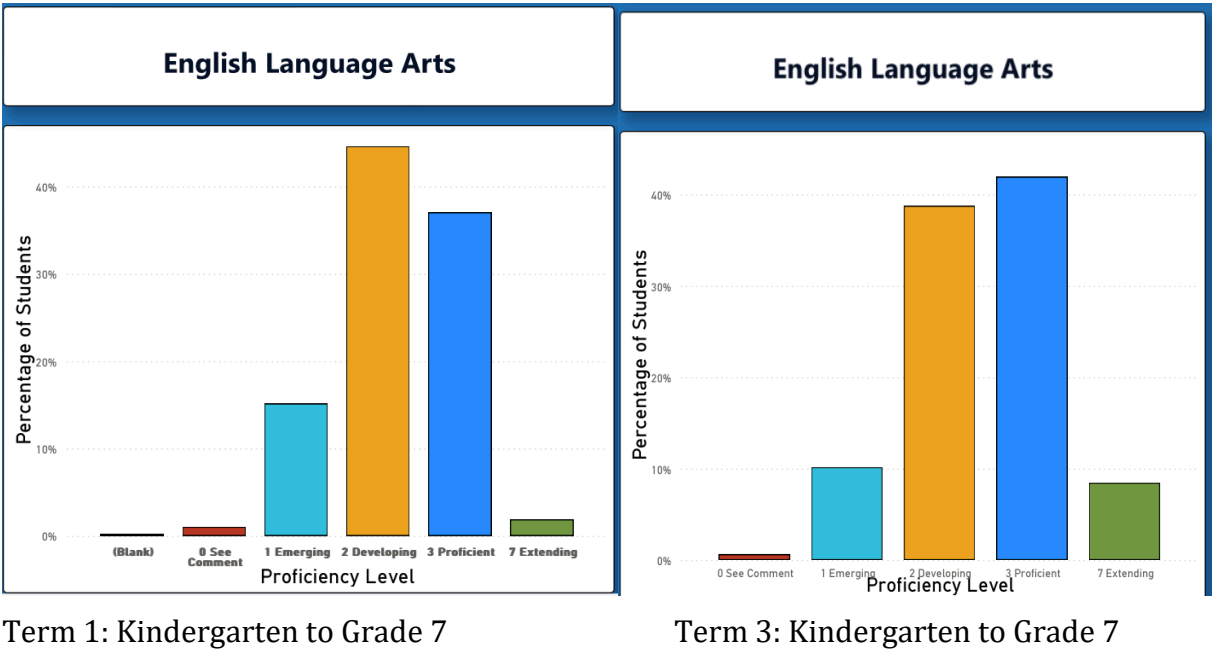
To build vocabulary and comprehension, many classes use mentor texts with direct instruction on comprehension strategies such as identifying the main idea, making inferences, and word analysis. Others incorporate various tools to reinforce grammar, sentence structure, figurative language, and spelling.

Writing instruction is equally rich and varied. Across the school, students engage in personal narrative writing, focusing on craft elements like catchy leads, dialogue, figurative language, and strong conclusions. Poetry, letter writing, and descriptive writing also feature prominently in many classrooms. Students are supported through Writer’s Workshop and peer editing to analyze how authors develop ideas and structure their work.

Regular literacy routines also include:

- Weekly buddy reading and parent reading mornings
- Outdoor journals and seasonal writing projects
- Literacy assessment tools to monitor growth and guide instruction

Through these practices, students are not only learning to read and write, but also to think critically, express themselves creatively, and connect with others through language. This multifaceted approach allows us to meet students where they are and support them in developing strong, confident literacy identities.



The two graphs illustrate notable progress in English Language Arts proficiency from the first term to the third term of the 2024–25 school year across grades K–7.

This growth is a direct result of the school's commitment to intentional and layered literacy practices. These results demonstrate the collective impact of consistent, responsive instruction and underscore our continued focus on helping every student become a confident, capable reader and writer.

A key driver of our literacy growth this year was the school-wide professional development residency with literacy mentor and author Heather Willms, which engaged over twenty K-7 staff members. Heather worked directly in classrooms, modelling evidence-based literacy practices and providing real-time coaching. Teachers had the opportunity to immediately apply these strategies with their own students, followed by reflection and targeted feedback. This embedded model of professional learning made the work relevant, continuous, and responsive, building teacher capacity while allowing them to witness positive impacts on student engagement and achievement in real time.

### **Belonging**

In the spring of 2025, students in Grades 4, 6, and 7 participated in key data-gathering surveys that inform our ongoing work around inclusion and belonging.

- Grade 4 Student Learning Survey:
  - 32% of students reported feeling like they belong at school *"Most of the Time"*
  - 28% said *"All of the Time"*
  - *less than 10% said "Never"*
- Grade 7 Student Learning Survey:
  - 34% of students reported feeling like they belong at school *"Most of the Time"*
  - 17% said *"All of the Time"*
  - 30% said *"Sometimes"*

*less than 10% said "Never"*

- Grade 6 Middle Years Development Instrument (MDI):  
In response to the question *"I feel like I am important to this school"*:
  - 43% of students felt *Very Important*
  - 30% felt *Important*
  - 27% felt *Somewhat Important*

These results highlight both strengths and areas for growth. While a majority of students report feeling a sense of belonging or importance at school, the data also signals that a meaningful portion of students still feel only marginally connected—or not at all. At Lord Roberts, we are actively working to close this gap. Together with our Community Schools Team, Youth and Family Worker, Indigenous Education Enhancement Worker, Area Counsellor, and teaching staff, we provide wraparound supports for students' social-emotional development and transitions into the school community. Newcomer students, those with diverse needs, and those who have experienced disrupted schooling are supported through personalized relationships and intentional programming.

We also collaborate closely with families, the PAC, and student leadership groups to create engaging opportunities that build school culture and deepen students' connection to their learning environment. Events such as Spirit Days, school-wide assemblies, Funfest, student-led initiatives, and cultural celebrations foster a shared sense of joy, identity, and pride.

Across classrooms, teachers are implementing intentional practices to ensure every student feels seen and valued—from classroom meetings and collaborative learning to cultural storytelling, SOGI-inclusive curriculum, flexible grouping, and peer recognition activities. These efforts are essential in building a school community where belonging is not just an idea, but a lived experience for every learner.

### **Reconciliation**

Grade 4 and 7 students were also asked to reflect on their learning about Indigenous Peoples. As a school community, we recognize that learning, unlearning, and re-learning are part of an ongoing journey, one that requires continued commitment and reflection.

Teachers, our Indigenous education enhancement worker, and community partners work together to build students' understanding and respect for Indigenous histories, cultures, perspectives, and contributions. The results below highlight how students perceive their learning in this area.

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

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 42% of students indicated that they are learning about Indigenous Peoples "Sometimes"
- 24% of students indicated that they are learning about Indigenous Peoples "Most of the Time"
- 12% of students indicated that they are learning about Indigenous Peoples "All of the Time"

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

At school, are you learning about Indigenous Peoples (First Nations, Inuit, Metis)?

- 52% of students indicated that they are learning about Indigenous Peoples "Sometimes"
- 14% of students indicated that they are learning about Indigenous Peoples "Most of the Time"
- Less than 10% of students indicated that they are learning about Indigenous Peoples "All of the Time"

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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**

At Lord Roberts, we continue to strengthen our instructional practices to meet the diverse needs of our learners across all domains.

#### **Literacy**

Literacy development remains a key priority. Through daily classroom instruction, small-group and one-to-one support, and the work of our Literacy Enhancement teacher and volunteer readers, students are developing skills in reading, writing, vocabulary, and oral communication.

Teachers across grades integrate phonics, guided reading, novel studies, structured writing programs, and creative expression to support student growth. The positive trajectory in our literacy data this year reflects the depth and intentionality of these practices.

### **Numeracy**

Numeracy instruction is embedded into daily classroom routines and is frequently connected to real-world applications through subject areas such as Science, ADST, and Outdoor Education. Teachers use small-group instruction and targeted supports to help students build foundational understanding and apply mathematical thinking in meaningful contexts. This year, many staff have expressed interest in developing a new school goal focused on numeracy, inspired by the encouraging results we've seen from our focused work in literacy. This shared interest signals momentum toward deeper collaboration, assessment practices, and common strategies in mathematics instruction.

### **Well-Being and Belonging**

To support physical and mental well-being, teachers integrate a variety of Social Emotional Learning (SEL) programs and daily practices—such as morning check-ins, class meetings, mindfulness breaks, and explicit instruction around emotion regulation and empathy. When additional support is needed, students access wraparound services from our Youth and Family Worker, Indigenous Education Enhancement Worker, and Area Counsellor.

Creating a safe, inclusive, and welcoming school environment is an ongoing commitment. We continue to prioritize classroom strategies, student leadership roles, and community partnerships that strengthen students' connection to school, increase their confidence, and help every learner feel seen and supported.

### **Improve equity**

At Lord Roberts, equity means ensuring that all students, regardless of background, ability, or circumstance, have the support they need to succeed. We provide targeted supports through differentiated instruction, resource teacher support, and inclusive assessment practices.

We allocate resources equitably and strategically, ensuring access to learning materials, enrichment opportunities, field trips, and extracurricular activities. Staff use culturally responsive teaching to reflect student identities and build inclusive classrooms.

We continue to engage in professional learning focused on equity, diversity, and inclusion, and uphold our School Code of Conduct, which addresses all forms of racism and discrimination. Creating a safe, respectful, and equitable learning environment remains a core commitment.

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

At Lord Roberts, the First Peoples Principles of Learning continue to guide our teaching and our reconciliation journey. Staff incorporate Indigenous perspectives across subject areas and participate in ongoing professional learning to deepen their understanding.

This year, students explored Indigenous connections to land, language, and tradition through activities such as:



- **Land-based learning**, outdoor exploration, and visits to sites like Beaver Lake in Stanley Park
- **Workshops with Indigenous educators**, including learning about local plants, animals, and healing traditions
- **Art and storytelling**, including Coast Salish design, Inuit printmaking, and oral storytelling to convey history and values
- **Literature and reflection**, using Indigenous-authored read-alouds and texts to spark dialogue about identity, resilience, and the legacy of residential schools
- **Cross-curricular connections**, including units on the importance of cedar, Indigenous star stories, medicine wheels in SEL, and the role of treaties and colonial policies in Social Studies

Our Indigenous Education Enhancement Worker supports both students and staff, helping to integrate Indigenous knowledge respectfully and meaningfully throughout the school. Through song, circle, language, and story, we continue to foster a learning environment where Indigenous perspectives are honoured and reconciliation is a lived commitment, not a single event.

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

We monitor progress through ongoing reflection and dialogue with staff, students, families, and community partners. We use a range of data sources, including literacy and benchmark assessments, Student Learning Surveys, Middle Years Development Index and input from our Curriculum Enhancement Teachers to guide the next steps. Written Learning Update (report card) data, conferences, and alignment with the VSB Education Plan help us track growth, adjust strategies as necessary and ensure we're moving in the right direction to improve student success and well-being.