



2025-2026

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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwataʔ (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.

Elsie Roy Elementary supports inclusionary practices; we follow a tiered RTI (Response to Intervention) model and implement Levelled Literacy Interventions that support learners in the primary grades. This year, we introduced UFLI across all Kindergarten classes and within the Primary Resource Team. We are committed to using technology to enhance student learning and are equipped with laptop and iPad carts. Our Library 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 school year, the following extracurricular activities are offered: Social Justice Alliance, Student Council, Choir, Volleyball, Basketball, Chess and Games, Lego, Gardening, Challenge Club, Newspaper Club, Lego Club, Track and Field, Badminton, Math Club, Pickleball, Library Monitors, Crossing Guard and Ski Club. Our Daily Announcements and monthly 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 (for students and staff) 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 theme 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 4 students (and 1 staff member) 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 - 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	2025/2026 Term 2 K-Gr. 7 Proficient or Extending
Math (Numera cy)	70%	70%	70.6%	78.9%
Language Arts (Literacy)	60%	55%	64.3%	62.16%

*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 2026 Written Learning Updates, 100% of Indigenous learners demonstrate proficiency in concepts and competencies relevant to expected learning in English Language Arts. Comparatively, 100% of Indigenous learners demonstrate 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	2025/2026 Gr. 4 On Track or Extending	2023/2024 Gr. 7 On Track or Extending	2024/2025 Gr. 7 On Track or Extending	2025/2026 Gr. 7 On Track or Extending
Numera cy	69.8%	86.1%	73.02%	70.6%	70.6%	62.22%
Literacy	62.3%	80.6%	77.28%	68.6%	80.4%	64.44%

Student Learning and Achievement – The Foundation Skills Assessment data shows overall positive progress, with some fluctuations over the three year period. In Grade 4, both numeracy and literacy saw a strong improvement in 2024/2025, increasing significantly from 2023/2024, and remained at

relatively high levels in 2025/2026 despite a slight decline. Grade 7 numeracy remained steady in the first two years before decreasing in 2025/2026. Similarly, Grade 7 literacy improved notably in 2024/2025 but declined in the most recent year, indicating a continued need to focus on sustaining gains, particularly at the intermediate level. It’s important to note that this year, almost all students participated in the FSA. With increased participation, the results are now more representative of the full school population rather than a smaller subset of students, which should be considered when interpreting overall trends.

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

Adults Who Care -

The 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	2025/26
Grade 4	57%	70%	60%	76%
Grade 7	54%	37%	50%	73%

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

Adults at School Who Care (Positive Response)	2022/23	2023/24	2024/25	2025/26
Grade 4	N/A	N/A	100%	98.5%
Grade 7	N/A	N/A	92%	98%
Full School (Kinder. – Gr. 7)	N/A	N/A	98.7%	98.6%

The data shows encouraging growth over time in students’ perceptions that adults at school care about them, particularly in the most recent year. While responses for both Grade 4 and Grade 7 fluctuated between 2022/23 and 2024/25, there is a notable increase in 2025/26, with Grade 4 rising to 76% and Grade 7 to 73%. This upward trend suggests that recent efforts to strengthen relationships, visibility, and support from staff may be having a positive impact on student experience.

The school-initiated survey results further reinforce this positive picture, with exceptionally high levels of agreement across grades. In 2024/25 and 2025/26, over 98% of students school-wide reported that adults at school care about them, with similarly strong results in both Grade 4 and Grade 7. The

consistency and strength of these results indicate a strong culture of care and connection within the school community, highlighting relationships as a significant strength to continue building on.

Belonging/Welcome -

The 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	2025/26
Grade 4	65%	79%	69%	84%
Grade 7	60%	61%	58%	83%
I feel welcome at school (Positive Response)				
Grade 4	86%	83%	84%	91%
Grade 7	72%	80%	71%	89%

MDI Data provided the following feedback:

	2022/23	2023/24	2024-2025	2025/26
1 or more important adults at school	55%	N/A	68%	46%
At my school, there is an adult who believes I will be a success	93%	N/A	93%	78%
I feel like I'm important at this school	61%	N/A	81%	64%
People care about each other in this school	59%	N/A	71%	64%

In a December 2025 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. Many students indicated that staff are already doing many things to ensure that students feel connected to the community.

Student Wellness, Connection, and Belonging - The above survey data from 2025 highlights mixed perceptions of connection and belonging, particularly among Grade 6 & 7 students. While Ministry and MDI survey results show variability, a school-initiated survey in December 2025 revealed overwhelmingly positive responses, with nearly all students reporting that adults at school care about them. Past MDI data further supports this, showing growth in students feeling valued, supported, and connected to the school community.

While there are 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. We will not only work to build connection and belonging but also work to better understand the discrepancies in student responses across the Student Learning Survey, MDI and School-based, School Initiated Survey.

Reconciliation Student Learning Survey Data

Elsie Roy’s 2025-2026 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.

2025-2026 Student Learning Survey (Gr. 4 & 7)	Sometimes	Most or All of the Time
At school, are you learning about Indigenous Peoples?	45.5%	40%
At school, are you learning about local First Nations?	41%	29%
At school, do you participate in any Indigenous celebrations or activities?	34%	6.5%

- A school-wide survey conducted in December 2025 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	
	2024	2025	2024	2025
Primary	78%	85%	44%	77%
Intermediate	86%	82%	65%	69%

School-wide survey data shows growth in students' understanding of Indigenous Peoples and a significant increase in their ability to make personal connections to this learning, particularly at the Primary level. Primary students demonstrated improved knowledge of Indigenous facts and concepts and a substantial increase in connecting learning to their own lives. While Intermediate students continue to demonstrate strong understanding, a slight decrease in factual identification highlights the need to maintain conceptual depth alongside relational learning. It's important to note that during in-person administration of the survey, it was noted that some Intermediate students were less willing to take a risk or get something wrong, often responding with "I don't know," while Primary students were more likely to attempt a response based on partial understanding. Moving forward, we will continue to focus on strengthening explicit instructional practices that balance knowledge-building with meaningful, place-based, and personal connections across all grade levels.

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 programming and intervention – UFLI (University of Florida Literacy Institute – a comprehensive, explicit, and systematic phonics program designed to teach young children the foundational reading and spelling skills required for literacy)
- 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
- Staff Lunch and Learns, Professional Development and Collaborative Opportunities that focus on literacy instruction and assessment

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
- Staff Lunch and Learns, Professional Development and Collaborative Opportunities that focus on numeracy instruction and assessment

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, 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 learning.
- 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.

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 xʷməθkʷəy̓əm (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, and 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.

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 and numeracy 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 xʷməθkʷəy̓əm (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.