



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we acknowledge that we are learning and unlearning on the ancestral, unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and səlilwətaʔ (Tsleil-Waututh) Nations.

Lord Nelson Elementary School is a K-7 school with a population of approximately 460 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 at home including English, Mandarin, Cantonese, Arabic, Igbo, Dari, Farsi, Hebrew, Japanese, Nepali, Spanish, Tagalog, Vietnamese and others. Of our population, 14% 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 families and students here.

Generally, the strengths of our school continues to be home-school relationships, and our ability to meet the needs of diverse learners. We provide opportunities and programs that enrich student learning. Valuing diversity, equity, and inclusion is central to everything that happens in the Lord Nelson Elementary community. The teaching and support staff at Lord Nelson are actively engaged in learning with 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, social justice issues, and topics connected to diversity, equity and inclusion. 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

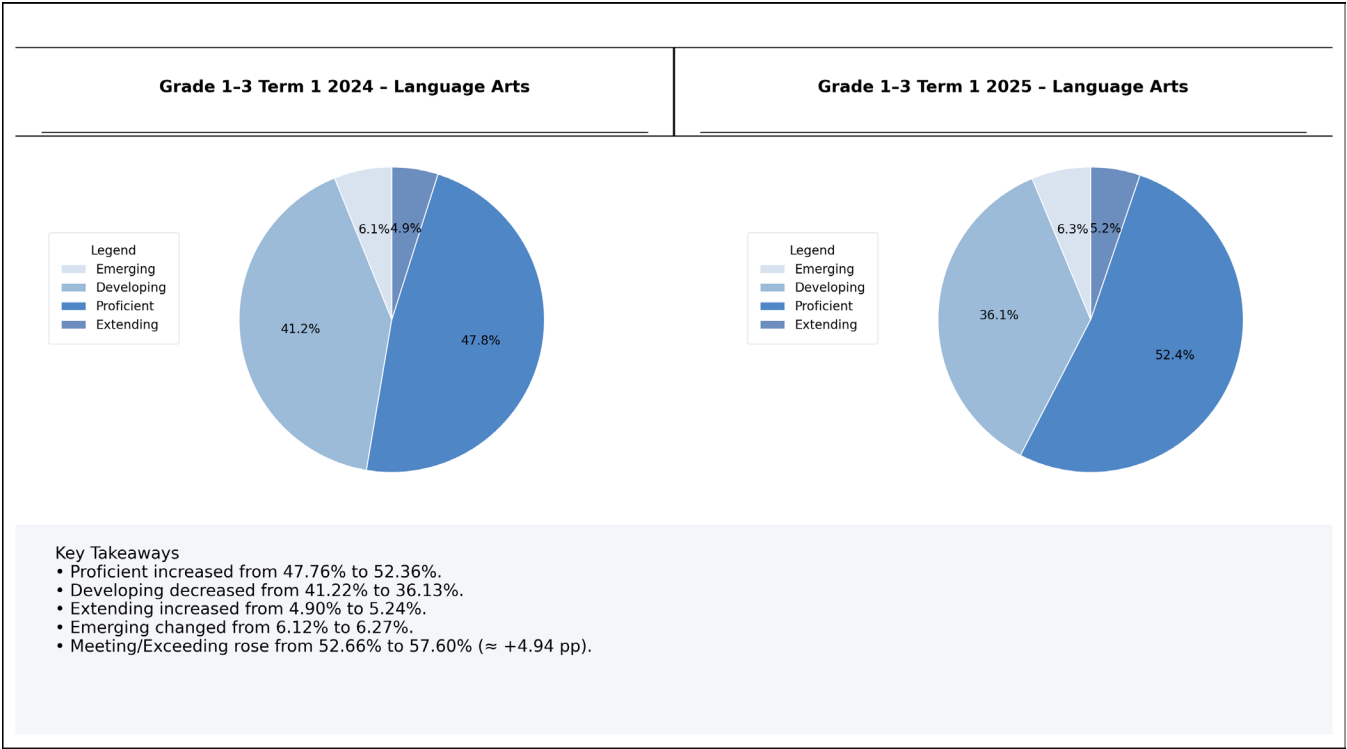
together to develop programs and support students. This is done through inquiry learning and exploration. Nelson students are thriving in the areas of athletics, music/fine arts, and are provided with many project-based learning opportunities. These opportunities allow students to further develop their creativity and critical thinking skills, while fostering a sense of entrepreneurship and innovation as they work through projects.

We offer many extracurricular opportunities at Nelson including afterschool sports programs and Applied Design Skills Technology (ADST). Sports teams and programs include Cross Country, Basketball, Volleyball, Track and Field, and Kilometer Club, where students have opportunities to excel in physical fitness and grow in confidence. Students eagerly participate in many school leadership opportunities such as School Patrol, Primary Lunch Monitors, Student Council, Student Announcers, Office Monitors, and Assembly Leaders. The Fine Arts program provides opportunities for Nelson students to showcase their talents and creativity through an annual winter concert and year end talent show. Partnerships with outside organizations and fine arts specialists expand the depth to which Nelson students gain opportunities to participate in a variety of activities. Students are immersed in the visual arts, music, drama, and dance, and this is showcased in our monthly newsletter as a celebration of learning.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

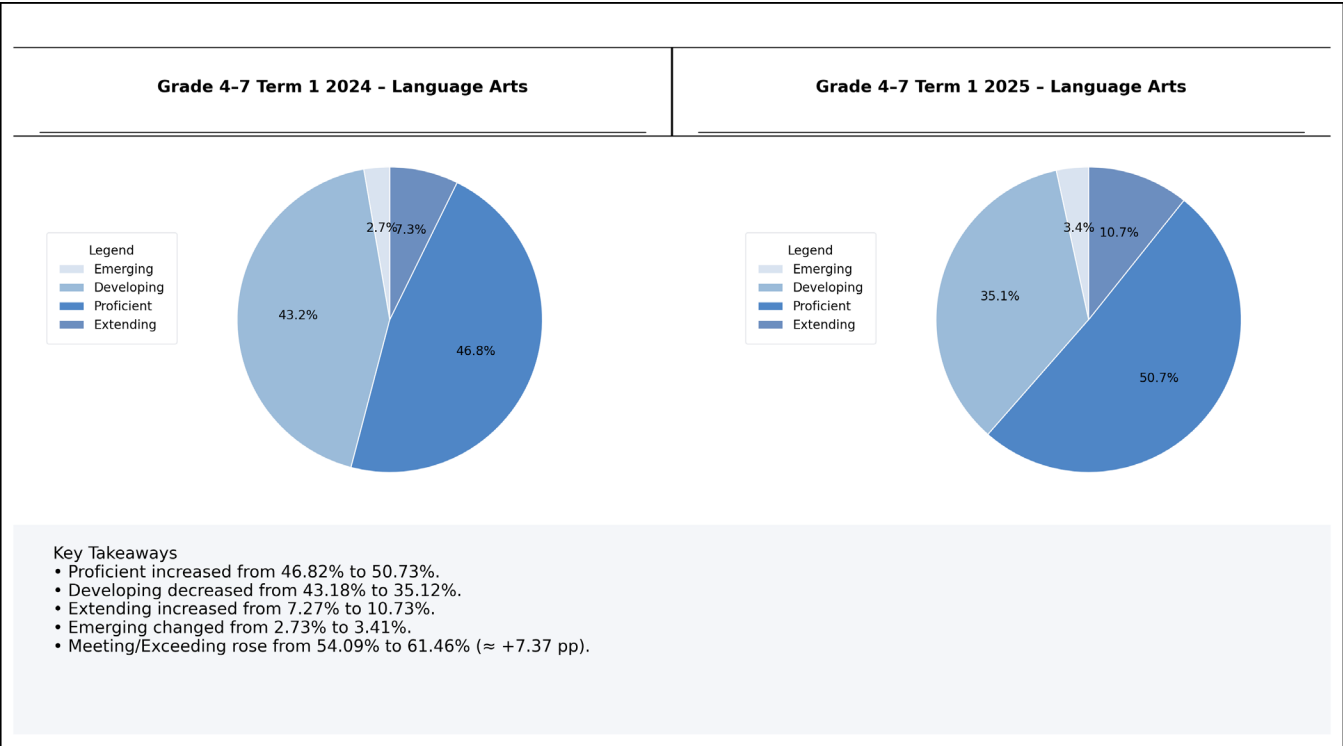
Literacy

Student achievement in Literacy showed measurable improvement from Term 1 (2024) to Term 1 (2025).



Grade 1–3 Literacy

- The proportion of students in the Proficient and Extending levels increased from 52.7% to 57.6%.
- Students in the Developing category increased due to movement out of Emerging, while the combined Emerging + Developing group decreased from 47.3% to 42.4%, reflecting upward movement into higher achievement levels.
- Overall, students meeting or exceeding expectations rose by 4.94%.



Grade 4–7 Literacy

- The proportion of students in the Proficient and Extending levels increased from 54.09% to 61.47%.
- The Emerging category changed by less than 1%, while the Developing category decreased by 8%, indicating movement into higher performance levels.
- Overall, students meeting or exceeding expectations increased by 7.38%.

Overall Interpretation

Across Grades 1–7, literacy performance strengthened over the year, with clear evidence of students progressing out of the lower performance categories and into the Proficient and Extending levels. These trends suggest that current instructional approaches and interventions are effectively supporting literacy growth across early and intermediate grades. Moving forward, we plan to compare Term 1 and Term 3 data to track progress within the same school year.

Equity

Based upon grade 4 and 7 student responses from the 2025-26 Student Learning Survey, respondents indicate that over 91% of Nelson students feel a sense of belonging at school and over 93% 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. We have put in place a number of environmental accommodations in place to support students during unstructured time so that they can be successful at school throughout the day. These include quiet spaces, sensory rooms, and alternate lunch options.

Reconciliation

Grade 4 and 7 student responses from the 2025-26 Student Learning Survey indicate that over 50% 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 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. Nelson staff have also prioritized our own learning by engaging in ongoing professional development and hands on learning opportunities connected to Reconciliation.

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 Pla, Nelson staff place strong emphasis on improving student learning, engagement, and achievement in literacy. This includes critically reflecting on our own practice, collaborating, and implementing learning from District Professional Development. Staff use effective assessment tools including Developmental Reading Assessment (DRA), Benchmark Assessment System (BAS), 3 Step Write, Curriculum-Based Measurement (Easy CBM), UFLI Foundations, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS), to help guide student instruction and improve achievement in reading, writing, and oral language skills. Collaboration and dialogue across grades is vital to understanding the foundation of literacy skills that students gain as they progress through each grade.

We are working collaboratively with the District literacy team to refine our assessment tools, and to increase our understanding about best practices in teaching reading and writing. We are working to build consistency around assessment in K through 7. We are working to create a common understanding for target areas in reading and writing by grade. We are meeting the needs of individual students, and refining our own practice, through ongoing collaboration with the resource teacher team, and scheduling supports.

In 2025, 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. Nelson staff have targeted several key focus areas in literacy: writing support, building phonemic awareness into a balanced literacy program, enhancing student engagement in writing, and supporting struggling readers and writers across all grades. This work continues across the grades. In addition, all primary classes have been trained to administer and analyze literacy data using The Dynamic Indicator for Basic Early Literacy Skills (DIBELS) – a Literacy Screener. School wide implementation began in Kindergarten this year, with expanded use by grades 1 to 3 in the fall of 2026.

Improve equity

Equity of access and equity of opportunity continue to be foundational 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 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 continue to invest significant professional development to find ways to better support students through an inclusion lens. This includes learning more about our school environment, and finding ways to adapt teaching to equitably support the learning, behaviour, and social emotional needs of all students. Staff critically reflect on their teaching practice on an on-going basis. We continue to work collaboratively with Dr. Shelley Moore, an inclusive education specialist, and look forward to our next session with her in September.

A significant focus on creating a school environment that meets the needs of all students now takes place among our school staff with the revisioning of how unstructured time is organized. Students are given outdoor and indoor lunch options to eat. Measures are implemented to calm lunch environments, and quiet spaces have been created in the school which are now accessible to students. The school has a fully developed sensory room, with support staff fully trained to use equipment to support student sensory needs through a combination of high and low intensity activities. Finally, several classes are immersed in an art pilot project using art mediums as learning and regulatory outlets and tools. This has taken place over the course of five weeks with a combination of intermediate and primary classes participating, culminating in a variety of thoughtful art showpieces displayed around the school.

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

Indigenous education is imbedded in day-to-day instruction, with great staff and student engagement. We have established partnerships with Frog Hollow and their National Indigenous Day celebration and have welcomed several Indigenous educators and leaders to share their knowledge and teachings with our school community. This commitment and further expansion will continue with meaningful

experiential learning opportunities through drumming, dancing, weaving projects, singing, and outdoor field studies. The school, PAC, and parent community, share the same intentions, and are active in their participation and support of furthering Indigenous Education at Lord Nelson. We are leading the journey toward a more meaningful, student-centered focus on Reconciliation.

The introduction and high participation of our Indigenous garden present many valuable teaching and learning opportunities for students and staff. We have also been fortunate to bring in several outside organizations to engage in performance, storytelling, and hands-on activities with students and staff. This past Fall, our school had the privilege of welcoming world champion hoop dancer Dallas Arcand to Nelson to share his knowledge and showcase his talents. Students and staff were thrilled and look forward to a continued partnership with Dallas next year when his teachings are presented through grade specific workshops and hands-on activities.

Our school continues to dialogue with our district staff about upcoming opportunities for student learning. In the spirit of Reconciliation, Nelson staff have made a commitment to continue to unlearn and relearn Indigenous Education in an authentic way. In addition to participation in the district wide Indigenous Focus Day, we dedicated January 12th as an important day of learning during a visit and workshop at Musqueam. This work will help shape new learning opportunities for our students at Nelson that are authentic and hands on.

HOW WILL WE KNOW WE'RE ON TRACK?

Collaborative learning opportunities for teachers and support staff remain a priority at Lord Nelson. We have three defined working groups (K / Gr 1-3 / Gr 4-7) with their own specific literacy focus areas. Our entire support staff continues to work with District Learning Services to gain a deeper understanding of how to better meet the sensory and diverse needs of neurodiverse students. This involves in-house training and professional development on the proper use of our sensory room, and the activities that take place in this space. There have also been significant environmental changes within the school to better accommodate all students. To build teacher capacity in supporting self-regulation and learner development, district staff are invited into classrooms to model responsive strategies and approaches that meet students where they are at.

In Kindergarten, we have full literacy screening implementation, and teacher analysis of the data is helping shape instructional practices for better outcomes of student learning. Student progress indicates that current instructional approaches are having a positive impact, although this growth has not yet resulted in movement across performance categories. Heggerty is proving to be an effective program to support literacy. Ongoing instruction will prioritize the development of foundational literacy skills, including letter naming fluency through repeated, rapid exposure (e.g., flashcards), as well as strengthening students' understanding of letter names and corresponding sounds. Instruction will also focus on segmenting and blending through targeted, intensive, and consistent daily practice. Consideration will be given to ensuring that assessment practices are more inclusive and accurately reflect student learning.

Literacy data from the written learning updates will continue to be tracked and analyzed by school staff. We will also be expanding the use of a literacy screener across all primary grades, 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.