



2025-2026 School Learning Plan

SCHOOL STORY

Lord Roberts Elementary School is located in Vancouver's West End and remains one of the largest elementary schools in the city. This year, we serve approximately **570 Lord Roberts students**. Due to delayed construction at Seaside Elementary, we are also welcoming approximately **100 Seaside students**, bringing our total working enrolment to roughly **670 students** within our existing building.

This temporary increase in sharing our school has required careful coordination of space, supervision, and scheduling. Staff have worked collaboratively to ensure that all students feel welcomed, included, and connected in what is a vibrant and high energy learning environment.

Our diverse student population reflects the multicultural character of our community:

- Approximately **5% of students identify as Indigenous**
- Approximately **30% of students are English Language Learners**, with more than 40 languages spoken at home
- Students come from approximately 40 countries, including significant populations from Ukraine, Russia, Iran, and other regions in the Middle East and Asia

Many families in our school community rely on enhanced supports. Approximately 25% of students participate in the hot lunch program, and approximately 10% of students are designated as having disabilities or diverse abilities. A significant number of students access resource and learning support services. As an enhanced services school serving families across a wide socio economic spectrum, we respond to varied academic, social emotional, settlement, and food security needs.

Our prime location allows teachers to extend learning beyond the classroom through regular walking field trips to Stanley Park, Lost Lagoon, and Second Beach. Students also access local cultural and educational institutions such as 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. These experiences strengthen place based learning and deepen students' connection to community.

We foster meaningful leadership opportunities for students in Grades 4–7, encouraging them to take on roles that contribute to a safe, inclusive, and welcoming school culture, including:

- Morning Announcement Monitors
- Playground Helpers
- Spirit Club
- Green Team
- Pride Club
- I Can Do It Craft Club
- Assembly Leaders

Through these roles, students develop voice, responsibility, and a strong sense of belonging. Students also participate in a range of extracurricular activities including basketball, volleyball, badminton, and track and field.

Lord Roberts is home to one of the largest school gardens in British Columbia, providing rich, hands-on learning through our Edible Education program. Students develop food literacy skills by growing, harvesting, preparing, and sharing food, while building environmental awareness and healthy eating habits.

In partnership with Growing Chefs and Fresh Roots, our LunchLAB program provides nutritious meals to approximately 200 students each week. This initiative aligns with the VSB Food Framework's vision that every student has access to nourishing food at school and develops the skills to choose, grow, prepare, and share food. LunchLAB and Edible Education continue to attract interest from educators and community leaders across the province.

Beyond our classroom teachers, our school is supported by 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, including yoga, theatre, Super Science Club, Art and Play, and Moresports.

Our Parent Advisory Committee remains actively involved in supporting school initiatives and strengthening community connections. In collaboration with staff, PAC initiated the renaming process of Lord Roberts Elementary, which is currently underway. PAC also organizes a calendar of fundraising events, with the annual Funfest serving as a signature community event each June.

We value our partnerships with local organizations. At our Welcome to Kindergarten event and throughout the year, we collaborate with Vancouver Coastal Health, Joe Fortes Public Library, West End and Coal Harbour Community Centres, Gordon Neighbourhood House, and the YMCA. We also work closely with King George Secondary to support students as they transition to high school.

At Lord Roberts, we are proud of our dynamic, inclusive, and community-connected learning environment. While we celebrate our strengths, we remain focused on continued growth, including:

- Strengthening inclusive practices to support diverse learners
- Enhancing support for English Language Learners
- Expanding equitable access to food security and family resources
- Maintaining a cohesive and inclusive school culture within a high-density learning environment

With dedicated staff, engaged families, and strong community partnerships, we remain committed to ensuring that every student experiences a strong sense of belonging and is supported to thrive academically, socially, and emotionally.

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 gather daily in the shared community space of the Roberts playground, contributing to a strong sense of connection within the West End.

While some families have long-standing ties to the neighbourhood, many of our students are newcomers to Canada, including recent immigrants and refugees. This diversity enriches our school community while also requiring intentional support for language development, transitions to a new school system, and social-emotional well-being.

Literacy

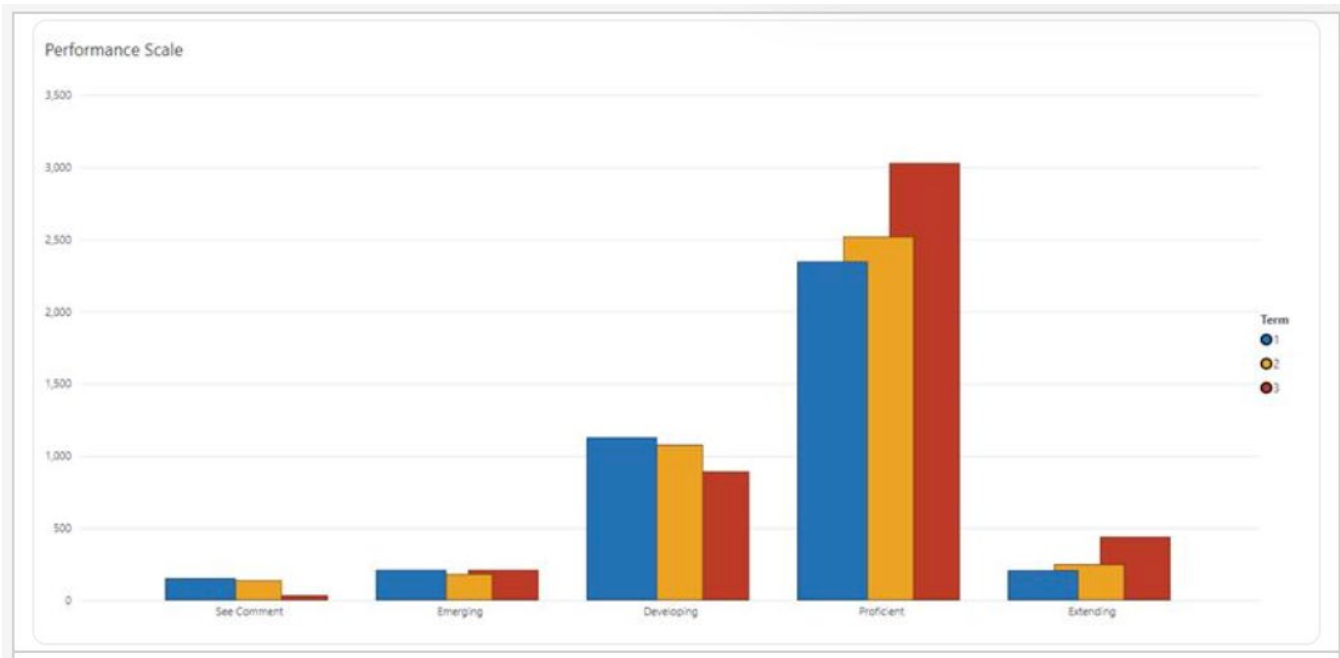
Our students bring a wide range of strengths to literacy learning. Many are enthusiastic readers and writers who demonstrate creativity, curiosity, and strong oral language skills. Students draw on diverse cultural, linguistic, and lived experiences to make meaning from texts and to communicate their ideas. A significant number of students speak languages other than English at home, contributing valuable multilingual perspectives to our learning community.

School-based assessment data, classroom observations, report card data, and DIBELS screening indicate that many students are meeting or exceeding grade-level expectations in literacy. At the same time, the evidence identifies a group of learners who continue to require support with foundational literacy skills, including decoding, fluency, vocabulary development, comprehension, and written expression.

Our data also shows that English Language Learners, students with diverse learning needs, and some students who are new to Canada may require additional support to access grade-level literacy outcomes. While literacy achievement varies across grade levels and learner groups, growth in English Language Arts proficiency from Term 1 to Term 3 demonstrates that many students are making meaningful progress over time.

Student voice indicates that learners value opportunities to read, write, discuss ideas, and express themselves in authentic ways. As a school community, we continue to monitor literacy achievement

and growth to better understand learner needs and ensure that all students develop the skills and confidence necessary for future success.



This graph illustrates student growth in English Language Arts proficiency from the first term to the third term of the 2025–26 school year across grades K–7.

Belonging

Student voice data indicates that many learners experience a strong sense of belonging and connection within the Lord Roberts community. Students value friendships, positive relationships with adults, and opportunities to participate in the academic, social, and extracurricular life of the school. Many students report feeling welcomed, supported, and important members of the school community.

In the spring of 2026, 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:

- 33% of students reported feeling like they belong at school *“Always and Most of the Time”*
- 12% percent of students reported that they never feel they belong at school.

Grade 7 Student Learning Survey:

- 65% of students reported feeling like they belong at school *“Always and Most of the Time”*
- Zero percent of students reported that they never feel they belong at school.

Grade 6 Middle Years Development Instrument (MDI):

In response to the question *"I feel like I am important to this school."*:

- 47% of students felt "very important"
- 38% of students felt "important"
- 15% of students felt "somewhat important"

Results from the 2026 Student Learning Survey and Middle Years Development Instrument (MDI) provide important insight into students' experiences of belonging. In Grade 7, 65% of students reported feeling like they belong at school "Always" or "Most of the Time," while no students reported that they never feel they belong. Grade 6 MDI data showed that all students surveyed felt at least somewhat important to the school, with 85% reporting that they felt important or very important.

At the same time, the evidence highlights opportunities for growth. In Grade 4, 33% of students reported feeling like they belong at school "Always" or "Most of the Time," while 12% reported that they never feel they belong at school. These results suggest that some younger learners do not yet consistently experience a strong sense of connection and belonging within the school community.

Our student population includes learners from diverse cultural, linguistic, and educational backgrounds, including newcomers to Canada, English Language Learners, Indigenous students, and students with diverse learning needs. Student voice, survey data, and school-based observations indicate that fostering a strong sense of belonging remains an important factor in supporting student well-being, engagement, and success. The evidence suggests that while many students feel connected to school, continued attention to belonging, inclusion, and meaningful relationships will help ensure that every learner feels seen, valued, and connected to the Lord Roberts community.

Reconciliation

Our students are developing their understanding of Indigenous histories, cultures, perspectives, and contributions through learning experiences across the curriculum. Student voice and survey data provide insight into how learners perceive this learning and help us identify opportunities for continued growth.

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"
- 12% of students indicated that they are learning about Indigenous Peoples "Most of the Time"
- 15% 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)?

- 42% 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”

These results suggest that students are engaging with Indigenous content and perspectives throughout their school experience. At the same time, the data indicates that many students may not yet recognize Indigenous learning as a consistent and integrated part of their educational journey. This presents an opportunity to deepen students' awareness of Indigenous ways of knowing, histories, cultures, and contemporary experiences across subject areas and throughout the school year.

Lord Roberts includes Indigenous learners as well as students from many cultural and linguistic backgrounds. Building understanding, respect, and meaningful connections with Indigenous perspectives supports all learners in developing a greater sense of place, identity, and responsibility within the broader community. Student survey data will continue to inform our understanding of how learners experience Indigenous education and where further growth may be needed.

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

Literacy

Literacy development continues to be a central focus at Lord Roberts. Building on the strong foundation established in previous years, we are refining our instructional practices to better meet the needs of our diverse learners. Daily classroom instruction is supported through small-group and targeted interventions, with a particular emphasis on early reading development and responsive support for students who require additional assistance.

A key area of ongoing development is our work with early literacy screening. We are currently implementing Kindergarten screener protocols and using this data to inform instructional practice and track student progress over time. We are excited to extend this work more formally into Grade 1 next year, which will further strengthen our early intervention and continuity of support.

In the intermediate grades, DIBELS assessments have already been used to identify students most at risk and to guide targeted, small-group intervention. This has allowed staff to respond more precisely to student needs, particularly in the areas of decoding, fluency, and comprehension.

Professional learning has also played an important role in strengthening literacy instruction this year. Staff have engaged in several Pro-D opportunities focused on Story Workshop and book-making, with many teachers actively implementing these approaches in their classrooms. These practices are

increasing student engagement, supporting creativity, and allowing students to demonstrate their learning in more diverse and meaningful ways.

Our Curriculum Enhancement teacher continues to play a key role in building staff capacity by supporting the implementation of these literacy approaches across classrooms. This collaborative model is strengthening instructional practice, increasing consistency, and fostering a greater love of literacy among students while expanding opportunities for authentic reading and writing experiences.

Together, these approaches support students in developing the skills, confidence, and identity of capable readers and writers, while also strengthening staff capacity through ongoing collaboration and shared practice.

Numeracy

Developing a more cohesive and intentional approach to numeracy instruction is an emerging focus for our school community. Building on staff interest and growing momentum, we are beginning to align our practices to better support student understanding and confidence in mathematics.

A key area of focus this year has been building excitement and engagement around mathematics by helping students see how math connects to fun, meaningful, real-world experiences. To support this, we hosted a school-wide Math Festival in the gym for all grades. Students participated in a range of games and hands-on activities, which were led by Grade 6 student leaders who took on the role of teaching and guiding their peers. This experience strengthened leadership skills, deepened conceptual understanding for the student facilitators, and built confidence. It also created a strong sense of enthusiasm and engagement with math across the school.

We have built on this momentum by creating a set of “mini Math Festival” activity boxes that teachers can sign out and use in classrooms to support the introduction and consolidation of new concepts. These hands-on resources are helping to extend the playful, exploratory nature of the festival into daily classroom practice.

We are also beginning a pilot project focused on the use of cross-grade numeracy assessment tools. The purpose of this work is to better understand where students are in their mathematical thinking, identify next steps for instruction, and ensure that foundational concepts are securely in place before moving on to more complex skills and applications.

Teachers continue to embed numeracy into daily classroom routines and connect mathematical thinking to real-world contexts through subject areas such as Science, ADST, and Outdoor Education. Small-group instruction and flexible grouping are used to support students at different stages of understanding, with a focus on building foundational skills alongside problem-solving and reasoning.

As a staff, we are beginning to engage in collaborative conversations around assessment, instructional strategies, and the development of common approaches to numeracy. This work will continue to

evolve as we deepen our understanding of how to best support all learners in developing strong mathematical thinking.

Physical and mental well-being

Supporting students' social-emotional well-being and strengthening their sense of belonging remains a key priority. We continue to provide wraparound supports through our school-based team, including our Youth and Family Worker, Indigenous Education Enhancement Worker, Area Counsellor, and Community Schools Team.

Across classrooms, teachers are implementing consistent social-emotional learning practices such as classroom meetings, daily check-ins, and explicit instruction in emotional regulation, empathy, and relationship skills. Targeted programs, such as Zones of Regulation, Little Spot of Emotions, Second Step and TAPS further support this work.

We are also intentionally building a strong and inclusive school culture through student leadership opportunities, school-wide events, and collaboration with families and the PAC. We have brought in Out in Schools and to work with classes around inclusive language and identity. These experiences help foster connection, identity, and a shared sense of community, particularly within our current high-density learning environment.

Our goal is to ensure that every student feels safe, valued, and connected, and that belonging is experienced consistently across classrooms and throughout the school.

Improve equity

At Lord Roberts, equity remains a guiding principle in our work. We are committed to ensuring that all students have access to the supports, resources, and opportunities they need to succeed, regardless of background, identity, or circumstance.

We continue to provide differentiated instruction and targeted support through classroom practices, resource services, and inclusive assessment approaches. Staff are working to design learning experiences that are flexible and accessible, allowing students to engage with content in different ways and demonstrate their understanding meaningfully.

This year, staff also participated in a series of professional learning sessions focused on Universal Design for Learning (UDL). This learning has supported teachers in strengthening instructional design so that classroom experiences are more accessible, intentional, and meaningful for all learners. The focus has been on ensuring that all students can engage in learning, make progress, and experience success.

We also prioritize equitable access to school programs, including food supports, extracurricular opportunities, and field experiences. As a complex and diverse school, we remain responsive to the varied and evolving needs of our community, including those related to food security, settlement, and social-emotional well-being.

Ongoing professional learning in equity, diversity, and inclusion supports staff in building culturally responsive classrooms that reflect and honour the identities and experiences of our students. Creating a safe, inclusive, and equitable learning environment continues to be a shared responsibility across our school community.

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

Reconciliation

We remain committed to continuing our journey of reconciliation through ongoing learning, reflection, and action. Staff continue to integrate Indigenous perspectives across subject areas, guided by the First Peoples Principles of Learning and supported by our Indigenous Education Enhancement Worker.

Classroom learning is complemented by school-wide experiences that deepen understanding and connection. Opportunities such as learning from community members, engaging with Indigenous stories and perspectives, and exploring connections to land and place support students in developing respect and awareness.

This year, the presence of the hand drums in our school and the leadership of Indigenous voices within our community have created meaningful opportunities for learning and dialogue. These experiences, alongside ongoing classroom practices, help to foster a deeper and more authentic understanding of Indigenous histories, cultures, and ways of knowing.

As a school community, we recognize that this work is ongoing. We are committed to continuing to build knowledge, strengthen relationships, and ensure that reconciliation is reflected in both our teaching practices and our school culture.

HOW WILL WE KNOW WE'RE ON TRACK?

We monitor progress through ongoing reflection and dialogue with students, staff, families, and community partners. We use a range of data sources, including literacy assessments, Student Learning Surveys, the Middle Years Development Instrument (MDI), Written Learning Updates, and input from our teachers and staff to inform our next steps. We also pay close attention to qualitative feedback from students, families, and staff about their experiences within the school community, including their sense of belonging, connection, and overall school climate. Together, these sources of evidence help us track growth, identify areas for improvement, adjust strategies as needed, and ensure our work remains aligned with the VSB Education Plan and our goals for student success and well-being.