



2025-2026 School Learning Plan

SCHOOL STORY

With gratitude and respect, we acknowledge that Walter Moberly Elementary is located on the unceded, ancestral territories of the xuməθkuməyām (Musqueam), Skwxwú7mesh (Squamish), and saləlwətaʔ (Tsleil-Waututh) Nations. We are honoured to teach, learn, and grow on this land.

Moberly serves 488 students from 374 families, representing highly diverse cultural and linguistic backgrounds. Over 30 home languages are spoken within our community, with Punjabi and Tagalog being the most prevalent. Our staff of approximately 60 educators and support personnel work collaboratively to ensure all students and families feel welcomed, supported, and valued.

Our school is a vibrant learning community that prioritises inclusion, equity, and belonging. We are proud of our strong sense of community, where students demonstrate curiosity, creativity, and a willingness to collaborate. Through partnerships with families and community organisations, we support the academic, social, and emotional development of every learner.

Moberly shares its building with the District Newcomer Welcome Centre and hosts a StrongStart Centre, further improving our ability to support families and early learners. We also work closely with community partners such as South Vancouver Neighbourhood House, Big Brothers of Greater Vancouver, Moberly Arts and Cultural Center, Arts Umbrella, and Learning Buddies to provide enriched learning opportunities beyond the classroom.

Learning at Moberly extends across a variety of spaces and experiences. Our Library Learning Commons, which includes a Story Workshop, supports the development of oral language, creativity, and narrative skills. Students engage in extracurricular opportunities such as athletics through VEPA and a variety of clubs and activities that foster belonging, leadership, and personal interests.

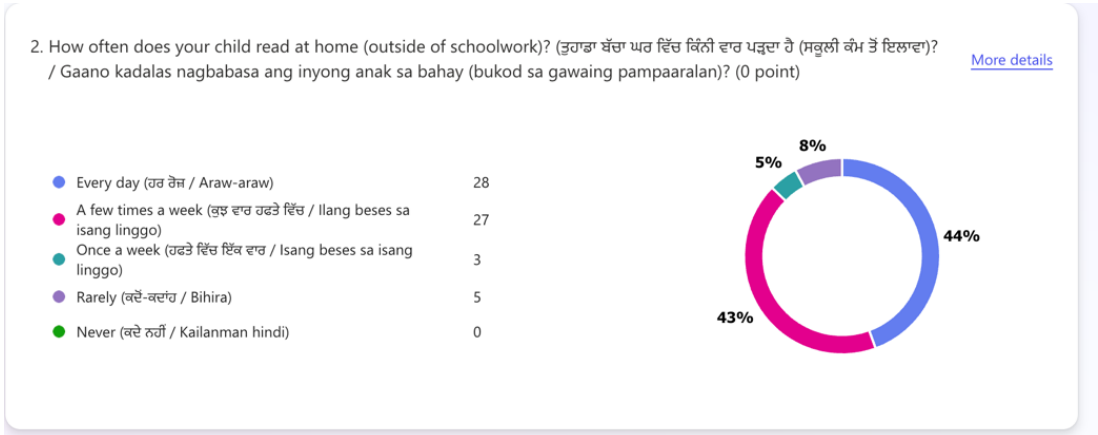
At Moberly, we are committed to creating a caring, respectful, and inclusive environment where every student feels a strong sense of belonging and is supported to achieve their full potential.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The Moberly learning community is diverse, engaged, and brings a wide range of strengths, identities, and needs. Moberly currently serves 488 students from a variety of cultural and linguistic backgrounds. Our school includes 156 English Language Learners, representing approximately 32% of the student population. This linguistic diversity is a significant strength and contributes to a rich and inclusive learning environment. The school also supports a small number of Indigenous students, and we remain committed to ensuring their identities, knowledge, and perspectives are meaningfully reflected in our classrooms and school community.

Students at Moberly demonstrate strengths in collaboration, curiosity, and creativity, and actively contribute to a positive school culture. Family and community engagement continues to be a strong asset. We benefit from a highly engaged Parent Advisory Council (PAC), with regular weekly parent involvement in school initiatives and strong attendance at PAC meetings. This active participation reflects strong relationships between the school and families and supports a welcoming and inclusive environment.

Family voice has also informed our understanding of student learning, particularly in literacy. A parent survey conducted in Spring 2026 provided insight into reading habits and areas where families would like additional support. Results indicate that the majority of students are regularly engaged in reading at home, with 44% of families reporting that their child reads every day, and an additional 43% reporting that their child reads a few times per week.

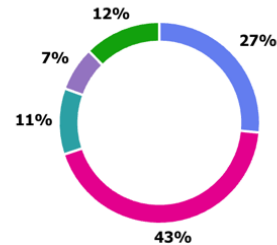


While these results reflect strong reading habits overall, they also highlight an opportunity to further support consistent daily reading routines for all students. When asked how the school could best support their child’s reading development, families most frequently identified reading programs and challenges (43%) and increased access to books in classrooms and the library (27%) as key areas of support.

7. How can the school support your child's reading development? (Pick more than one.)

ਸਕੂਲ ਤੁਹਾਡੇ ਬੱਚੇ ਦੀ ਪੜ੍ਹਨ ਦੀ ਵਿਕਾਸ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਕਿਵੇਂ ਸਮਰਥਨ ਦੇ ਸਕਦਾ ਹੈ? (ਇੱਕ ਤੋਂ ਵੱਧ ਚੁਣੋ) / Paano maaaring suportahan ng paaralan ang pag-unlad ng pagbabasa ng inyong anak? (Pumili ng higit sa isa.) (0 point) [More details](#)

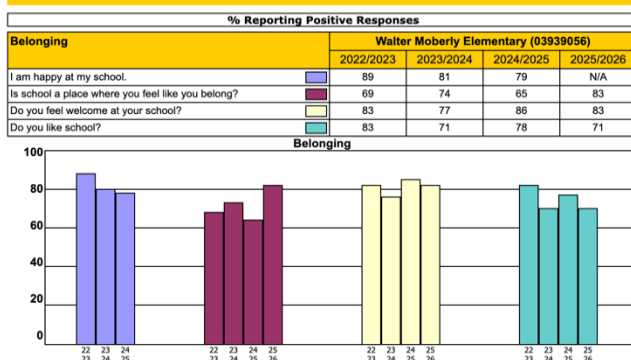
- More books in the classroom/library (ਕਲਾਸਰੂਮ/ਲਾਇਬ੍ਰੇਰੀ ਵਿੱਚ ਹੋਰ ਕਿਤਾਬਾਂ) / (Mas maraming libro sa silid... 30
- Reading programs or challenges (ਪੜ੍ਹਨ ਦੇ ਪ੍ਰੋਗਰਾਮ ਜਾਂ ਚੁਣੌਤੀਆਂ) / (Mga programa o hamon sa pagbabasa) 49
- Workshops for parents on supporting reading at home (ਮਾਪਿਆਂ ਲਈ ਵਰਕਸ਼ਾਪ ਜੋ ਘਰ ਵਿੱਚ ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਤਾ ਕ... 12
- More multilingual book options (ਹੋਰ ਬਹੁ-ਭਾਸ਼ਾਈ ਕਿਤਾਬਾਂ ਦੇ ਵਿਕਲਪ) / (Mas maraming pagpipilian ng mga libron... 8
- Before- or after-school parent/child reading sessions (ਪਹਿਲਾਂ ਜਾਂ ਬਾਅਦ ਸਕੂਲ ਮਾਪੇ-ਬੱਚਾ ਪੜ੍ਹਨ ਸੈਸ਼ਨ) / (Mga sesyon... 14



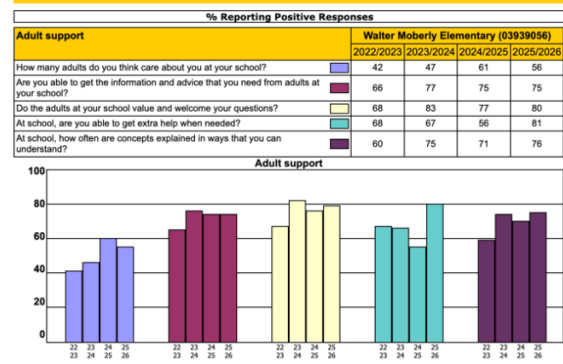
These findings suggest that families value structured opportunities for reading engagement and access to high-quality reading materials, and they help guide school-wide literacy planning.

Student voice further supports our understanding of belonging and connection at school. Results from the 2026 Student Learning Survey indicate that a strong majority of students report positive experiences related to belonging and adult support. For example, 83% of Grade 4 students report feeling welcome at school, and a similar percentage report that school is a place where they feel a sense of belonging. In Grade 7, students report high levels of adult support, including 81% indicating they are able to get help when needed and approximately 75–80% reporting that adults value their questions and provide useful guidance.

GRADE 4 RESULTS (in %, 2022/2023 - 2025/2026)



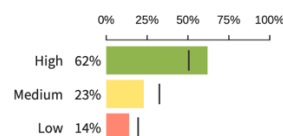
GRADE 7 RESULTS (in %, 2022/2023 - 2025/2026)



These patterns align closely with MDI results and suggest that students generally feel supported, connected, and valued within the school environment. Data from the Middle Years Development Instrument (MDI), an anonymous survey completed by Grade 6 students, similarly indicates that Moberly continues to be a safe, caring, and welcoming school community, with the majority of students reporting a positive sense of school climate and belonging.

SCHOOL CLIMATE

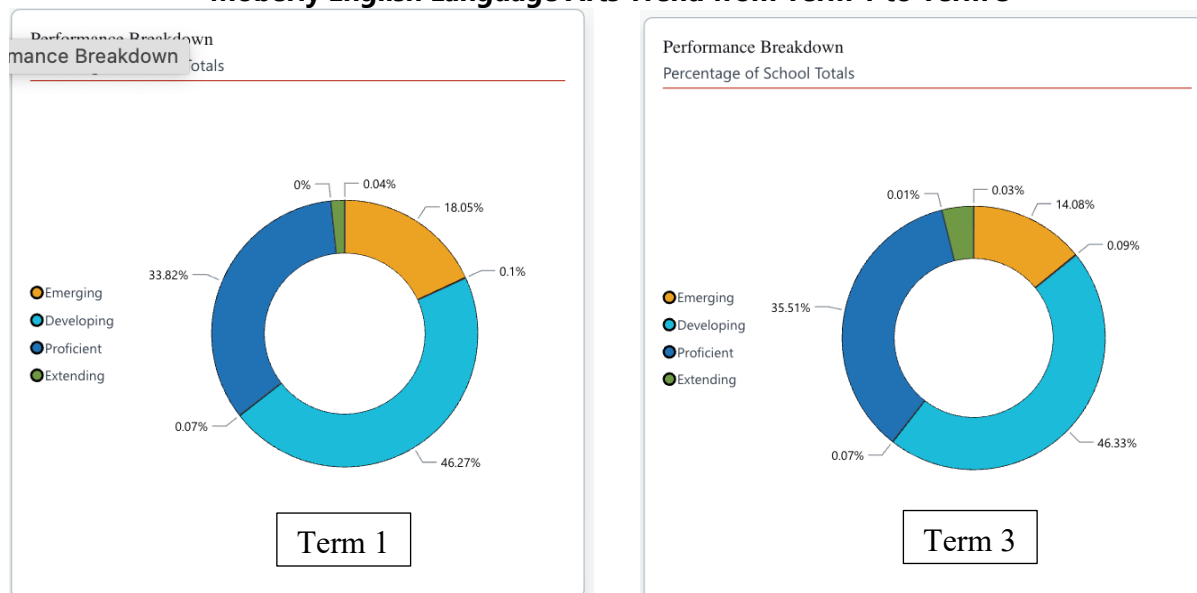
The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



At the same time, both MDI and Student Learning Survey data indicate that a small but important group of students (approximately 10–14%) report lower levels of belonging and connection. This group remains an important focus as we continue to strengthen inclusive practices and expand opportunities for connection and student voice.

Academic data further informs our understanding of student learning. School-wide report card data in English Language Arts shows evidence of growth over the course of the year. At the beginning of the year, approximately 18% of students were performing at the Emerging level. By Term 3, this decreased to approximately 14%, with an encouraging increase in the number of students achieving at the Proficient level.

Moberly English Language Arts Trend from Term 1 to Term 3

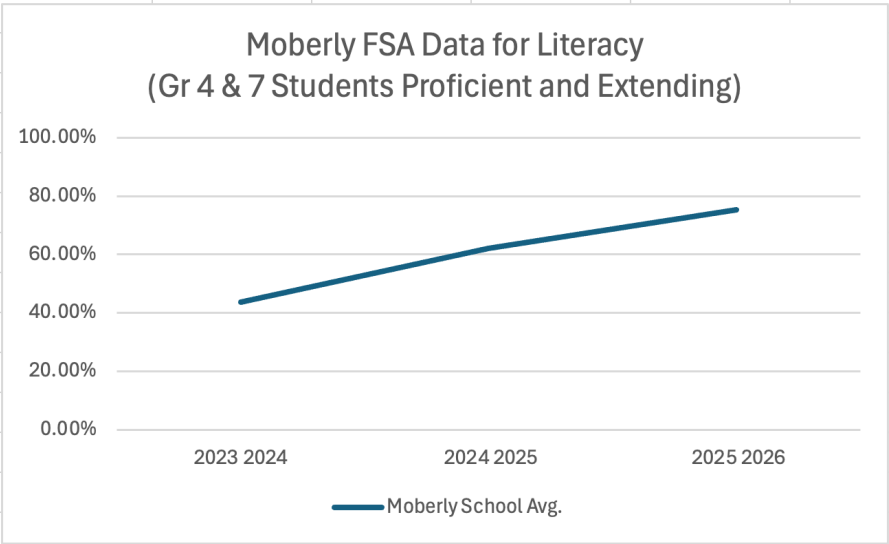


This trend indicates that many students are making progress in their literacy development. At the same time, a significant portion of students continue to work within the Developing range, highlighting the need for continued focus on foundational literacy skills. This is particularly relevant for English Language Learners and students in the early primary years, who benefit from targeted and responsive instruction.

Mathematics data provides additional context for overall student achievement. School-wide results indicate that the majority of students are performing at the Proficient level, with approximately 47% of students achieving at this level. Over the course of the year, results have remained relatively stable, with a slight decrease in the percentage of students at the Emerging level (from ~13% to 12%) and a small increase in the number of students achieving at the Extending level (from 6% to 8%).

This suggests that numeracy is an area of strength within the school, while also reinforcing the importance of ongoing monitoring to ensure all students continue to progress.

Provincial assessment data provides additional context. Foundation Skills Assessment (FSA) results, an assessment given to all grade 4 and 7 students in October, over the past three years show an upward trend in literacy achievement.



This trend suggests that school-wide literacy efforts are supporting student growth. In numeracy, results show more variability over time, indicating the importance of continued monitoring and responsive instruction.

In addition, the school supports a significant number of students with diverse learning needs, including those supported through Individual Education Plans (IEPs), who benefit from targeted supports, adaptations, and collaborative planning.

Overall, the data indicates that Moberly is a strong, inclusive, and welcoming learning environment where many students are experiencing success. At the same time, it highlights key areas for ongoing focus, including strengthening foundational literacy skills, supporting English Language Learners, and ensuring that every student experiences a strong sense of belonging and connection.

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

As a school community, we are committed to improving student achievement in literacy. This focus is informed by school-based evidence showing that, while the percentage of students performing at the Emerging level has decreased over the course of the year (from approximately 18% to 14%), a group of learners continues to require targeted support in foundational literacy skills. This includes a significant proportion of English Language Learners within our school (32%).

This focus is further supported by feedback from families, with parent survey results indicating that structured reading programs and increased access to books are key supports for student learning. While school-wide data shows positive growth in literacy achievement, these results highlight the importance of continuing targeted and consistent instructional approaches.

Literacy Focus:

To strengthen literacy outcomes, particularly in foundational reading and writing skills, we are continuing to build a consistent, school-wide approach to instruction. We are implementing structured literacy practices across primary classrooms, including the increased use of UFLI strategies to support explicit phonics and decoding instruction. This work is supported through ongoing collaboration among staff, with dedicated time for teachers to plan, share strategies, and ensure consistency in instructional approaches across classrooms.

We have also expanded our use of assessment to better understand student needs and monitor progress. Following professional learning led by school-based resource staff, many teachers have begun using the DIBELS screener to support early identification of students requiring additional support in foundational literacy skills. This allows for more responsive and targeted instruction.

In writing instruction, our staff engaged in a district opportunity for professional learning facilitated by literacy expert Matt Glover. This session focused on research-informed approaches to writing that promote student voice, independence, and authentic engagement. More than half of our teaching staff participated in this learning, and the opportunity to host educators from neighbouring schools strengthened collaboration and built a shared understanding of effective writing practices. This work continues to inform classroom instruction and our ongoing efforts to improve writing outcomes for students.

In addition, school-wide initiatives such as the 30-Day Reading Challenge continue to promote a love of reading and support literacy engagement. This year, approximately 30% of students successfully completed the challenge, demonstrating strong participation and interest.

We will do more to support early literacy intervention, particularly for English Language Learners and primary students, and continue to refine our approaches to ensure all students experience success in literacy.

Well-being and Belonging:

Supporting student well-being and belonging remains a strength at Moberly and continues to be a key area of focus. Data from the Middle Years Development Instrument indicates that the majority of students experience a strong sense of belonging and positive school climate. These results reflect the impact of intentional efforts to create inclusive, caring, and supportive learning environments. We will continue to build on this work by maintaining and expanding opportunities for connection, including lunchtime clubs, extracurricular activities, and student leadership opportunities. These structures provide students with meaningful ways to engage with peers, explore interests, and feel connected to the school community.

At the same time, we recognise that a small but important group of students (approximately 10–14%) report lower levels of belonging. To support these learners, we will focus on increasing intentional adult connections, providing safe and inclusive spaces during unstructured times, and creating additional opportunities for student voice and participation.

Our goal is to ensure that every student feels safe, valued, and connected within the school community.

Numeracy:

While literacy remains our primary area of focus, mathematics achievement continues to be an area of strength. School-based data indicates that a large proportion of students are achieving at the Proficient level, with stable performance across the year and a small increase in students reaching the Extending level.

We will continue to monitor student progress in numeracy and respond to areas of need through collaboration, consistent instructional practices, and targeted support where required.

Improve equity

As a school community, we are committed to improving equity by ensuring that all students, particularly those with diverse learning needs, have access to meaningful, inclusive, and supportive learning experiences. This work is informed by the diverse needs of our learners, including students supported through Individual Education Plans, as well as the increasing use of assistive and augmentative communication (AAC) devices within our school.

To better support these learners, we have focused on building staff capacity through targeted professional learning. Staff participated in professional development sessions focused on the effective

use of AAC devices, helping to deepen understanding and improve confidence in supporting students who rely on these tools for communication. In addition, our support staff engaged in more intensive, hands-on training, including group-based professional learning focused on the practical use of AAC devices and effective strategies for working with students in a variety of learning environments.

We have also expanded professional development opportunities for support staff to strengthen their understanding of sensory supports. This included collaborative learning experiences focused on the effective use of the school's sensory room, allowing staff to better support students' regulation, engagement, and readiness for learning throughout the school day.

In addition to supporting students in the classroom, we recognise the importance of building strong connections with families. We have supported the development of a parent group focused on families of students with diverse learning needs, particularly those with autism. This group meets regularly and provides families with opportunities to connect, share experiences, and build a sense of community. This initiative reflects our commitment to strengthening family voice and ensuring that all members of our school community feel supported and included.

Our goal is to ensure that every student has equitable access to learning, feels included and valued, and is supported to achieve success in ways that reflect their individual strengths and needs.

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

As a school community, we are committed to continuing our journey of reconciliation by deepening our understanding of Indigenous perspectives, strengthening connections to the land, and embedding Indigenous ways of knowing into our learning environments. This work is guided by the First Peoples Principles of Learning and our commitment to ensuring Indigenous perspectives are meaningfully reflected across the school.

At the beginning of the year, staff participated in a Takaya tour as a shared professional learning experience. This opportunity supported staff in developing a deeper understanding of the land on which we learn and work, and strengthened our awareness of local Indigenous history, perspectives, and relationships to place.

To further support student learning, we have expanded access to Indigenous resources through the purchase of several book series from Strong Nations to support classroom and resource teacher instruction. We also provided students with opportunities to engage in cultural learning experiences, including hosting hoop dancers who shared their knowledge, storytelling, and traditions with the school community. This experience supported students in developing a deeper appreciation for Indigenous culture through both performance and explanation.

Our school also played an active role in supporting district-wide learning through participation in Indigenous Focus Day. Moberly hosted multiple professional learning sessions as part of this initiative. The day of the event, Moberly represented with strong staff participation and opportunities to share learning with educators across the district.

Our goal is to continue moving beyond awareness toward meaningful and sustained integration of Indigenous perspectives, ensuring that all students develop understanding, respect, and connection.

HOW WILL WE KNOW WE'RE ON TRACK?

To monitor our progress, we will use a variety of school-based and provincial data sources to better understand student learning and well-being over time. These include report card data in English Language Arts, school-based assessments such as DIBELS, Foundation Skills Assessment (FSA) results, and data from the Middle Years Development Instrument (MDI) to monitor student well-being and sense of belonging. We will also consider participation data from school-wide initiatives such as the 30-Day Reading Challenge and feedback from students, staff, and families.

Staff will engage in ongoing collaboration throughout the year to review student data, share instructional practices, and reflect on student progress. These discussions will take place during scheduled collaboration time and professional learning opportunities, allowing staff to adjust instruction and supports in a timely and responsive manner.

We will continue to monitor trends in literacy achievement, particularly for students performing at the Emerging level, as well as patterns in student well-being and belonging. Additional attention will be given to key groups of learners, including English Language Learners and students requiring additional support, to ensure that strategies are effectively meeting their needs.

If data indicates that progress is not being made as expected, we will adjust our approaches by refining instructional strategies, increasing targeted supports, and revisiting our use of assessment and intervention practices. Ongoing reflection and flexibility will ensure that our actions remain responsive to student needs.

We will also share progress with the broader school community through regular communication with staff, students, and families, including updates at staff meetings, PAC meetings, and school communications. Celebrating successes and highlighting student growth will remain an important part of our work as we continue to build a positive and inclusive school culture.