



2022-2023 Year 1
School Learning Plan

1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Lord Roberts Elementary School is located in the part of the downtown core of the City of Vancouver known as the West End. With 650 students at the school, it is one of the largest Elementary schools in Vancouver. There is great diversity within our student population: 5% (32) of our students are Indigenous, and 31% (204) students are English Language Learners boasting at least 41 different languages spoken at home. Our students represent about 40 countries, and of these students, a significant number were born in Ukraine, Russia, and Iran. Many other students come from various countries in the Middle East and Asia. We have a high number of families who live in receive school support. There are 95 (15%) students on the hot lunch program and about 40 families have accessed the Student and Family Affordability Funds this year on a regular basis- for support with groceries, clothing and to pay for field trips. More than 43% of our students receive resource support and 50 students (8%) are designated as having special needs.

Teachers at Lord Roberts enrich their outdoor education curriculum by taking advantage of our location. We are well-placed for neighbourhood walks to Stanley Park, Lost Lagoon and Second Beach. Students take walking field trips to the Joe Fortes Public Library, the ice rink at the West End Community Centre, the Vancouver Symphony Orchestra, the theatres at Granville Island and performances at the Queen Elizabeth Theatre and Canada Place.

Staff at Lord Roberts school are keen to support the students by committing their time to run extracurricular activities. This year we had basketball, volleyball, badminton and track and field teams. We have also started a Pride Club that is well attended by students, some of whom volunteered to represent the Pride Club at Funfest. Students raised the Pride flag at school for our Diversity week in May and are planning a Lord Roberts Pride parade in June. We have two student bands who have performed in assemblies and at our Funfest. Several Intermediate classes performed their ukulele songs at Funfest. For the first time in years, we had an overnight grade seven camp.

The Helping Hands Club enhances the Social Responsibility Competency profile of students in Grades 4-7 by providing them with opportunities to take on leadership roles in the school to foster a safe, caring, inclusive, and welcoming school community such as:

- Morning Announcement Monitors – daily reinforcement of school Code of Conduct to be proactive with student behaviours.
- Lead monthly assemblies, which celebrate student learning.
- Organize initiatives based on students' voiced needs, including supervising the multi-purpose room for students so they have a place to go during lunch, starting the Chess and Drama Clubs, and arranging volleyball games in the Gym for Gr. 6 and 7 students every Wednesday.

Student led assemblies are held every month to acknowledge and celebrate all the wonderful learning and fantastic activities that take place at our school. During these assemblies, students share, for example, projects they worked on, sports teams and field

trips they participated in, and actions they take to follow our school Code of Conduct (e.g., Helping Hands Club, Pride Club). The aim of the monthly assemblies is to build a sense of community and to create a positive school environment for students and staff.

Our Parent Advisory Committee (PAC) is very active and supportive of the school. They initiated a request, which was also supported by staff, to rename Lord Roberts, a process which is now underway. They have a well-organized calendar of fundraising activities which supports programming in our school. The highlight of the fundraising calendar is the Funfest which is held on the first Saturday in June. This is a wonderful community event attended by thousands of people. As a result, PAC has subsidised the Boogaloo dance workshops, field trips, grade seven activities, paid for a new commercial dishwasher for our LunchLab program and given funds to support families experiencing challenging circumstances. PAC has been supportive of initiatives in the school such as Bike to School Week and the Pride Club.

Parents have given thousands of volunteer hours this year. In addition to helping with field trips and driving to sports fixtures, twice a week, parent volunteers support our LunchLab program. Every month, dozens of parents help to deliver thousands of slices of pizza for pizza lunch. Parents operate the Comox School Street closure before and after school. Lord Roberts is the only school in Vancouver which has this program, because it is dependent upon the commitment and time of parent volunteers. Closing the block closest to the school at these times has meant an increase in the number of students who use modes of active travel to get to and from school in Vancouver. This has been spearheaded by PAC in collaboration with the City of Vancouver.

Roberts offers a unique program for our students to learn through our garden. Roberts boasts one of the largest gardens at an elementary public school in BC. The goal of our, Edible Education program ignites our curricular and core competencies within each grade by using the Big Idea of food literacy: "Food literacy is having the knowledge, skills and attitudes necessary to choose, grow, harvest, prepare and enjoy food to support one's health, community and the environment. as well as other curriculum areas." (from Healthy Schools BC - <https://healthyschoolsbc.ca/key-focus-areas/food-literacy>).

Run in conjunction with the Edible Education curriculum, LunchLAB is a unique program which benefits 200 Roberts students and families on a weekly basis. LunchLAB operates with the support outside of partners, Growing Chefs and Fresh Roots, and has chefs-in-residence to support curriculum alignment and integration. All this work is very much in line with the VSB Food Framework's vision that "every student has access to nourishing food at school; they develop the skills they need to choose, eat, grow, prepare, and share food through VSB School Food programs." This is a flagship program, with guests from school districts from across BC visiting to see how it operates along with provincial politicians and city councilors. Next year, LunchLAB and our Edible Education curriculum will be featured in a CBC documentary about food education.

After school, our Community Schools Team members coordinate programs and activities which both enhance our students' learning experiences and provide students with many outside school activities. This year, these programs have included yoga, theatre, sportball and coding. Beyond our dynamic staff at Roberts, Counselors, a Youth and Family Worker, Multicultural Workers and Settlement Workers all play an integral role in helping Roberts' students transition and succeed in their learning. The Russian and Farsi speaking Settlement Workers host a coffee morning each Thursday to provide support and connections for our families who are new to Canada. Onsite each break, we have the KidSafe programming, YMCA programming and in the Summer, we also host the Rec and Read program for grade one students.

Community connections are important to us here at Lord Roberts. At our Welcome to Kindergarten event, we invited the Vancouver Coastal Health, Public Health Nurse, the children's Librarian from the Joe Fortes public library, before and after school programmers from the West End Community Centre, Coal Harbour Community Centre, Gordon Neighbourhood House and the YMCA. We work closely with these partners and staff from King George High School throughout the year to coordinate out-of-school and lunchtime programming for our students.

2. WHAT DO WE KNOW ABOUT OUR COMMUNITY OF LEARNERS? (SCANNING)

Many of our students have the strength of being part of a diverse urban community in which most students walk to school and play in a common community playground at Roberts.

Our students are diverse in their experience and in their learning. Many students have had transitions in their lives leading up to and including their time as a student at Roberts. Some students are long time members of the vibrant West End community; however, many students are from families that have recently immigrated or sought refuge in Canada. Regardless, our students are exposed to change directly or indirectly due to the diverse urban community in which they reside.

In addition to our Helping Hands Club, we have Student Councils in our grade six and seven classes and most classes start the day with morning meetings. Students are encouraged to refer to the school Code of Conduct while sharing their thoughts about what would improve their school experience, so that they feel safe, welcome and included. Our Youth and Family Worker regularly meets with many of our students who require support for Social Emotional regulation and academic challenges and connects with their families as well.

Many of our students continue to need support to assist them with tools to strengthen their resiliency due to the many transitions and trauma that they may have encountered.

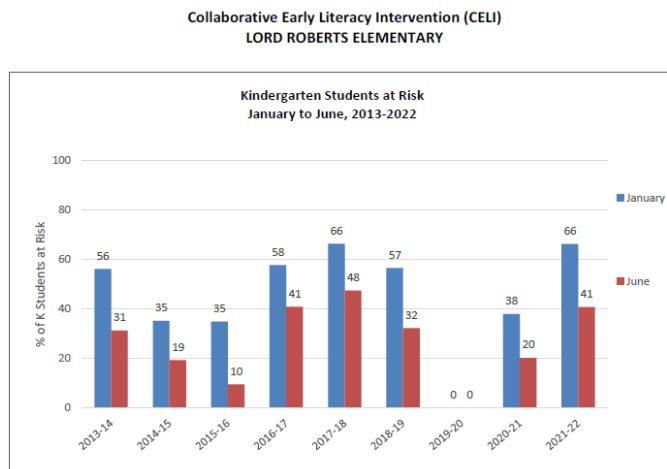
Adults working in our school are lifelong learners, learning alongside our students. Students teach us about their backgrounds and their unique experiences. By listening to them, we are more able to identify and to meet their needs in order to support them in reaching their full potential.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

Readiness for School

We know that when our learners enter Kindergarten, there is a vast range of readiness for school. This school year, 43% of our Kindergarten intake were English Language Learners, with little to no exposure to English prior to entry to school. This year, no Kindergarten student had a Ministry designation prior to entering school, however, unidentified needs surfacing at the start of the school year included autism, global developmental delay, speech and language issues and mental health challenges. Additionally, 17% of our Kindergarten students have requested to be in the hot lunch

program. Results from the Kindergarten protocol administered in January and June which assess Literacy and Language development show that many of our Kindergarten students are at risk of Literacy and Language delays.



Literacy

There is a strong correlation between strength in social and emotional learning and literacy. Children who find strength with their literacy are empowered to communicate through storytelling. Additionally, students build identity through their language. This year in grade one, 48% of our students receive ELL/ Resource support.

At Roberts, there are many tools that are used to create a base line and to monitor our children not only with their social emotional learning, but their literacy. This year we have used:

- The Kindergarten Protocol - informs us on literacy and is conducted in January and May
- Grade One: Observation Survey - a literacy assessment conducted Sept, Jan and May on vulnerable kids as identified by K Protocol
- Grade Two: Fountas and Pinnell Benchmark Assessment System - look at reading and writing levels for all students in the fall and spring
- Grade Three-Seven: The Gates gives us an indicator of reading comprehension and vocabulary and is used in the fall and spring.
- CELI (Collaborative Early Literacy Intervention) tracking data as part of being a Reading Recovery School

Sense of Belonging, Safety and Connectedness

Results from the 2022 and 2023 Student Learning Surveys consistently show that students at Lord Roberts Elementary students are below the Vancouver School District average in reporting about their sense of belonging, safety and connectedness at our school.

	2022		2023	
Is school a place where you feel like you belong?	Gr. 4		Gr. 4	District
	Never	4%	Never	3%
	Sometimes	32%	Sometimes	23%
	Most of the time	32%	Most of the time	37%
	All of the time	22%	All of the time	25%
	Gr. 7		Gr. 7	District
	Never	3%	Never	5%
	Sometimes	15%	Sometimes	23%
	Most of the time	38%	Most of the time	40%
	All of the time	23%	All of the time	22%

Do you feel welcome at your school?	Gr. 4		Gr. 4 District	
	Never	1%	Never	0% 1%
	Sometimes	22%	Sometimes	25% 14%
	Most of the time	25%	Most of the time	33% 35%
	All of the time	41%	All of the time	33% 42%
	Gr. 7		Gr. 7 District	
	Never	1%	Never	2% 1%
	Sometimes	19%	Sometimes	8% 17%
	Most of the time	39%	Most of the time	42% 42%
	All of the time	30%	All of the time	31% 32%

Do you feel safe at school?	Gr. 4		Gr. 4 District	
	Never	2%	Never	3% 1%
	Sometimes	19%	Sometimes	23% 12%
	Most of the time	34%	Most of the time	32% 34%
	All of the time	37%	All of the time	35% 45%
	Gr. 7		Gr. 7 District	
	Never	3%	Never	1% 1%
	Sometimes	15%	Sometimes	11% 13%
	Most of the time	36%	Most of the time	42% 43%
	All of the time	31%	All of the time	40% 36%

The results from the Middle Years Development Instrument (MDI) completed by our grade six students in 2023, support the findings of the Student Learning Survey.

Attendance

We know that regular attendance is important to current and future success in school, however, absences are very high at Lord Roberts. Since gradual entry ended in September 2022 to March, 27% of our Kindergarten students have missed 18 days or more of school. Each month, we track the average number of student absences across the school:

Average number of absences in the school- September 2022- May 2023

Month	Average Number of Absences/Day	Percentage
Sept	8.75	1%
Oct	9.16	1%
Nov	14.86	2%
Dec	90.75	14%
Jan	59.25	9%
Feb	54.67	8%
Mar	56.85	9%
Apr	60.12	9%
May	55.55	9%

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

Our school will focus on developing a common language that is consistent and supportive to assist all students with positive behavior as well as social and emotional learning.

One of the key findings of the Middle Years Development Instrument (2014) is that children's health and well-being is directly related to the presence of the following assets they perceive in their lives:

- Supportive relationships with adults
- Supportive relationships with peers
- Enriching activities
- Proper nutrition and sleep
- Positive school experiences

Our District has been working on social emotional-learning with Kimberly Schonert-Reichl and Shelley Hymel for many years. We have relied on their research into belonging and relationship to inform our practice in this area. Shonert-Reichl and LaRose (2008) provide multiple sources of evidence for the need for children to feel a sense of belonging. In short, they show that "children's engagement or disengagement in institutions, such as schools, depends largely on whether children's fundamental needs for belonging, autonomy, and competence are being fulfilled" (p.14). They further go on with reference to the framework developed by Martin Brokenleg and others in a "Circle of Courage". The framework is based on Aboriginal worldviews as well as the latest research on resilience in youth. The "Circle of Courage" takes into consideration the universal growth needs of all children and includes four dimensions: belonging, mastery, independence, and generosity.

Leading to a sense of belonging is a connection with adults in the school. Results from the study that initiated the Middle Years Development Instrument which is used regularly in our District, found that children in grades 6 and 7 who felt connected to a parent, peer, or community adult reported greater empathy towards others, higher optimism, and higher self-esteem than children who felt less connected. These kinds of research have informed both the selection of this goal and the strategies used to promote a sense of belonging, safety and connectedness. When the students feel that they are safe, connected and belong in school, then their attendance will improve, and they will be more ready to learn.

Looking at our Aboriginal Education Enhancement Agreement, we will be focusing on the following areas:

- Increase all students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.
- Increase knowledge, awareness, appreciation of, and respect for all histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.
- Encourage and enhance practices that support cultural, emotional, physical and mental well-being. Support effective, thoughtful transitions for all students at each stage of their development.
- Respect and celebrate all forms of diversity.
- Support collaborative relationships with community partners that enhance student learning and well-being.

Through this work, we will be able to deepen our learning within our district strategic plan by

looking at:

Goal 1:

- The Vancouver School Board will improve student achievement, physical and mental well-being, and belonging by ...
 - Improving school environments to ensure they are safe, caring, welcoming, and inclusive places for students and families.
- Goal 3:
- The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by ...
 - Increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

Using our BC curricula, our school will be collaborating to look deeper into the Core Competency of Personal and Social Learning. The Personal and Social Competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and Social Competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Professional development for staff through workshops, staff meeting discussions, lunch and learn, self-directed learning and collaborative inquiry is focused on meeting the needs of the students. Topics this year have included reviewing the delivery of the Early Literacy program by the primary team and developing a sequential Social Emotional Learning Program across all grades. With many new staff starting at the school this year, we have also been coordinating activities to develop a sense of connectedness and collaboration amongst staff. These photos are an example of one of our staff activities.



5. INQUIRY QUESTION (FOCUSING)

Our inquiry question continues to reflect the need to have wellness front and center, and the need to have social and emotional language, tools and goals that empower all of us in our learning as a community.

How do we create a climate to care for ourselves, each other, and for our school?

More so, how do all students develop a greater awareness and understanding of community values, how actions affect others, and how to solve problems in peaceful ways, with a focus on

6. WHAT IS OUR PLAN? (PLANNING)

- School Code of Conduct communicated at every opportunity- through morning announcements, assemblies, newsletters, PAC meetings
- Using the Code of Conduct as a framework, there will be a clear student-led and communicated model, for all children, to support the ability to build a positive caring environment
- Concentrated Social Emotional Learning (SEL) focus for all classes during the first week that creates a common, understood language, to give children tools to support their wellbeing and learning.
- Concentrated Grade 6/7 SEL focus at the beginning of the year will concentrate on positive leadership. With this, Grade 6 and 7 students will build with staff a positive behavior plan to support our school motto and code of conduct. The code of conduct will guide what each child needs to be successful emotionally, socially and academically.
- Class meetings will be encouraged as a common practice, to continue the work from our first week of SEL
- Cooperative and collaborative team building for staff will continue and be strengthened.
- We will be building capacity through strengthened collective leadership by:
- enhancing leadership/ SEL training for Grade 6/7's at the beginning of the year to help build and support our school motto and code of conduct.
- The creation of a Student Council
- Continuing the Helping Hands club
- Increasing extra- curricular activities available to students
- Formalized buddy classes at the beginning of the year
- Ongoing communication with families about the importance of school attendance and research showing low academic outcomes for students who miss more than 18 days of school each year
- Weekly meetings between Administrators, Indigenous Education Worker, Youth and Family Worker and Area Counselor to discuss the needs of students from families living in challenging circumstances, with early connection and supports offered to them
- Messaging to families at the Welcome to Kindergarten event about the supports available at school, the importance of attending school every day and reading to your child

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

We will aim to engage all learners through innovative teaching and learning practices by:

- School wide professional development sessions focusing on SEL and the corresponding Personal and Social Competency domain of BC's Curriculum
- School wide engagement with Language and Literacy development using a balanced Literacy approach
- Continued organization of collaboration time for all educators to meet.

8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

We will use MDI data and SLS data to track Social and Emotional Development with a focus on the Personal and Social competencies in the areas of:

- Connectedness to adults at school
- Connectedness to peers at school
- Peer and school belonging
- School- climate
- Self- regulation

We will continue to track attendance each month with the use of the Student Information System and will aim for an increase in average attendance each year for the next three years. Families for whom attendance is a concern will be contacted early and offered support to help their child to attend.

Student involvement and participation in extracurricular, leadership and volunteer opportunities will be reviewed and looked at MDI data related to "social responsibility and volunteering" and "use of after school time". We will aim for increases in participation rates in all these areas.

We will continue to track student literacy within our school:

- Kindergarten Protocol
- Grade One: Observation Survey
- Grade Two: Fountas and Pinnell Benchmark Assessment System (reading levels) (F&P BAS)
- Grade Three-Seven: Gates

All these actions have built-in review times through the year. If there is an unexpected change, then we will review as teams, as staff and ask for outside advice/ support from District staff or departments, as necessary.

9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

We communicate and celebrate student success by...

- Student presentations in classes, in our halls and during our assemblies
- Student-led conferences, goal setting conferences (set social responsibility goals for students) and student-led, multi-grade "Galas" to celebrate student learning
- Project presentations to help build school community, school connectedness and school pride
- Strength-based communication of student learning three times a year
- Whole school e-newsletters and regular emails to the community
- School website
- PAC website and meetings
- Parent education sessions
- Student-led assemblies



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

All staff, but especially our Indigenous Education Worker (IEW), have developed strong connections with our Indigenous families. Our IEW has provided ongoing support to staff in learning about protocols and traditions as well as teaching classes.

- Our community integrates Indigenous "ways of knowing" in teaching and instruction with designing and implementing experiential hands-on learning opportunities that build connections and relations with Indigenous culture throughout the year. More so, educators and students model virtues and values of Indigenous cultures within the lens of SEL, Social Responsibility and Wellness and the framework of the First Peoples Principles of Learning
- All students participated in cedar weaving bracelet workshops led by Musqueam Elders who also shared cultural teachings and songs during the workshop.
- PAC has invited an Elder to open the FunFest and Indigenous vendors to the Winter and Spring markets
- Students went to observe John Spence, an Indigenous carver working out of Gordon Neighbourhood House as he carved a Welcome post that will be raised in the neighbourhood
- Students learned Indigenous songs to share with each other in class and in our assemblies: Coast Salish Anthem, Cherokee Morning Song, Hopi Bear Song, and Sth-oqwi
- Traditional oral legends were shared with many classes to create a shared experience and understanding Raven Steals the Sun, Grandmother's Spider and Turtle Island Creation Story.
- Art projects engaged students in a kinetic way that enabled students to create and share Indigenous stories visually with our community: diorama plank house/longhouse scenes, Hudson Bay canoes, Roy Henry Vickers inspired work, West Coast Winter Eagles, West Coast animal bookmarks, West Coast Raven Steals the Sun visual work, Beadwork from the Plains, Ojibway style visual work including the creation of Metis dolls. West coast animal image activities were also created throughout the year.
- Morning announcements start with a land acknowledgement
- Many activities provided an opportunity for children to share their personal stories, incorporating both oral storytelling, gathering and making. An example is the memory bags students made that sprung from Raven Tales.
- Our Roberts garden utilized the Three Sisters Method, an Indigenous method of planting. Students experienced a video sharing this technique, read traditional stories and created individual maps of this planting practice.
- First Nations levelled readers are a significant part of our library and culture such as, Strong Nations. These resources have also included Indigenous French readers for our students. Additionally, Indigenous professional resources have increased in our library.
- The big idea of connecting teaching and learning to the environment and the Earth was used in all classrooms through the work of our community garden. All children had an opportunity to experience growing, preparing, sharing and decomposing food

- Our IEW worked collaboratively with all teachers to bring enrichment into each classroom. Specifically, work on the following big ideas was supported: Coast Salish culture was examined in the fall as well as Anishinaabe culture, Metis Nation, and inquiry-based Bear and Salmon studies
- An Indigenous Veteran's Day activity was contributed during our Remembrance Day ceremony and in our display case
- Many classes learned about plants and their medicinal uses at the Stanley Park Ecology Center.
- Two classes participated in the Salmon in the Classroom program, learning about the sustainable and traditional uses of salmon by Indigenous people
- All staff participated in a Pro D day, drum making workshop organised by our IEW
- Full school participation in National Orange Shirt Day, recognizing indigenous communities became an annual celebration.
- A Grade 6 class participated in a coding program led by the Pacific Northwest Indigenous coding company
- Whole school gathering for an honouring ceremony in relation to Orange Shirt Day and National Truth and Reconciliation Day. We came together to listen, to learn, to understand, to acknowledge, and to honour residential school survivors and intergenerational survivors. We also offered survivors some beautiful and healing gifts that were created by our classrooms and members from the community.
- One to one mentorship was offered to individual Indigenous students to support their learning of their Indigenous nation through research.
- Community volunteers have been welcomed and valued to bring Indigenous peoples and cultural stories into the classes through games, crafts, songs and drumming

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.

- Student work in classrooms and hallway displays communicate the depth of understanding that students have about Indigenous knowledge and worldviews e.g., the preparation of the gifts for the Residential School Survivors who attended the Honouring the Truth ceremony as part of the Truth and Reconciliation
- An Indigenous student asked to read an Indigenous poem at the Remembrance Day assembly
- Feedback from students and the ideas they have shared in both the Middle Years Program Gala, which was a several-day sharing of students "passion projects" and from student work shared with buddy classes and at assemblies and special events.
- There is a clear and authentic understanding and appreciation of Indigenous histories, traditions, cultures and contributions at our school, and our identity reflects this upon entry
- PAC invited our IEW to speak at a PAC meeting about the school renaming. PAC have also been inclusive of Indigenous worldviews when organising after school activities- inviting an Elder to open FunFest and ensuring that Indigenous vendors are invited to fundraising events

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

Continuing and new initiatives:

- Next year we will continue to build upon our outdoor learning to support Indigenous ways of learning.
- Creating opportunities for all of us to increase our connectedness and build our sense of belonging is key with the goals that we have before us. Creating opportunities to give, to lead and to connect with one another, through common experiences is a priority, be it from our outdoor learning experiences to our play initiatives during our recess and lunch hour.
- Extending ourselves to others, from building relationships with students from King George, to building mentorship through our many community partners (Gordon Neighborhood house, WECC, West End Arts, Senior's Network and the YMCA) will strengthen our community.
- Our school for this upcoming year would like to incorporate more elders and volunteers at our school. Specifically, to work on a school mural in the gym, that will visually be a touch stone for who we are. Again, increasing our connectedness, our belonging, our acknowledgement of each other. And with this, having an opportunity to celebrate and acknowledge the many volunteers who give to our school.