



Vancouver School Board

SCHOOL PLAN

2015-2016 Summative Review



2016-2017 Plans for the Future

It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

LORD ROBERTS MAIN SCHOOL

MISSION STATEMENT

We believe students should have the opportunity to develop their full potential as individuals and members of society. Students should be encouraged to achieve their personal best in school, maintain a positive sense of self-worth and develop social responsibility. Lord Roberts School provides the best possible learning experience for all students, with a focus on student engagement, lifelong learning and development in a safe, inclusive environment. We are committed to the development of inquiring, knowledgeable, caring and responsible citizens who will help to create a peaceful and sustainable world through intercultural and global awareness, understanding and respect.

2015-2016 GOALS

GOAL: Social Responsibility

Students will demonstrate a greater awareness and understanding of community values, how their actions affect others, and how to solve problems in peaceful ways with a focus on developing reflective self-regulation skills.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students through a hands-on approach that emphasizes direct experience and learning through inclusion.

SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Lord Roberts Elementary School is located in the downtown core of the City of Vancouver known as the West End. Our school is designated as one of the 15 schools to receive “enhanced staffing” and continues to use this staffing to support identified vulnerable students and families. This designation is based on the vulnerability rate of families attending as is reflected in provincial data. Many of our students have complex and difficult home situations. This is evidenced in our high rate of absenteeism. In addition, a high percentage of students arrive late to school and are not ready or able to learn. This may be due in part to families’ living arrangements, lack of sleep or other factors relating to high-density living. All of these things can and do impact our students’ learning. In the Middle Years Development Instrument (MDI) findings, Roberts’ students had ‘low well-being’ and this was about 10% lower than the district. Our students scored lower in “nutrition and sleep” than the district, but scored higher in “after school activities” and “adult relationships”; the score for “peer relationships” was slightly lower than that of the district. Of note, Roberts’ students had less optimism, displayed less empathy and demonstrated lower rates of prosocial behaviour than district averages.

There is great diversity within our student population: 5% (27) of our students are Aboriginal, and, of our students, 170 (30%) students are English Language Learners and there are at least 38 different languages spoken at home. Our students represent about 40 countries, and of these students, a significant number were born in Eastern Europe and Russia, and in Japan. Many other students come from Asian or Persian countries. We have a high number of vulnerable families and 24% of our students are classified as being vulnerable. More than 52% (298) of our students receive resource support and 45 students (8%) are designated as having special needs.

Lord Roberts School is one of King George’s feeder schools. We share programs and resources with this high school. Roberts’ Grade 6 and 7 students are part of the International Baccalaureate Middle Years Program with Elsie Roy and King George Schools. Roberts was accredited in 2006 and was successfully re-evaluated in April 2013. Roberts also offers an inclusive band program where all Grade 6 and 7 students learn to play a musical instrument. Community Schools Team members coordinate programs and activities which both enhance our students’ learning experiences and provide students with many outside school activities. King George staff members – counselors, Youth and Family Workers, Multicultural Workers and Settlement Workers – are crucial in helping Roberts’ students transition successfully to high school.

An Area Counselor, a Youth and Family Worker and Multicultural Workers are assigned to the school, and respectively support the social and emotional needs of students and families and the needs of families new to Canada. About 20 to 30 students receive morning snacks provided by our community partners, and the VSB provides lunches and additional breakfast nutrition for students identified as being vulnerable. Many of our families live in small spaces, one or two-bedroom rented apartments, and often share these living arrangements with extended family members. Roberts actively involves volunteers and community groups to assist in our school with tutoring, reading with students, field-trips, general assistance in the classroom and library, school events, and other activities and events. We have strong community partnerships with the Cross Roads Church, Whole Foods, NoFrills Grocery, Urban Fare, Choices Markets, the First Baptist Church, the West End Community Centre, Staples, Costco and the City of Vancouver.

PART A: 2015-2016 SCHOOL PLAN, SUMMATIVE REVIEW

What were our goals?

GOAL: Social Responsibility

Students will demonstrate a greater awareness and understanding of community values, how their actions affect others, and how to solve problems in peaceful ways with a focus on developing reflective self-regulation skills.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students through a hands-on approach that emphasizes direct experience and learning through inclusion.

What steps did we take to address the identified student(s) needs?

For the Social Responsibility Goal, the following strategies were implemented, continued or expanded:

- Reviewed the Code of Conduct with respect to our Social Responsibility goal continues to be in process with staff, students and the parent and school community
- This we worked on revising the Code of Conduct to reflect our findings
- The Social Emotional Learning/ Social Responsibility committee led the staff in moving forward
- Key-visuals were designed to reinforce the stated expectations in the Code of Conduct for both school and home usage, using common language to teach and reinforce positive problem-solving strategies
- Continued to teach and model expectations in the Code of Conduct (i.e. Teach monthly 'virtues' from the Virtues Project)
- Taught about caring and respect from the perspective of different cultures
- Taught conflict resolution skills and peer-to-peer co-regulation strategies
- As we were not able to administer the survey this year, our plan is to use the survey to come up with an agreed upon set of community values and then provide direct teaching about these
- Continue to teach 'zones of regulation' and other mindfulness practices and strategies
- Taught, encouraged and modelled specific area-based expectations (i.e. "walking only inside the school")
- Practiced respectful interactions
- Older students modelled and encouraged co-regulation strategies
- Modelled calmness and mindfulness
- We educated parents on the use of self-regulation strategies at home with their children (via evening workshops for parents)
- Continued to identify at-risk learners and to provide support (e.g.: Counsellor, Resource, Classroom Teachers, SSA) through school structures such as SBT and Resource meetings
- Ran Social Responsibility Programs (e.g.: Roots of Empathy, Mind Up, Alert Program, Self-Regulation Strategies)

- Expanded the library collection to include more Social Responsibility themed books
- Read stories in classrooms on self-regulation topics
- Booked a few social responsibility theme-based performances

The following steps were implemented to help build knowledge, acceptance, empathy and an appreciation of Aboriginal histories, traditions and cultures among all students:

- Used Aboriginal “ways of knowing” in teaching and instruction in designing and implementing experiential hands-on learning opportunities to build connections and relations with Aboriginal culture
- Taught and modelled virtues and values of Aboriginal culture as part of the social responsibility focus
- Used holistic teaching approaches to include story-telling, music, art and dance
- Connected teaching and learning to the environment and the earth
- Goal was to ensure that this goal included all students and that it is for all students
- Supported the goal by building in collaboration time for planning and implementation between the Aboriginal Education Enhancement Worker and teachers
- Purchased grade appropriate resources for classroom instruction
- Incorporated artistic initiatives such as classroom cultural experiences and drama
- Accessed community building activities that highlighted Aboriginal history and culture
- Highlighted First Nations’ contributions during our Remembrance Day ceremony
- Scheduled presentations, guest speakers, performances, and art exhibits
- Included more Aboriginal readings, movies, music and dance in assemblies and class settings
- Designed group research projects focusing on Aboriginal cultures
- Integrated teaching and learning using storytelling and legends
- Coordinated cultural initiatives in classrooms (with buddy classes) such as holding potlatches (using ‘salmon’ as the learning focus)
- Learned about plants and their medicinal uses in Stanley Park
- Arranged classroom visits to Stanley Park to learn about Aboriginal communities
- Participated in National Aboriginal Day
- Have highlighted contemporary Aboriginal successes, athletes, politicians, artists, et al
- Held school-wide events (i.e. a multi-class, multi-grade Potluck)
- Grade 4’s attended outdoor school
- Aboriginal history was tied in with study of ancient civilizations in Grade 7 curriculum
- Aboriginal students opened assemblies and special events
- Increased the profile of Aboriginal artists and musicians in assemblies and performances
- Unfortunately have not begun a “word wall” of English words with Aboriginal roots
- Updated Aboriginal art throughout the school
- Included drumming and chants as part of “mindfulness” practices
- Focused on legend writing and storytelling in literacy curriculum

- Accessed the BCTF website for links which support Aboriginal education
- Expanded involvement of Aboriginal families and plan Aboriginal events for all students and families

What was the evidence of success for each student?

For the Social Responsibility Goal,

- Used Social Responsibility Performance Standards (Quick Scale) each term using student conferences, class meetings and report card comments and evaluation
- Administered an annual student and staff questionnaire about "empathy"
- Assessed student progress via a self-regulation "Prescribed Learning Outcome" on all report cards (school wide) and tracked aggregate results each term (i.e. Expresses feelings and self-regulates behavior in appropriate ways)
- Modeled and reinforced self-regulation skills at assemblies, and presented report card data to staff in order to review our specific goals and achievements

Summary: Though the collected data highlighted an increase in students "approaching/not yet meeting" in appropriate SR behaviour, there was a substantial increase in students "exceeding" in SR behaviour. The decrease in the "meeting" category and subsequent increase in "not yet meeting" may be as a result of specific teaching and expectations and the resultant assessment of student achievement.

Baseline data from the year 2014-2015

Term 1 Social Responsibility	Girls	Boys	Total
Approaching/ Not Yet Meeting	3%	10%	7%
Meeting	97%	90%	93%
Exceeding	0%	0%	0%

Data from the year 2015-2016

Social Responsibility	Term 1 Primary	Term 1 Intermediate	Term 2 Primary	Term 2 Intermediate
Approaching/ Not Yet Meeting	23.6%	11%	20%	13.8%
Meeting	70.3%	68.4%	71.4%	80.7%
Exceeding	6%	8.6%	8.6%	5.5%

How did we communicate and celebrate student success

Students will continue to have many opportunities to share their successes.

These opportunities include:

- Student presentations both in-class and in larger settings
- Student-led conferences, goal setting conferences (set social responsibility goals for students) and in multi-grade student "galas"
- Report card conferences
- Project presentations to help build school community, school connectedness and school pride
- Blogs and classroom e-newsletters
- School website
- PAC website
- Parent night
- Student-led assemblies

2016-2017 SCHOOL PLAN, PLANS FOR THE FUTURE

Given that the 2016-2017 school year is one of transition as we move to the *Framework for Enhancing Student Learning Model*, we intend to:

Continue with the current goals as outlined in our reflections for 2016-2017.