

2023-2024 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliłwətał (Tsleil-Waututh Nation).

Sir Wilfred Grenfell Elementary is in East Vancouver in the Collingwood Neighborhood (Joyce Station). The school has a population of approximately 345 students and is ethnically diverse with respect to both staff and students. Many students are learning English as an additional language and there are many staff who speak multiple languages.

The school integrates and supports children with a variety of learning needs and strengths. We have a Music program taught by a Music specialist teacher. To enrich our students' learning experiences, Sir Wilfred Grenfell has a wide range of programs sponsored by teachers that are available before, during and after school: a Valentine Cards Project, Salmon at School Project, BC School Fruit & Vegetable Nutritional Program, Outdoor Education and School Garden Project, Intramural sports coached by staff, buddy system providing opportunities for primary and Intermediate students collaborate on various projects and initiatives, Junior Achievement Entrepreneurial Program, walkathon and Terry Fox Run. In addition, the staff sponsors many clubs and projects at school. We have many noon hour clubs run by the staff, including the Chess Club, Knitting Club, Noon Hour Running Club (Grizzly Run), Safety Patrol, Gender Sexual Alliance Club and Girls Plus Group.

In addition to the extra-curricular activities sponsored by school staff, Grenfell School is proud to work with our community partners to offer programs for students. Students can access programs offered by the Windermere Family of Schools Community Link Team such as the Arts Umbrella after school Art Program and Dance Program. We work with Collingwood Neighbourhood House to provide on-site before and after school childcare and the Newcomer Pre-Teen Program. We partner with VSB Early Learning to run onsite StrongStart for preschool age children and their families. In the past two years, Grenfell has participated in a partnership program with the Sarah McLachlan School of Music. Students from Grade 3 and up receive in-school percussion lessons taught by staff from the music school. In addition, students are offered an opportunity to attend free lessons at the music studio outside of school hours.

The school staff work as a team to support students' wellness and social emotional learning. We have a Sensory Room for students who need sensory breaks. We use various programs such as Open Parachute, Zones of Regulation, TAPS (Talking About Personal Space), Second Step and Mind Up to support student learning.

Our Parent Advisory Committee (PAC) supports the school through fundraisers by organizing various school community events and support us in different ways.

The Grenfell staff is committed to collaborative planning, goal setting and assessment in an ongoing effort to work together and share our knowledge and resources to support student learning and to create a safe, caring and inclusive learning environment in which every learner can reach their full potential. Adding to many activities that staff have worked to support student learning, the primary teachers recently worked with the VSB Literacy Mentor to complete an

eight week-long Literacy Residency Project on Story Workshop. We have a Pro-D Committee that actively seeks out opportunities to support our staff 's professional development to support learning in the classroom.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Our school community is diverse. We welcome families from different parts of the world, and many are new to Canada. Education and school are highly valued among our families. Our students support each other; they are kind and respectful of each other. The collaboration and consideration among our students are evident in the way they interact with each other; whether they are playing on the playground or engaging in group projects in the classroom. This year students have successfully collaborated on several projects that involve multiple classes: gardening, Kindness Project, Science Fair, Mapping the residential schools in BC, Entrepreneur Business Show and many teacher-sponsored sports teams and noon hour clubs.

Our primary classes from Kindergarten to Grade 3 worked with the district's Literacy Mentor on Story Workshop for 8 weeks this year. Story Workshop is a writing process using concrete objects to represent stories. Students were encouraged to use loose parts to reflect on their own experience and interests. Once a diagram of objects is created, each student will write their own story. The Story Workshop writing journals provide evidence of students' creativity and writing progress.

Coming from a culture of diversity, Grenfell students are respectful of each other and different cultures. To support the goal of Reconciliation, all students participate in the learning of Indigenous cultures with the support of the Indigenous Education Worker. All classes practice Talking Circles during class meetings. Students learn to take turns talking when a talking object is placed in their hands. We begin our school year with the learning of the Residential School System and its impact on the Indigenous community. Intermediate students study the Indian Act and its impact on our society. Throughout the year, students are given opportunities to learn about Indigenous cultures and celebrations from our Indigenous Education Worker.

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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

This school year we have been working to support students' learning with a focus on communications. Students have been working on writing and presentation skills. Extra opportunities have been provided for students to share their written work by way of school newsletters, hallway displays, posters in the school, and learning folders to share with families. Students have presented their work in school assemblies and with their buddy classes.

Primary classes have been working with the Literacy Mentor for six weeks on story workshops. This project has allowed students to work on the process of writing by creating their own stories with visual objects. The booklets and writing pieces that students created were shared with their buddies and staff members. Through the district's Literacy Team, our primary and Intermediate classes were visited by author Matt Glover. Mr. Glover worked with students in an interactive lesson on the writing process.

Students' wellness and belonging was another focus that we have worked on over the course of this school year. Our staff have engaged in their own learning online on professional development days and on their own time by learning more about Complex Trauma. Classroom teachers incorporate self-regulation tools such as Mind-Up, Open Parachute, Second Step and Zones of Regulation in their lessons. Through these tools, students are developing skills and language to manage emotions. Throughout the year, teachers have integrated lessons by planned fieldtrips such as skating,

neighborhood walks to Renfrew Ravine, salmon release, outdoor education at VanDusen and Stanley Park, and planting and harvesting in the school garden to promote wellness, belonging and physical literacy.

Improve equity

Grenfell staff are dedicated to creating an inclusive environment and eliminating barriers to success for all students. Teachers plan their programs using the Universal Design For Learning model with additional attention to students who need extra support. Grenfell participates in the VSB hot lunch program and the province's Fruit and Vegetables In School program. Fresh fruit or vegetables are delivered to the school every six weeks. All students receive a serving of the produce. Milk or soya beverages are also available to students through the program. The Fire Fighter Charity delivers snacks to school and the snacks are available to any student who may need one. To build connections and support student wellness, the Community School Link runs after school programs at Grenfell. This school year we have offered a dance program, a pre-teen newcomer program and Rec and Read in the summer. Staff engage in on-going conversations with Community School Link program staff to prioritize students ensuring that students are equitably identified and best fit for these programs.

Equity is always considered when organizing field trips. Teachers prioritize field trips that utilize public transit. Our outdoor education program allows students to participate in outdoor learning by taking turns weeding, watering the school garden, planting and harvesting.

The School Based Team (SBT) meetings prioritize students who need support. Action items are created at the meetings to follow through with the referrals. Our team of specialist staff including the school counsellor, Speech Language Pathologist SLP and psychologist are part of the SBT to provide service to students.

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

During the month of September and in connection with the Truth and Reconciliation Day, students work on projects to increase their knowledge of the residential school system and its impact on the Indigenous communities. For older students, learning the history of residential schools expands into the learning of the history of Indigenous Peoples in BC and the Indian Act.

This year, students are learning the updated Indigenous land acknowledgement and practice saying the names of the three host nations in the original language. With the support of the Indigenous Education Worker, this year students learned about the Seven Sacred Teachings and the cultural values, beliefs, and practices that the seven animals represent. Students also learned to drum the *Women Worries* and *Boy Worriers* songs. Since November of 2023, staff have committed to the learning of the First Peoples Principles of Learning. Every month, we work on one principle. We reflect on our learning from the principle-of-the-month in our teaching and interactions with students. At the monthly staff meeting, staff have an opportunity to share their learning and how the First Peoples Principles of Learning have shaped their practice.

We are committed to continuing our reconciliation journey at Grenfell.

HOW WILL WE KNOW WE'RE ON TRACK?

We actively seek feedback from students and families. At every PAC meeting, we allocate time for parents to ask questions about the school. We will continue to track the participation rate for the Ministry's yearly Foundation Skills Assessment for Grade 4 and 7 students. The results will continue to be shared with staff and families. Every fall we have a schoolwide write to assess student writing. This past year we had a year-end write for all Intermediate classes to track student progress. We are hoping to continue this practice and expand to the primary grades in the coming school year. The resource teachers assess students' reading level twice a year (September and May) to track their reading progress. Results are shared with families in the student CSL reports and resource reports. As Belonging and Social Emotional Learning are two topics we were focusing on this school year, we were able to gather information and track progress through Student self-reflections of the Core Competencies. Three times a year, the school team meet to discuss the progress of our Indigenous students. The Indigenous Students Success Plan allows us to track progress of our Indigenous students. All families, staff and students in Grades 4 and 7 are invited to participate in the Student Learning Survey administered by the Ministry of Education. The results of the survey inform our work and provide feedback to confirm whether we are on the right path supporting students at school. For example, during this year's Student Learning Survey, 58 % of Grade 7 students reported that they participate in Indigenous celebrations or activities at school. Based on this data, we know that we are on the right track. Our objective is to have the percentage increase to 75%.