

## 2023-2024 School Learning Plan

École Lord Tennyson Elementary is a single-track French Immersion school on the West side of Vancouver with approximately 400 students in kindergarten to Grade 7. Our families apply to the program in either Kindergarten or Grade 1 (up until the end of September for Grade 1). Students receive 100% of their instruction in the French language from kindergarten to Grade 3 and up to 80% of the instruction in French from Grades 4-7. While the majority of the students are from the Kitsilano/Fairview and False Creek neighbourhoods, we have students from a variety of areas in Vancouver. Most of the students choose to continue in the French Immersion program at either Kitsilano Secondary or Churchill Secondary, depending on their secondary school catchment area. We are part of the Kitsilano Family of Schools.

Our passionate and skilled staff are dedicated in their goal of assisting and guiding students to achieve their best through immersion in the French language. Tennyson is part of the VSB Early Literacy Initiative, and we have the French Reading Recovery Program (EPLE) and the accompanying CLIP program to support early learners in the primary grades. Several primary classes are exploring a play-based approach to early learning, and there is a commitment to deepening our understanding of the current curriculum to foster and facilitate an inquiry-based approach to learning across the school.

Students at the upper intermediate level are engaged in leadership activities such as peer tutoring and book buddies with our early primary level students. We offer a variety of team extracurricular activities such as volleyball, basketball, cross-country and track and field. There are staff-led noon hour and/or after school activities such as choir, SOGIE Club, Diversity and Inclusion Club, and Environmental Club. Activities will vary across the years depending on student and staff interests. Our parent community are involved in the school with an active and supportive PAC. They organize and host several traditional events in the school which continue to build community involvement such as the “Hallowe’en Howl” and “Spring Fling.”

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### WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Academically, many of our students continue to show success in the the development of their French language skills and these skills develop as they progress through the grades. The students continue to demonstrate a positive attitude towards school and continue to move towards a more consistent “growth” mindset in all areas of the curriculum. Students are keen to participate in leadership opportunities, across all grades, and there is a growing interest in and opportunities for students in primary and intermediate grades to work together on initiatives. As students with English as their primary home language, our student population continues to develop the confidence and enthusiasm in learning a second language, with support from the school staff and programming.

CSL literacy data, from Term 2 of 2023 and Term 2 of 2024, is shown below to indicate French language skill development across the year of the same students as they moved into the next grade.

CSL DATA (%)

2023 – Term 2

2024- Term 2

	Em	Dev	Prof	Ext			Em	Dev	Prof	Ext
<b>K</b>	N/A	N/A	N/A	N/A		<b>K</b>	0	17	80	3
<b>K</b>	0	10	90	0		<b>Gr.1</b>	0	21	72	7
<b>Gr.1</b>	12	65	23	0		<b>Gr.2</b>	9	37	50	4
<b>Gr.2</b>	6	31	63	0		<b>Gr.3</b>	2	31	63	4
<b>Gr.3</b>	6	21	65	8		<b>Gr.4</b>	4	27	65	4
<b>Gr.4</b>	12	31	57	0		<b>Gr.5</b>	2	23	66	9
<b>Gr.5</b>	4	60	36	0		<b>Gr.6</b>	2	48	46	4
<b>Gr.6</b>	9	48	43	0		<b>Gr.7</b>	2	21	57	20

- Overall, 28% less students are performing in the “Emerging” category, across the grades, since last year. This is an improvement from 2023
- More students (42%) of students, across the grades, are proficient in French literacy since last year.
- As reported by teachers, more students are using French as their primary mode of communication in class this year
- The school has continued to increase the number of performances/workshops/in-services that focus on enriching French culture within the school

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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

- Continue to work towards ensuring that all students are reading, in French, at grade level through instruction and supports from classroom and resource teachers
- Use direct teaching of reading at all grade levels.
- Continue to provide opportunities for parents/families to be involved in their child’s French learning through home/school connections and joint online programs.
- Provide opportunities for and monitor students’ oral language skill development.
- Continue to provide more oral language opportunities and activities related to French culture and a work-wide French view.
- Continue to incorporate more hands-on and experiential learning across the grades.

- Continue to encourage and increase opportunities for older intermediate student to work with primary level students on their French language skills and math.
- Build more critical thinking and problem-solving activities into classroom learning, across the grades.
- Continue to focus on developing interpersonal skills with students, through classroom activities, with the support of our school counsellor.

### Improve equity

- Organize the purchase of French resources based on the needs of the students and equitably across the grades.
- Provide focused literacy support, meeting students where they are in their learning.
- Continue to provide Professional Development and access supports that focus on a variety of methods for delivering high quality, diverse and applicable instruction for students.
- Continue to gain a fuller understanding of the histories, customs and traditions of our student population.
- Provide opportunities within the curriculum and school events to connect to the cultural and linguistic histories of our school population.
- Ensure that all of our students see themselves reflected in the school curriculum.
- Provide professional development opportunities for staff on anti-racism and SOGIE education, decolonization, reconciliation and restorative practices.

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

- Continue to incorporate the Indigenous land acknowledgement at the beginning of meetings, assemblies, school events including students in the learning and presentation such as in the creation of personalized land acknowledgements.
- Continue to build Indigenous perspectives, representation, individuals, into assemblies (Remembrance Day, Pink Day, Earth Day, Winter celebration)
- Incorporate more learning/activities of the Metis culture (French connection) – dancing, songs, history, cross-Canadian connections, pen pals, speakers, cultural events.
- Continue to actively acquire more picture books, fiction novels and non-fiction texts related to Indigenous Peoples (including legends, histories/personal and community narratives, other stories, resources related to Indigenous culture, residential schooling and reconciliation) both in the school library and for classroom use and curriculum.
- Focus on how learning is embedded in memory, history and story and the importance of oral language in terms of storytelling and the passing of knowledge
- Continue to directly teach, at appropriate grade levels, about the lasting effects of residential schools and reconciliation
- Encourage staff the share what they are already doing in their classes with their colleagues and work together across grades and grade levels
- Continue to imbed the First People’s Principles of Learning into the curriculum being taught.
- Continue to augment our own knowledge, practice and delivery as educators.
- Continue to increase the number of student fieldtrips and in-class workshops focusing on Indigenous culture and histories

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## HOW WILL WE KNOW WE'RE ON TRACK?

- Continued improvement in literacy results as indicated by report card data and reading testing
- Increased use of French in the school by students, inside and outside the classroom, as indicated by observation and report card comments
- Increased positive attitude/reaction across the grade levels, particularly in the Intermediate grades, as indicated by observation, MDI data and parent and student responses from the Student Learning Surveys
- Improved percentages on MDI, Learning Survey and school-based surveys in the areas of connection, academic self-concept, French language skills and confidence in speaking.
- A deepened understanding and awareness, evidenced through discussion, class and project work of First Nations, Metis and Inuit culture, principals of learning, histories and reconciliation.
- Indications, through students' comments in the Student Learning Survey, that they are learning about Indigenous Peoples and Reconciliation.