

2024-2025

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 x^wməθk^wəyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətał (Tsleil-Waututh Nation).

Sir Wilfred Grenfell Elementary is in East Vancouver in the Collingwood Neighborhood (Joyce Station). Since January 6th 2025, we have moved to the South Hill Swing Space (5987 Prince Albert Street) while the Grenfell school building undergoes a comprehensive seismic upgrade. We are anticipating that the construction will be completed by fall of 2026. We are looking forward to moving back to the seismically safer school following the completion of the project.

Grenfell school has a population of approximately 330 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, 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 after school Super Science Club (from September to December 2024) sponsored by Science World. We work with Collingwood Neighbourhood House to provide on-site Before and After School childcare (moved to Swing Space with the school) and the Newcomer Pre-Teen Program (February to June 2024). We partner with VSB Early Learning to run onsite Strong Start for preschool age children and their families. Due to the Seismic Upgrade Project, Strong Start has been relocated elsewhere

until we move back to the Grenfell building. For the past two years, Grenfell has participated in a partnership program with the Sarah McLachlan School of Music. Students from Grade 4 and up receive in-school percussion lessons taught by staff from the music school. In addition, all students from Grade 4 and up are offered an opportunity to attend free lessons at the music studio outside of school hours. Bus transportation is provided to pick up students from Grenfell to the Music School.

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 supporting 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 on to support student learning, staff themselves also seek opportunities to enrich their learning to better support their students. During this school year, our Teaching Staff have worked with the district's Professional Learning Community (PLC) Mentors around assessment while enhancing their teaching practices and Universal Design for Learning (UDL). Our Support Staff have demonstrated dedication in their learning as well by attending online professional workshops offered by the Vancouver School Board on various topics to support the well-being of students. In addition, our Pro-D Committee 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. We are fortunate that education and schooling are highly valued among our families. We have found that our students support each other; they are kind and respectful of each other; and 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.

As mentioned earlier, Grenfell School is going through a ministry funded Seismic upgrade Project. We have moved into the Swing Site as of January 6, 2025. Students are now being bussed to school from the Grenfell location. We have heard compliments from the bus drivers about the conduct of our students. They praised our students for being polite, keeping the bus clean, and displaying exemplary behavior while the bus is moving. We have been pairing older classes with younger

classes in a buddy system, and the bus drivers have remarked that they observe the older buddies mentoring the younger buddies. We have been very gratified to see the degree to which Grenfell students are kind and respectful of each other.

This year students successfully collaborated on several projects/school events that involved multiple classes: the Terry Fox Run, Food Bank collection, gardening projects, Science Fair, mapping the residential schools in BC, Entrepreneur Business Show and many teacher-sponsored sports teams and noon hour clubs.

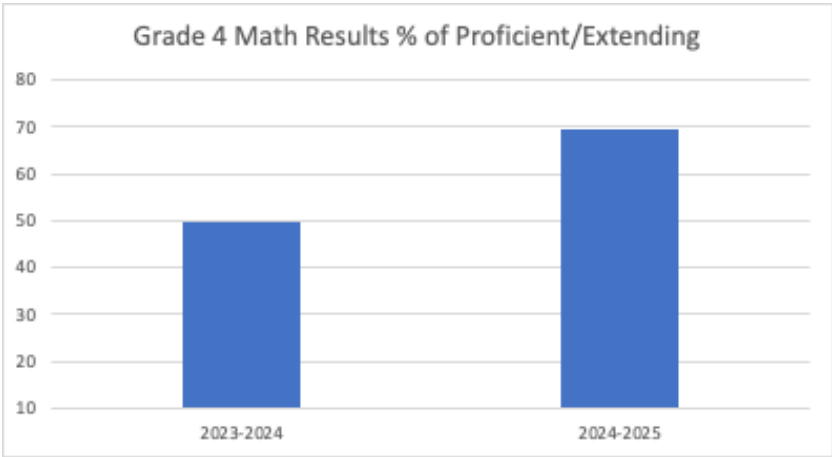
Grenfell Elementary School is a part of the district’s Professional Learning Community. During the first term, three of our primary classes worked with the district’s curriculum mentor to enrich their teaching learning with a focus on math fluency. Classes participated in math games and created math materials to improve math facts.

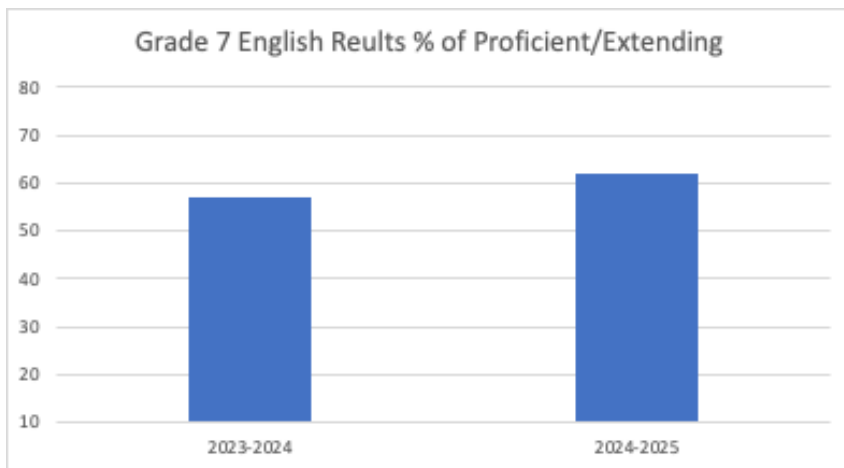
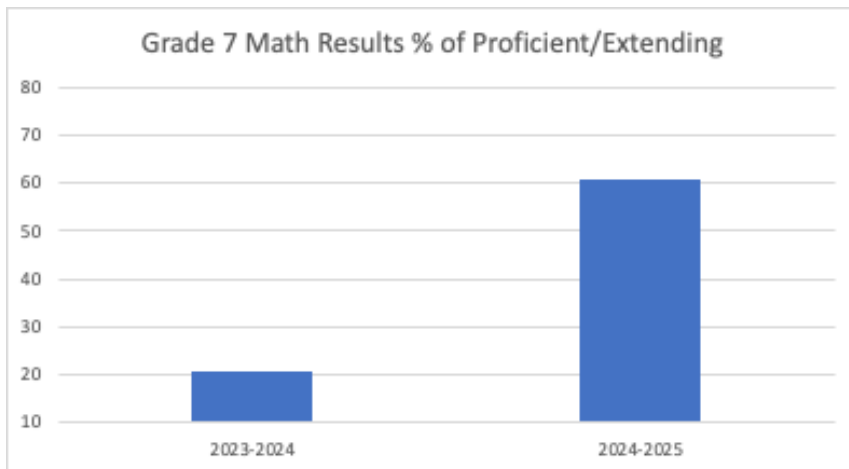
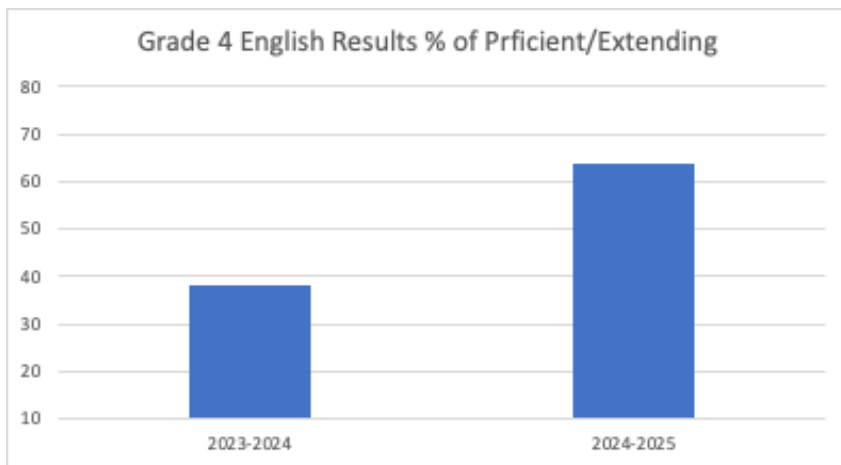
Coming as they do from a diverse range of cultural backgrounds; Grenfell students are notably respectful of each other and different cultures. To support the goal of Reconciliation, all students participate in the learning of Indigenous cultures. All classes practice Talking Circles during class meetings. Students learn to take turns talking when a talking object is placed in their hands. We begin our school year with learning about the Residential School System and its impact on the Indigenous community. Intermediate students study the Indian Act and its impact on our society.

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 continue to support student learning in literacy, math and well-being in addition to a new focus on assessment. We have been very fortunate to work with the literacy mentors from our Professional Learning Community on literacy and Math projects. As staff, we look at different assessment tools to better identify students’ needs and areas that need additional support. Comparing the results of “Proficient/Extending” in Communicating Student Learning (CSL) of this school year and the past school year, we are seeing significant improvement (K to 7) in Literacy and Numeracy. Please see the graphs below:





Sharing and celebrating learning forms an integrated part of learning. We have been providing students with opportunities 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 learning in school assemblies and with their buddy classes.

Students' wellness and belonging continues to be our focus this year. Our staff have engaged in their own learning online on professional development days and in 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 skills to manage emotions. Throughout the year, teachers have integrated lessons by planned fieldtrips such as skating, snowshoeing, Grade 7 overnight camp, neighborhood walks, outdoor education at VanDusen and Stanley Park to promote wellness, belonging and physical literacy.

All the work that we do to promote "Belonging" seems to be having a positive effect. In the Student Learning Survey this year, 43% of Grade 7s reported that they feel like they belong Most of the Time while 21% of Grade 7 students reported that they feel like they belong All the Time. 37% of Grade 4s reported they feel like they belong Most of the Time and 29% All the Time. We feel that we are moving in the right direction in instilling a sense of belonging in the students at Grenfell.

Improve equity

Grenfell staff are dedicated to creating an inclusive environment and eliminating barriers to success for all students. We are committed to supporting our vulnerable students to succeed at school. Teachers plan their programs using the Universal Design for Learning model with additional attention to students who need extra support.

Through the School Based Team (SBT) meetings we identify students who are at risk of underperforming in literacy and math as well as struggling in social emotional well-being. We meet twice monthly to discuss vulnerable students and students who are underperforming in the classroom. This school year, we have referred 36 students to the SBT meetings. Our action plans include resource support and targeted support, such as Speech Language support, additional testing and assessments, counselling support, meeting with families and setting up students and families outside support. We also re-evaluated the current resource team structure to increase in-class teaching support. As a result of the SBT meetings, there were 5 students who received the Ministry's designation; the district has provided the school with additional Support Staff allocation to help those students succeed at school. To support equity and to enhance literacy at home, we offer all primary students Raz-Kids, an online home reading program. Families are encouraged to spend quality time with their child and support literacy by reading with their child using PAC funded online reading program Raz-Kids daily. For those students who need more Math practice, the school has purchased IXL math licenses for students to get additional practice at home. To support equity in accessing technology, we loan iPads to the students who use Touch Chat for their communication needs and home reading.

To build connections and support student wellness going into Grade 8, the Community School Link, the high school Articulation Team (high school and Grenfell teams) provide support to the

Grade 7 students. We organize school visits and meetings with high school students facilitated by the high school student leadership team. Our Youth and Family Worker works with grade 7 students to offer high school readiness workshops.

We continue to look for ways for all students to experience success at school.

Due to the relocation to Swing Space, this year we are unable to offer after-school sports. However, we are doing what we can to reach out to students with extracurricular activities. Our teachers have run several noon hour programs to fill the gap. We have an Origami Club, Knitting Club, Dance Club and Noon Hour Board Games. These programs are well attended by students. They offer an opportunity for students to develop friendships and connections.

Our Music teacher organizes school concerts where all students have a role. These concerts offer students an opportunity to practice good work habits and build confidence by performing in front of a live audience.

All our Grade 6 and 7 students participate in the Junior Achievement Program. Students have the opportunity to experience success and confidence through financial literacy, work readiness, and entrepreneurship.

All Grade 6 and 7 students participated in the 4-day HUB Ride the Road Program with bikes provided. Adaptive bikes are available to those who have less experience riding, ensuring that all students can participate fully in the bike courses.

This year the Grade 6 and 7 classes created the inclusive Probability Carnival. Students incorporated their probability learning into designing carnival fun games. Working cooperatively, the students created 16 carnival games for the whole Grenfell students to enjoy and learn about their chance of winning. All students were excited about attending the Carnival and enjoyed playing the well-researched and well-designed carnival games.

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, we created a book display featuring Indigenous books to enrich Indigenous learning in students and staff. 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.

The Reconciliation Blanket designed by master weaver and Musqueam educator, artist, Debra Sparrow is proudly displayed in our school. We were able to utilize the resources shared with us from the Indigenous Education Department to learn about Debra Sparrow's teachings of the reconciliation blanket.

We are reminded of our connection to the land with the daily Indigenous land acknowledgement saying the names of the three host nations in the original language. 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 have been able to learn various resources about the true meaning of land acknowledgement. We play the Coast Salish anthem at school assemblies. Three times during the school year, we discuss the progress and share success stories of our indigenous students by way of the district's Success Plan for Indigenous students. Staff are enrolled in Trauma Informed workshops as self-directed professional development to better understand and support our Indigenous students. 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 PAC meetings, 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. This year we have seen an increase in participation rates for Grade 4 students who wrote the FSA from last year's 38% to 85.71%; Grade 7 participation rate from 27% to 65.91%. The results of the FSA will continue to be shared with staff and families. Every fall we have a Schoolwide Write to assess student writing. 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 to 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%.