

## 2024-2025 School Learning Plan

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### SCHOOL STORY

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. *We are honoured to be working and learning together on the traditional, ancestral, and unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation) & səliwətał (Tsleil-Waututh Nation).*

Our families apply to the program in either Kindergarten or Grade 1 (up until the end of September for Grade 1). Students receive approximately 100% of their instruction in the French language from kindergarten to Grade 3 and up to approximately 80% of the instruction in French from Grades 4-7. While the majority of 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. Tennyson is part of the Kitsilano Family of Schools.

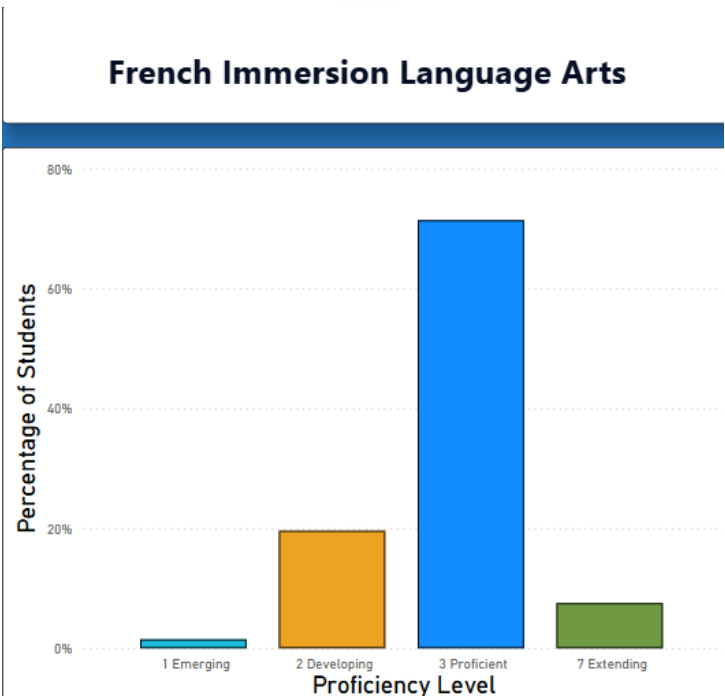
Our passionate and skilled staff are dedicated in their goal of assisting and guiding students to achieve their best through immersion in the French language. Tennyson is part of the VSB Early Literacy Initiative, and we have the French Reading Recovery Program (EPLE) and the accompanying CLIP program 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 soccer, volleyball, basketball, cross-country, and track and field. There are staff-led noon hour or before and/or after school activities such as Kilometer Club, IDA Club (Inclusion, Diversity and Allyship), and the Environmental Club. Activities will vary across the years depending on student and staff interests.

Our parent community is 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.”

# WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

In our updated data from the Communicating Student Learning Summary of Learning Reports for the 2024-2025 school year, we found that most of the primary students, 91 %, were in the Developing to Proficient range for Literacy (see graph below). This continues to show that we are on the right track with our interventions and targeted instruction. EPLE, the French Reading Recovery Program, combined with Primary Resource, and a balanced literacy approach all contributed to our Primary Learners’ progress. The District French Consultant is also a part of the Tennyson team.



**French Language**  
**Communicating Student Learning Summary Report Results**

**Emerging:** Less that 10 students

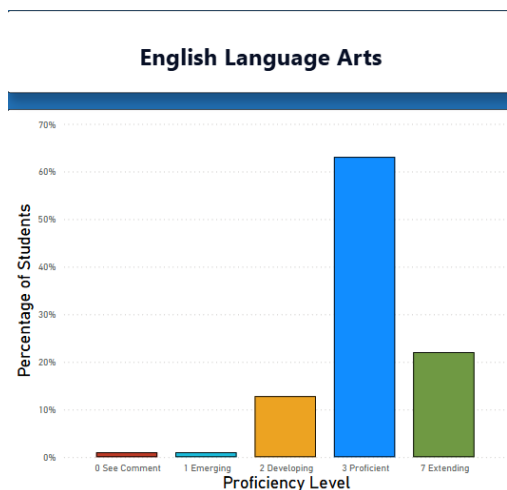
**Developing:** 39 students, 19.60%

**Proficient:** 142 students, 71.36%

**Extending:** 15 Students, 7.54%

Looking at our literacy results for Grades 4-7, our students are making great progress in their English language studies. For our Intermediate students, Communicating Student Learning Summary Reports show that **76%** of these learners are assessed between Developing and Proficient for English Language Arts. If we include Extending, our Grade 4 -7 Learners **98%** of our learners are on track. (See the graph below.)

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## English Language Grades 4 – 7

### Intermediate Communicating Student Learning Summary Results

**Emerging:** Less than 10 students

**Developing:** 25 students, 12.82%

**Proficient:** 123 students, 63.08%

**Extending:** 43 students, 22.05%

## 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

We are working to improve our literacy results. In the upcoming school year, the staff are interested in working towards numeracy goals. Our school has an outstanding number of students who participate in Cross Country, Track & Field, Volleyball, and Basketball. Both staff and parents volunteer countless hours to make sure Tennyson students have opportunities for physical activities throughout the year. After school, outside agencies offer soccer, hockey, badminton, and volleyball for further experiences. Bursaries can be provided for these after-school programs when needed.

Numerous clubs such as the IDA Club (Inclusion, Diversity, and Allyship) offer a meeting place for students and encourages members to be leaders in our school. They organize our Pride Parade and create fundraising activities for worthwhile local IDA aligned non-profits.

Students often participate in multicultural activities that are organized, in part, by students. At Tennyson we acknowledge Christmas, Hanukkah, Lunar New Year, Eid al Fitr, Nowruz, Diwali – just to name a few.

This year Tennyson had a significant number of new students – primarily in grades K and 1. Staff made a list of these students. Everyone, teachers, SSAs, Supervision Aides, and Office staff, went out of their way to target and support these students to help them thrive in their new surroundings. A sense of belonging increases well-being which in turn supports learning.

### Improve equity

As noted above, efforts towards meaningful inclusion and community are essential in the path equity. Our efforts to move toward a more collaborative assessment approach is also an important way to improve equity opportunities for all students.

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

We will continue to highlight school wide activities focused on Indigenous Day at the school and at the VSB. Orange Shirt Day is a week-long focus for all grades. This year we had guest speakers in individual classrooms and performances such as Tribal Vision Dance at Tennyson. A growing number of students are feeling more comfortable giving the Land Acknowledgement in both English and French.

Our library collection continues to expand its fiction and non-fiction Indigenous resources in both English and French. We have started a kindergarten Garden with Indigenous plants as the students learn more about being stewards of the earth. Intermediates all have participated in workshops, Elder visits, and fieldtrips that have highlighted Indigenous history and continued contributions to modern day society in Canada.

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## HOW WILL WE KNOW WE ARE ON TRACK?

We will continue to review Communicating Student Learning (CSL) data, Student Learning Surveys and Middle Years Development Index data to determine if our efforts are helping more students achieve success. In addition, we will look at:

- Offering more opportunities for students to speak and write in French – PA announcements, assembly participation, and newsletter contributions
- 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
- 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.