

## 2024-2025 School Learning Plan

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### SCHOOL STORY

General Wolfe Elementary is a vibrant learning community of students supported by passionate educators and engaged families. *We are grateful to be located on the unceded, traditional lands of the x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations.*

As envisioned by the Vancouver School Board Education Plan 2026: Goal One (*the Vancouver School Board will improve student achievement, physical and mental well-being, and belonging*), the Wolfe staff is committed to the development of all learners through active and engaged learning. Student learning is supported both in and outside of the classroom. Up to date library resources, learning through technology, a music program, field studies, and outdoor learning spaces all support curriculum learning. Students are encouraged to follow their passions and explore their interests in open-ended activities such as choosing their own science fair projects, composing rhythms and melodies in music, deciding how to use their time on Play Days, writing personalized Land Acknowledgements for the daily announcements, and leading monthly school assemblies. Extracurricular sports and clubs, sponsored by staff, provide additional learning opportunities. In recent years, student initiative has led to the creation of a Chess Club, Dungeons & Dragons Club, intramural soccer league, Assembly Club, and Student Voice group, with representatives from each intermediate division. Ongoing staff professional development, which in recent years have included sessions on outdoor learning, local First Nations, math, and how to support students' executive functioning, provide staff with opportunities to enrich their practice to support student learning. Wolfe students take on leadership roles in the school by volunteering as Kindergarten Monitors, PA Announcers, Office Monitors, Library Monitors, and Audio-Visual technicians. Each division has a buddy class where intermediate and primary students work together to build community bonds throughout the grades. A monthly assembly is student-led and an opportunity for all classes to share their learning with one another.

Student learning is supported by an active and generous parent community. The Parent Advisory Council (PAC) events create a larger sense of community and raise funds for school activities and resources. Recent community events have included Welcome Back Nights in September, annual school dances, walkathons, and movie nights. PAC fundraising has supported activities such as skating at Hillcrest for the entire school, school performances and presentations, learning sessions for all parents and caregivers, and additional technology resources. The PAC and Wolfe staff have worked together in past years on a plan for outdoor learning spaces to be funded from the PAC Legacy Fund. The spring of 2023 saw the implementation of the plan with the addition of picnic tables, new concrete and wooden benches, and replaced wooden benches in the forest area.

Many Wolfe alumni stay connected to the school and come back to volunteer. Alumni help at Sports Days, Science and Heritage Fairs, and volunteer in classes. In 2024, a Wolfe alumni, Ben Hartley-Folz, painted the “Let Creativity Grow” mural in the Sport Court.

In addition to the PAC, the school community is supported by the Spare Time Child Care Society, which provides out of school time care before and after school and during school breaks, and the Hamber and Tupper Community Schools Teams.

The Wolfe School Code of Conduct is taught as PAWS, which reminds students to be Polite, Accountable, Welcoming and Safe. Direct teaching as well as posters, a school song, a hand sign, and a PAWS pathway outside all support students in understanding and remembering PAWS and the overall behaviour expectations.

The school facility was seismically upgraded between 2019 and 2021. In September 2021, the school community returned to the Ontario Street site after two years at the South Hill swing site.

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

A diverse student population of 390 students is divided into 17 divisions, almost evenly split between primary (K-3) and intermediate (4-7) grades. Wolfe students include Indigenous children and children with citizenship from 25 different countries. While most students speak English at home, the Wolfe community also speaks 24 other languages. At Wolfe, 18% of the students are English Language Learners. Wolfe welcomes all people and, in particular, has warmly greeted children from homelands immersed in conflict. A number of students have BC Ministry of Education special education designations.

With such diversity, students are encouraged to learn about who they are, their heritage, and their own unique story. While many students can describe different aspects of their identity, they are still learning how that identity is part of a larger community, how that identity and personal story is created, and how to share that identity with others.

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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**

At Wolfe, we have been using stories (writing stories, reading diverse stories, telling stories in a variety of ways) as opportunities for students to explore their personal identity. This is primarily done in English Language Arts but is also explored in many other subject areas. Looking at *Positive Personal and Cultural Identity* Core Competency, our goal is for each child to continue to develop a healthy sense of who they are, to increase their understanding of their own unique story, and to be able to share that story with others.

### **Improve equity**

As part of our exploration of personal identity through story, we will continue to ensure that each child has the opportunity to see themselves reflected in diverse stories presented in the classroom

and library, and has the resources to tell their own story in meaningful ways (e.g. access to art materials that allow them to choose how to draw themselves, a mix of written and oral story telling activities).

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

At Wolfe, students and staff have been growing in their understanding of why Indigenous Land Acknowledgements are important. This year we have focused on building that understanding and practiced giving appropriate and sincere Indigenous Land Acknowledgments on the morning announcements and at school events such as assemblies.

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

The Wolfe staff used the Ministry of Education profiles from the *Positive Personal and Cultural Identity* Core Competency to monitor each students' progress in developing a healthy personal identity and ability to share their story which includes "knowledge of one's family background, heritage(s) language(s), beliefs, and perspectives in a pluralistic society" (<https://curriculum.gov.bc.ca/competencies/personal-and-social/positive-personal-and-cultural-identity>).

Profile 1 is the most basic understanding: "I am aware of myself as different from others." Profile 6 is the most nuanced understanding: "I can identify how my life experiences have contributed to who I am: I recognize the continuous and evolving nature of my identity." While results varied from class to class and Wolfe students span the entire spectrum of understandings, data collected in the fall and spring indicate that there was a small positive shift across all grades in student progression in this competency, with the majority of students being at profiles 3 ("I can describe different aspects of my identity") and 4 ("I have pride in who I am. I understand that I am a part of larger communities"). These understandings of identity and the ability to tell one's personal story evolve over time and more slowly than subject specific content and skills as measured by the proficiency scales (emerging, developing, proficient and extending).

Students' learning about their identity and culture included all four areas of literacy: reading, writing, listening, and speaking. Class based activities such as story workshops (creating stories with small objects), cultural explorations through novel studies, studies of different cultural groups, presentations by students about their own cultural identity, and art projects exploring personal identity all gave students opportunities to deepen their ability to understand and share their own identity and cultural history. At Wolfe, there was a positive shift in English Language Arts over the course of the year. The final summary of learning for students showed that over half were proficient or extending at their grade level.

With respect to Land Acknowledgements, almost all students know what a Land Acknowledgement is, while many can also say why Land Acknowledgements are important. Data collected in the fall and spring show that this understanding has also improved over the course of the year. Over 87% of students in grades 4 and 84% of students in grade 7 indicated on the provincial Student Learning Survey that they could explain to someone else why a Land Acknowledgement is important. Many teachers are incorporating Land Acknowledgements into regular class activities such as class meetings and presentations. Often, students write their own

introduction before following with the wording of the VSB Land Acknowledgment. Students have learned how to say the names of the three local Indigenous groups. Student written and presented Land Acknowledgements take place as part of the daily announcements, as well as all assemblies and school events. Ongoing learning about Indigenous peoples and perspectives is providing students with a deeper understanding to draw upon when understanding Land Acknowledgements. Some of the ways this has been done are through Indigenous storytelling, studies of historical events such as Residential schools, integration of Indigenous teachings in all subject areas, field studies and a school performance by performing artist, Nyla Bedard.