



2025-2026 School Learning Plan

SCHOOL STORY

École Lord Tennyson Elementary is a single-track French Immersion school on the West side of Vancouver with approximately 400 students from kindergarten to Grade 7. We are honoured to be working and learning together on the traditional, ancestral, and unceded territories of the xʷməθkʷəy̓əm (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 most 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. 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 extracurricular activities such as volleyball, basketball, cross-country, and track and field. There are staff-led noon hour or before and/or after school activities such as Board Game Club, 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 “Halloween Howl” and “Spring Fling.” They are currently actively fundraising to build an undercover play area to continue supporting outdoor play through all weather.

At École Lord Tennyson we value building open and respectful relations with the community of parents from the school. Communication between the school and the parent community allows the school to collaborate with parents to support all students in their learning.

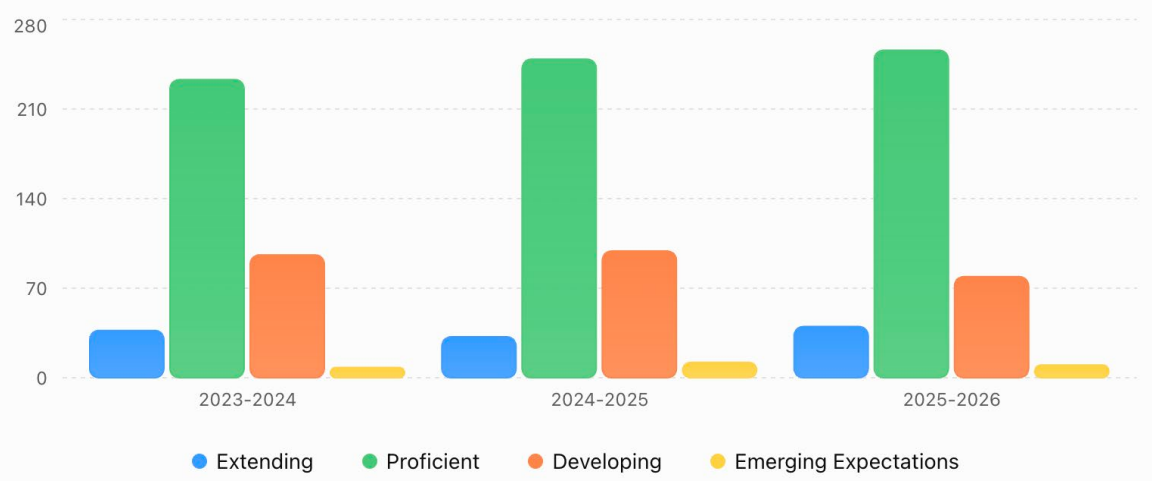
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

The community of learners that attend Tennyson are a vibrant and diverse group. The diversity within the school community means staff use a comprehensive approach that values individual learning styles, cultural backgrounds, and empowers student voice. Students in the community are active learners who enjoy exploring a variety of environments to enhance their learning. Students benefit from inclusive learning spaces that acknowledge their diverse lived experiences and stories of all students. We know that actively incorporating culturally relevant practices such as oral storytelling and hands-on learning experiences allows students to connect with the curriculum to enhance learning opportunities. Furthermore, students benefit from kinesthetic learning opportunities that allow for hand-on exploration and meaningful engagement with the learning. Finally, the students at Tennyson benefit greatly from a strong sense of community and belonging to the learning environment. This strong sense of community is best created through open communication, collaboration, and supportive learning environments.

In our updated data from the Communicating Student Learning Summary of Learning Reports for the 2025-2026 school year, we found 335 out of 384 were in the Developing to Proficient range for Literacy. By comparing our results from the past three years, we can observe that the number of students at the proficient level is steadily increasing each year, the number of students within the developing range remains stable and the number of students emerging remains overall low at less than 12 students. This suggests an overall positive shift toward higher achievement levels with more students reaching Proficient and Extending levels and fewer students in Developing and continues to show that we are on the right track with our interventions and targeted instruction.

French Language Arts Results Comparison

Student achievement levels across 2023–2024, 2024–2025, and 2025–2026.



As well, in our updated data from the Communicating Student Learning Summary of Learning Reports for the 2025-2026 school year, we found 311 out of 384 were in the Developing to Proficient range for Mathematics. By comparing our results from the past three years, we can observe that the number of students at the proficient level remains stable each year, the number of students within the developing range has increased steadily and the number of students emerging remains overall low at less than 6 students. Overall, proficiency levels were maintained, while the increase in the Developing category

and decrease in Extending in 2025–2026 may warrant further analysis to identify areas where students could be supported to move into higher achievement levels.

Mathematics Results Comparison

Student achievement levels across 2023–2024, 2024–2025, and 2025–2026.

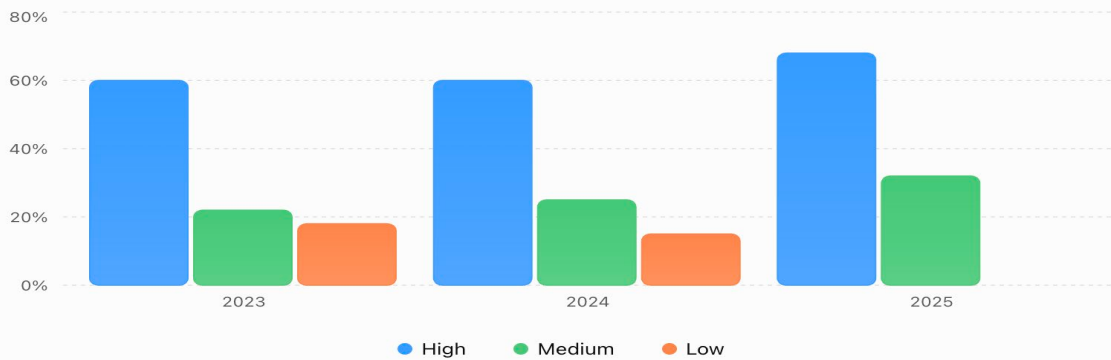


The staff at Tennyson Elementary is committed to the VSB ‘s vision of creating an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. This requires a focus on ensuring that the students who are not yet proficient have what they need to be successful at school. As part of our work towards equity, this will be a continued focus with not only literacy but all areas of learning and well-being.

When we examine the results of the Middle Years Development Instrument (MDI) completed by grade 6 students over the last 3 years, we can see that students' sense of belonging has increased over time and that they feel more connected and valued at Tennyson. By 2025, 100% of Grade 6 students reported either a high or medium sense of belonging at school, indicating a substantial improvement in student connectedness and school climate.

Grade 6 Students' Sense of Belonging at School (2023–2025)

Percentage of Grade 6 students reporting high, medium, and low levels of belonging at school.



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

Literacy

École Lord Tennyson Elementary is improving student literacy learning by closely aligning its practices with the district's Responsive Literacy Framework, which emphasizes inclusive, responsive, and holistic approaches to literacy. One of the keyways the school supports literacy development is through early identification and targeted intervention. These Initiatives provide small-group or individualized support to primary students who need additional help. This ensures that instruction is responsive to student needs and grounded in ongoing assessment, a central principle of the framework.

In addition, Tennyson's French immersion model plays a significant role in literacy development. With 100% French instruction in the early grades and a high proportion maintained in later years, students simultaneously build oral language, reading, and writing skills in a second language. This approach reflects the framework's understanding of literacy as multidimensional, encompassing oral communication, comprehension, and meaning making rather than focusing solely on decoding. The school also emphasizes inquiry-based and play-based learning, particularly in the primary years, allowing students to develop literacy skills through meaningful, engaging contexts that foster curiosity, voice, and deeper understanding.

Social interaction is another important component of literacy learning at Tennyson. Through big buddies and library programs, students engage in collaborative reading experiences that strengthen fluency, comprehension, and confidence. These practices reinforce the idea that literacy is a social process and help students develop positive identities as readers and learners. At the same time, the school promotes an inclusive and supportive environment by encouraging a growth mindset, engaging families, and providing multiple entry points for students to access literacy learning.

Finally, teachers at Tennyson participate in ongoing professional learning aligned with the Responsive Literacy Framework, including district-wide collaboration and data-informed instruction. This continuous professional development helps ensure that teaching practices remain consistent, research-based, and responsive to the evolving needs of students. Together, these strategies demonstrate how Tennyson Elementary is working within the Vancouver School District's framework to support all learners in developing strong, confident literacy skills.

Numeracy

École Lord Tennyson Elementary is improving student numeracy learning by aligning its school-based practices with the Vancouver School District's School Education Plan focus on data-informed instruction, inquiry-based learning, and building student identity as capable learners. As a French immersion school, numeracy is developed alongside language learning, with students engaging in mathematical thinking, problem solving, and communication primarily in French. This supports a

deeper conceptual understanding, as students must explain and justify their thinking while simultaneously developing academic language.

A key strategy outlined in the school's learning plan is the use of inquiry-based approaches across subject areas, including mathematics. Teachers are working to deepen their understanding of the curriculum and design learning experiences that encourage students to explore mathematical concepts through questioning, investigation, and real-world connections. This approach moves beyond rote computation and helps students build flexible thinking, reasoning skills, and conceptual understanding, which are central goals of the district's numeracy framework.

The school also emphasizes responsive, data-driven instruction. Teachers examine student performance data and adjust their teaching to better support areas of need, ensuring that instruction is targeted and inclusive. This aligns with broader district priorities to strengthen numeracy through differentiated instruction and ongoing assessment. By identifying gaps and responding with appropriate strategies, educators can better support all learners, including those who may require additional support.

In addition, Tennyson fosters numeracy development through collaborative and social learning opportunities. Activities such as big buddies and cross-grade interactions, while often highlighted in literacy, also support mathematical thinking by encouraging students to explain their reasoning, share strategies, and learn from one another. These practices help build confidence and reinforce the idea that mathematics is a communicative and shared process.

Finally, ongoing professional learning for teachers supports improved numeracy instruction. Educators engage in collaboration, reflection, and professional development to refine their teaching practices, including the use of effective instructional strategies and assessment methods. This continuous learning ensures that numeracy instruction remains responsive, research-informed, and aligned with district goals.

Physical and mental well-being and belonging

We are trying to link physical and mental well-being and sense of belonging through land-based learning. This year we continued to focus our energy on activities and initiatives (e.g., reinforcing calming technique, baskets of fidget toys in most primary and intermediate classes and in the office, classroom meetings to start or end the day, body breaks, creative mindfulness videos played after recess/lunch in classrooms, calming corners with soft furniture and calm down materials, etc.) that have: alleviate stress and anxiety in our students, foster a sense of belonging, strengthen student engagement, nurture self-regulation and independence, create a culture of care and connect students to the learning community at Tennyson. Staff have engaged in District sessions around Ready Bodies, Learning Minds, and we are in the planning phase of creating our own mini-motor lab for students to access to help stimulate the student's sensory systems.

Improve equity

Our focus on continuing to improve equity for all learners has shown improvement over the year. Tennyson Elementary is committed to fostering an increasingly equitable environment for all learners.

As a staff and parent community, we had two presentations this school year from a Diversity, Equity, and Inclusion (DEI) consultant which aided in building a deeper understanding of many DEI issues and how to better understand incidents of racism and oppression within the school community. Furthermore, our staff have embraced the District inclusive school calendar. Tennyson emphasizes creating a more inclusive environment through extracurricular activities such as the IDA Club (Inclusion, Diversity, and Allyship) and school-wide celebrations like Pink Shirt Day, Tennyson's Got Talent, and Pride Month.

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

Tennyson will continue to deepen our commitment to reconciliation with First Nations, Métis, and Inuit communities by building on meaningful learning experiences across the school. School-wide activities will continue to highlight the importance of reconciliation and actions going beyond Orange Shirt Day, National Day for Truth and Reconciliation and National Indigenous Peoples Day. This past year, students benefited from guest speakers in individual classrooms. Encouragingly, a growing number of students are feeling more confident delivering the Land Acknowledgement in both English and French and the grade students created their own land acknowledgement to display throughout the school.

Our library collection continues to expand with Indigenous fiction and non-fiction resources in both languages, supporting authentic and diverse perspectives. Our kindergarten garden, featuring Indigenous plants, offers young learners' hands-on opportunities to develop an understanding of stewardship and respect for the land. Intermediate students continue to participate in workshops, elder visits, and field trips that highlight Indigenous histories as well as the ongoing contributions of Indigenous peoples to contemporary Canadian society. Looking ahead to next September, Tennyson is excited to partner with an Indigenous artist to co-create a spindle whorl, with meaningful input from both students and staff. This collaborative project will serve as another important step in our ongoing journey of learning, respect, and reconciliation.

HOW WILL WE KNOW WE'RE ON TRACK?

We will monitor our progress toward our School Learning Plan goals by analyzing multiple sources of evidence, including Communicating Student Learning (report cards), the Middle Years Development Instrument (MDI), the Early Development Instrument (EDI), and the Student Learning Survey. These data sources will support staff in tracking growth across all areas and in ensuring that the First Peoples' Principles of Learning are meaningfully embedded in our practice. We recognize that this work involves a shift from traditional approaches to numeracy toward deeper connections with the curriculum. As such, we anticipate that progress will be gradual and, at times, challenging.

In addition, we will draw on survey data (e.g., Student Learning Survey, MDI, BC Adolescent Health Survey), student focus groups, and anecdotal observations to monitor trends and inform responsive instruction. With continuing to establish baseline data in literacy and numeracy, we will measure growth over the next 2–3 years, taking a holistic approach to understanding and supporting each learner.