

2025-2026 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 xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətaʔ (Tseil-Waututh Nation).

Renfrew Elementary Community School, a proud part of the Renfrew-Collingwood neighbourhood since 1928, serves over 475 students from Kindergarten to Grade 7. Our school reflects the rich cultural and linguistic diversity of the community, with families speaking languages such as Mandarin, Cantonese, Tagalog, Farsi, and more. This diversity enriches our learning environment and fosters cultural understanding.

We offer two educational programs: a neighbourhood K–7 program and a district Montessori K–7 program. Students benefit from specialist music instruction, a school garden, and extensive outdoor learning spaces. Social-emotional well-being is supported by a part-time Youth and Family Worker, an area counsellor, and strong ties with the Windermere Community Schools Team.

Renfrew is deeply connected to its community. Our StrongStart program supports early learners and smooth transitions into Kindergarten. We also host a before- and after-school care program and collaborate with community partners to offer additional programming.

Student leadership and engagement are strong, with high participation in Student Council, service roles, and extracurriculars such as sports, clubs, and talent shows. Our Parent Advisory Council (PAC) plays an active role in supporting school initiatives and fostering community spirit.

At Renfrew, we are committed to inclusive, collaborative, and holistic education that nurtures academic growth, social responsibility, and a strong sense of belonging.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Renfrew Elementary School is home to over 475 students. Approximately 30% of Renfrew students are designated as English Language Learners, with many more speaking multiple languages. Around 2% of the school population identifies as Indigenous. Additionally, about 10% of our students have unique learning needs recognized by the Ministry of Education and Child Care. Renfrew is a vibrant community, welcoming new families throughout the school year, many of whom are new to Canada.

Our students are thoughtful, kind, curious, and eager to learn about each other's stories and the world around them. They are supported by families who place a high value on education. Renfrew students enjoy opportunities to advocate for their learning, learn cooperatively, and engage in outdoor learning. Particularly in the intermediate grades, students show a strong sense of agency and enthusiastically embrace leadership opportunities such as peer helpers, morning announcers, library monitors, and assembly crews. Renfrew students also have a high level of participation in clubs and extracurricular activities offered at the school.

Student Learning Survey results for the 2025–2026 school year (Grades 4 and 7 students) indicate that 78% of students believe they are continuing to improve in reading and math, with writing slightly below at 64%. Renfrew primary teachers are committed to the Collaborative Early Literacy Intervention (CELI) model, while intermediate, primary, and resource teachers follow the Response to Intervention (RTI) approach, where struggling learners are identified early and provided with systematic intervention.

Renfrew students seek opportunities to feel connected to themselves, each other, their community, and their learning. From last year's Student Learning Survey, over 90% of Grade 4 students and 80% of Grade 7 students believe that school is a place where they feel they belong. This remains an area that requires continued focus. Teaching students how to use technology responsibly, protect their online safety and privacy, and establish healthy boundaries with technology is also crucial. Students need enhanced media literacy skills, including the ability to critically analyze media messages, create media products, and understand the impact of media on individuals and society. Additionally, students at Renfrew continue to develop social skills, conflict resolution abilities, self-regulation, and executive functioning skills.

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 and Numeracy

Improving student achievement in literacy and numeracy is a daily priority. Teachers regularly assess reading progress using various tools and adjust instruction to meet students' needs. Kindergarten students receive in-class and small group support from resource teachers to build phonological awareness and alphabetic skills. This year, we adopted the DIBELS literacy screening protocol for Kindergarten 3 times a year. Grade 1,2 and 3 teachers have been trained and will begin screening next year. Students in Grades K–7 identified as needing extra literacy support receive targeted small group instruction. Grades 1–7 students also participate in Literacy Intervention blocks, working in levelled groups on specific skills.

Numeracy development is supported through regular formative assessments, fact practice drills (e.g., times tables, fact families), and the use of manipulatives like Montessori materials. This year, staff are emphasizing word problem-solving, teaching key vocabulary, and promoting mental math and reasoning. Cross-curricular learning is encouraged through art-math integration, STEAM challenges, and a focus on patterning and measurement.

Well-Being and Social-Emotional Learning

Renfrew provides a broad range of extracurricular opportunities offered before school, at lunch, and after school, supporting students' holistic development beyond academic learning. Social-emotional learning remains a central focus, with classrooms implementing programs such as Zones of Regulation, Second Step, MindUp, and EASE to strengthen students' emotional regulation and mental well-being. Daily practices, including morning meetings, buddy class connections, and mindful breathing, further enhance self-regulation and a sense of belonging. The Youth and Family Worker (YFW) and Area Counsellor play essential roles in supporting classrooms, small groups, and individual students, while also providing outreach to families. In addition, the YFW coordinates after-school programs and supports Grade 7 transition activities with Windermere. Together, these initiatives foster a positive, inclusive school environment where students develop empathy, conflict-resolution skills, self-awareness, and a strong sense of community through a restorative, relationship-centred approach to behaviour.

Fostering Belonging

Belonging is a core value at Renfrew. Regular assemblies, performances, and classroom-based events foster connection and bring our school community together. Students actively contribute to school life through leadership roles such as Peer Helpers, Office and Library Monitors, Assembly Leaders, Buddy Bench Leaders, and Morning Announcers. Goal setting is embedded across all grades, with families encouraged to engage meaningfully through student-led conferences.

School-wide events such as the Winter Breakfast and Winter Concert serve as inclusive community gatherings that celebrate our school's diversity and strengthen relationships among families. Cultural celebrations and student learning are showcased through display cases, hallway exhibitions, and morning announcements. Over the past eight years, our library collection has been intentionally developed to represent a wide range of cultures, family structures, and lived experiences, ensuring that students see themselves reflected in the books they read and feel a strong sense of belonging.

Improve Equity

At Renfrew Elementary School, we are committed to promoting equity and ensuring that all students have equal opportunities to thrive. We prioritize student-centric decision-making by making well-informed choices and fostering open communication with all relevant parties. We provide one-on-one support for priority learners, responding to their needs through differentiated instruction. Literacy intervention groups and explicit scaffolding of expectations help all learners succeed. Our approach involves meeting students where they are in their learning journey and tailoring instruction to address their individual needs—whether they require additional support or enrichment. We have inclusive facilities and practices, such as universal washrooms, to ensure all students feel comfortable and respected. Our school community celebrates the diversity of family structures. We incorporate students' identities and community experiences into our curriculum, assemblies, and performances. Our accessible playground is designed to accommodate students with diverse abilities, ensuring all can participate in physical activities. Through these approaches, we strive to create an inclusive and equitable school community.

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

At Renfrew Elementary School, educators are deeply committed to embedding an Indigenous lens across all areas of curriculum and instruction. Through the intentional integration of Indigenous perspectives, histories, and cultural knowledge, teachers enrich student learning through literature, art, oral traditions, and inquiry-based experiences. This approach fosters critical thinking by encouraging students to examine historical and contemporary issues from multiple perspectives, recognize the impacts of colonization, and develop respect for Indigenous ways of knowing and being.

In many classrooms, students actively engage in learning local Indigenous languages, exploring words and expressions that strengthen cultural identity and connection. Outdoor education is a key component of this work, with students participating in land-based learning experiences such as guided nature walks, gardening, and ecological studies. These opportunities deepen students' relationships with the land and promote environmental stewardship grounded in Indigenous worldviews.

The school library has been thoughtfully enriched with authentic Indigenous voices and stories through targeted funding, ensuring students access meaningful and representative resources. Daily and event-based Indigenous Land Acknowledgements, often led by students, further reinforce the school's commitment to conscious and ongoing reconciliation. The Renfrew community also honours significant days such as Orange Shirt Day, Red Dress Day, Indigenous Veterans Day, Pride Month, and Indigenous Peoples Day.

With support from the VSB Indigenous Education Department, students and staff have created a class set of Indigenous drums, which are used respectfully during assemblies and classroom activities. Many students have learned and now lead the Coast Salish Song on the drums following land acknowledgements. These practices are complemented by a restorative approach to discipline grounded in the First Peoples Principles of Learning and the Circle Forward framework by Carolyn Boyes-Watson and Kay Pranis, promoting student growth, accountability, and community healing.

Ongoing professional learning, including participation in the 4 Seasons of Indigenous Learning, continues to deepen staff understanding of Indigenous worldviews and pedagogies. These principles also inform collaborative learning during staff meetings, supporting a holistic and inclusive learning environment.

Renfrew students and staff are walking together on their reconciliation journey. We take care to correctly pronounce the names of the three host nations and share personal connections to the land. Many students have created and shared personalized land acknowledgements and learned to respectfully care for and play the Indigenous drums. Through ceremony and song, students continue to build understanding and respect for Indigenous cultures. Guided by a commitment to truth and reconciliation, students actively engage in learning about the legacy of residential schools and advocate for justice, understanding, and respectful relationships.

We recognize that Reconciliation is not a checklist but a relational and reflective process. As such, we continue to gather feedback from students, families, and staff to ensure our efforts are meaningful and inclusive. The presence of a positive school climate—where Indigenous students and families feel seen, heard, and valued—is a key indicator of our progress.

A key equity measure is whether students feel cared for by adults at school. According to the 2026 MDI:

- 85% of Grade 6 students feel there is an adult at school who believes in their success.
- 31% feel there are two or more adults at school who care about them.

These findings are lower than the previous year and will guide our efforts to strengthen relational trust and ensure every student feels seen, supported, and valued.

HOW WILL WE KNOW WE'RE ON TRACK?

To ensure we are on track with improving student achievement, Renfrew Elementary employs a variety of strategies that incorporate student, staff, and community perspectives. Regular class meetings provide students with opportunities to share their thoughts, concerns, and ideas, while Student Council meetings give them a voice in school decision-making. Our open-door policy encourages open communication, and student participation in extracurricular activities, along with feedback from the Student Learning Survey, offers valuable insights into their experiences and progress.

From the community perspective, regular parent meetings and input from the Parent Advisory Council (PAC) play a crucial role in shaping school decisions. These collaborative conversations help us align our goals with the needs and expectations of families, ensuring that our efforts are responsive and inclusive. By integrating feedback from students, families, and staff, we create a learning environment that is reflective, adaptive, and student-centered.

Assessment and data collection are key components of our approach. Regular formative and summative assessments, along with Communicating Student Learning reports, provide ongoing insights into student progress and areas for growth. Celebrations of learning, goal setting, and student-led conferences encourage students to reflect on their achievements and take ownership of their learning. Staff observations, combined with support from resource teachers, the counsellor, speech-language pathologist, and psychologist, help address individual learning needs. We also use data from the Foundation Skills Assessment (FSA), Middle Years Development Instrument (MDI), Early Years Development Instrument (EDI), and PowerBI analytics to inform our support strategies. Additional tools such as journal systems, learning surveys, student self-assessments, interviews, written reflections, exit tickets, and math journals provide a comprehensive picture of student learning and well-being.

At Renfrew Elementary, we are committed to monitoring our progress through a balanced and comprehensive approach that values both quantitative data and qualitative insights. We believe that true growth is reflected not only in academic outcomes but also in the lived experiences of our students, staff, and families.

We use a range of district and provincial data sources to track trends in student achievement, well-being, and engagement, including:

- Student Learning Survey
- CELI data
- Kindergarten Protocol Assessment

- Foundation Skills Assessment (FSA)
- Middle Years Development Instrument (MDI)
- Early Years Development Instrument (EDI)
- PowerBI analytics

In addition, school-wide assessments such as reading benchmarks, math journals, exit tickets, and student self-assessments provide timely insights into academic progress.

Recent data highlights include:

- Kindergarten Literacy Screener: In February 2026, 21 of 55 students were identified as ‘at risk’ in literacy. By May 2026, this number dropped to 14 following targeted interventions.
- Reading Assessments (March 2026):
 - Grade 1: 79% at developing, proficient, or extending
 - Grade 2: 93%
 - Grade 3: 96%
- CSL - Learning Summary Data (March 2026):
 - Grade 4: 93%
 - Grade 5: 98%
 - Grade 6: 85%
 - Grade 7: 86%
- Numeracy (Term 3): 95% of students K–7 were at developing, proficient, or extending levels.

We gather rich qualitative data through:

- Student conversations and reflections
- Classroom observations
- Interviews and written narratives
- Feedback from staff, parents, and caregivers

These stories help us understand the school climate, which we view as a powerful indicator of success (Safir, 2021). Regular parent meetings and input from the Parent Advisory Council (PAC) ensure our planning remains responsive and inclusive.

At Renfrew Elementary, we are actively engaged in the ongoing journey of Reconciliation by fostering respectful relationships, deepening understanding of Indigenous perspectives, and embedding Indigenous ways of knowing into our school culture.

We assess our progress through both visible actions and community engagement. Evidence of our commitment includes the regular sharing of updated land acknowledgements in newsletters, PAC meetings, assemblies, community gatherings, and morning announcements. These acknowledgements are not just ceremonial—they are part of a broader effort to build awareness and respect for the land and its original stewards.

Our school-wide learning also includes student voice and reflection, where students are encouraged to explore Indigenous histories, cultures, and contemporary realities through writing, storytelling, art and classroom discussions. Staff continue to engage in professional learning to support culturally responsive teaching practices.

By integrating multiple data sources and perspectives, we are building a learning environment that is adaptive, student-centered, and equity-informed. This ongoing reflection ensures we remain on track in fostering a connected, inclusive, and thriving school community.