



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) & salilwatał (Tsleil-Waututh Nation).

Sir Wilfred Grenfell Elementary is in East Vancouver in the Collingwood Neighborhood (Joyce Station). Grenfell school has a population of approximately 300 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.

Since January 2025, the school has moved to the South Hill Swing Space 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.

Currently, students come to school on the school buses; at the end of the school days, students return to the Grenfell site on the school buses. The bussing situation has somewhat impacted our ability to deliver after-school programs and school sports. Regardless, we were able to re-start after-school sports since January, largely due to the dedication of our parents who drop off the students early in the morning for practices and drive students to the games after school.

Grenfell staff are committed to integrating and supporting 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, Grenfell has a wide range of programs sponsored by teachers that are available before and during 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 to 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), Dance Club and Safety Patrol.

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. Since relocating to the Swing Space, we have suspended after school programs due to the bussing issue. We work with Collingwood Neighbourhood House to provide on-site before and after school childcare and the Newcomer Pre-Teen Program. We partner with VSB Early Learning to run onsite StrongStart for preschool age children and their families (our Strong Start has moved temporarily to a different site to accommodate the move to the swing

space). For the past three years, Grenfell has participated in a partnership program with the Sarah McLachlan School of Music. Students from Grade 3 and up receive in-school percussion lessons taught by staff from the music school. In addition, students are offered an opportunity to attend free lessons at the music studio outside of school hours. This year we have partnered with Arts umbrella to deliver Stagecoach drama program for classes at 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. Our staff have demonstrated dedication in their learning by attending online professional workshops offered by the Vancouver School Board on various topics to support the well-being of students. In addition, we have a Pro-D Committee that 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. Education and school are highly valued among our families. Our students support each other; they are kind and respectful of each other. The 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. This year students have successfully collaborated on several projects that involve multiple classes: gardening, Kindness Project, Science Fair, mapping the residential schools in BC, Indigenous Games Day, Entrepreneur Business Show and many teacher-sponsored sports teams and noon hour clubs.

Coming from a culture of diversity, Grenfell students are respectful of each other and different cultures. To support the goal of Reconciliation, all students participate in the learning of Indigenous cultures with the support of the Indigenous Education Worker. Students are encouraged to 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 the learning of the Residential School System and its impact on the Indigenous community. Intermediate students study the Indian Act and its impact on our society. Throughout the year, students are given opportunities to learn about Indigenous cultures from our Indigenous Education Worker.

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, numeracy, and well-being, with the addition of a new focus on family literacy. In September, we hosted a Family Literacy Night attended by 80% of our families. During this event, families were introduced to a variety of activities they can use at home to engage their children and support their learning.

Staff regularly review a range of assessment tools to better identify students' needs and areas requiring additional support. This year, the Ministry of Education and Child Development mandated the Kindergarten Literacy Screener. Using DIBELS to assess kindergarten students' letter-sound fluency and phonemic segmentation has enabled us to identify those who require additional support and/or further diagnostic assessment. We are also looking forward to the expansion of primary literacy assessment to all primary grades next school year.

Classroom and resource teachers work collaboratively to personalize learning through approaches such as one-on-one instruction and small group support, ensuring that students who are struggling, as well as those with diverse learning needs, receive appropriate interventions.

Teachers support student achievement in literacy through strategies such as guided reading, leveled literacy groups, and targeted writing conferences. All primary classes implement UFLI (University of Florida Literacy Institute) lessons to support reading, fluency, writing, and spelling development. In addition, some intermediate classes have incorporated Literature Circles into their literacy programs. With support from the district's Literacy Mentors, teachers have collaborated to identify and refine resources that enhance classroom instruction. Literature Circles provide students with opportunities to work in small groups, fostering reading comprehension, critical thinking, and collaborative discussion skills.

Kindergarten literacy assessment for November 2025 and May 2026 indicated that students performed significantly better in May. The numbers indicated that more students are on track with less support needed in May to complete the assessment.

To support numeracy, teachers design structured math lessons and incorporate a variety of instructional strategies, including math circles, games, weekly assessments, and ability-based groupings. This year, Grade 6 and 7 students created a Probability Carnival, applying their understanding of probability to design engaging games. Working collaboratively, they developed 16 carnival-style activities for the entire school community. All students participated with enthusiasm, enjoying both the learning experience and the opportunity to explore probability concepts through play.

Student well-being and a sense of belonging remain central priorities. Staff have engaged in professional learning focused on complex trauma, both during professional development days and through independent study. In the classroom, teachers incorporate self-regulation strategies and programs such as MindUP, Open Parachute, Second Step, and Zones of Regulation, along with daily breathing exercises. These approaches help students develop the skills and language needed to understand and manage their emotions. Classes also include regular brain and movement breaks to support self-regulation. Throughout

the year, teachers integrate experiential learning through planned field trips and activities—such as skating, the Grade 7 overnight camp, neighborhood walks, and outdoor education experiences at Grouse Mountain and Stanley Park—to promote wellness, belonging, and physical literacy.

Improve equity

We are committed to supporting our vulnerable students in achieving success at school. Through School-Based Team (SBT) meetings, we identify students who may be at risk of underperformance in literacy and numeracy, as well as those experiencing challenges in their social-emotional well-being. Our action plans include a range of targeted supports such as speech-language services, additional assessments, counselling, family meetings, and connecting students and families with external supports, including counselling services and free tutoring programs.

Grenfell staff are dedicated to fostering an inclusive learning environment and removing barriers to success for all students. Teachers design their instructional programs using the Universal Design for Learning (UDL) framework, with additional attention given to students requiring extra support. Classroom teachers work closely with Resource teachers to ensure the meaningful inclusion of students with diverse abilities.

To promote equity and support literacy development at home, we provide all primary students with access to Raz-Kids, an online reading program. Families are encouraged to spend quality time reading with their children each day using this resource. For students requiring additional practice in mathematics, the school has purchased IXL Math licenses to support learning at home. To further support equitable access to technology, we lend iPads and laptops to students who use TouchChat for communication and to those who require devices for home learning.

To support student wellness and ease the transition to Grade 8, the Community School Link Worker and the high school articulation team (comprised of both high school and Grenfell staff) collaborate to support Grade 7 students. We organize school visits and meetings with high school students, facilitated by student leadership teams. Our Youth and Family Worker also provides Grade 7 students with high school readiness workshops.

During this school year, a team of teachers and our school counsellor formed a Collaborative Inquiry group focused on integrating Social Thinking into classroom practice. They explored the inquiry question: *How can we teach social thinking in an inclusive setting?* As a result, social stories and shared learning resources have been developed and implemented across classrooms.

We continue to seek opportunities to support both the physical and mental well-being of all students while fostering a sense of belonging.

Due to our relocation to a swing space, we have been unable to offer after-school sports this year. However, we have worked to provide alternative extracurricular opportunities. Teachers have organized a variety of well-attended lunchtime programs, including Origami Club, Knitting Club, Dance Club, Board Games Club, and Chess Club. These activities offer valuable opportunities for students to build friendships and strengthen connections. Additionally, all primary classes participate in the Valentine Card Project, where students create cards and personally deliver them to members of the surrounding community under teacher supervision.

All Grade 6 and 7 students participated in the Indigenous Games Day held in December 2025. Students researched traditional Indigenous games and applied their learning to design their own activities. Classes from Kindergarten to Grade 5 were invited to the gym to participate in games led by the intermediate students, and families of Grade 6 and 7 students were also invited to attend. This event fostered leadership, creativity, and a strong sense of community connection.

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

During the month of September, and in connection with Truth and Reconciliation Day, students engage in projects designed to deepen their understanding of the residential school system and its lasting impact on Indigenous communities. For older students, this learning extends to a broader exploration of the history of Indigenous Peoples in British Columbia, including the Indian Act.

Senior students also deliver land acknowledgements during the daily announcements. They have learned to respectfully pronounce the names of the three Nations: xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səlilwətaʔ (Tsleil-Waututh Nation), on whose lands our school is situated.

This year, the Grade 6 and 7 classes hosted their first Indigenous Games Day in December. Students researched traditional Indigenous sports and games and incorporated Indigenous themes into their activities. All classes from kindergarten to Grade 5 were invited to participate. This community event was warmly received by both students and their families.

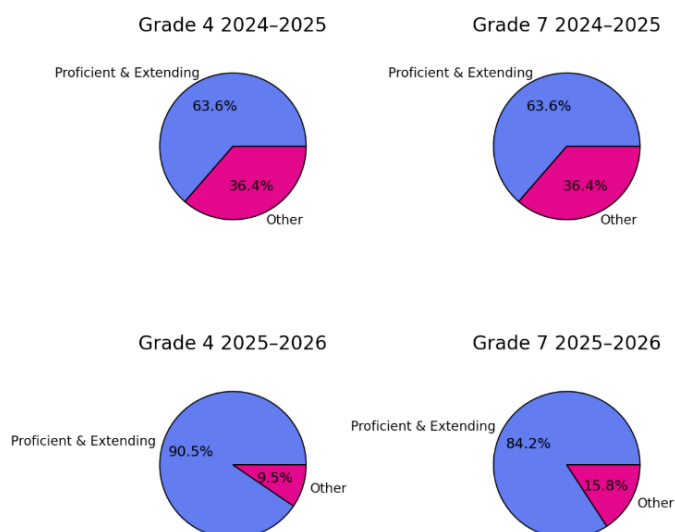
Staff members have also committed to learning about the First Peoples Principles of Learning. Each month, the staff focus on one principle and reflect on how it informs their teaching practices and interactions with students. During monthly staff meetings, teachers share their learning and discuss how these principles have influenced and strengthened their practice.

We remain 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 every PAC meeting, time is allocated for parents to ask questions and engage in discussions about the school. We will continue to monitor participation rates in the Ministry's annual Foundation Skills Assessment (FSA) for Grade 4 and Grade 7 students, and the results are shared with both staff and families.

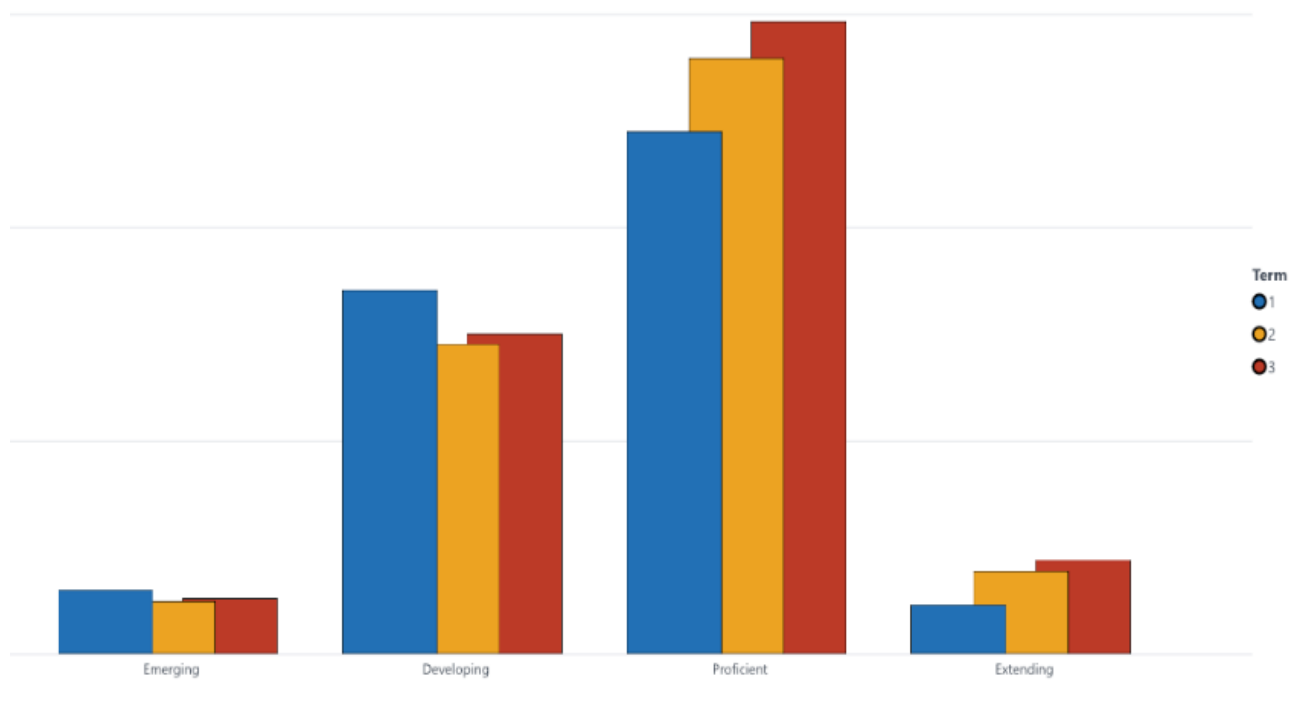
Below is the FSA Literacy Assessment data for 2025-26 compared to 2024-25:



Students in both grades made significant progress in Literacy in the current school year (2025-26).

Each fall, we conduct a school-wide writing assessment to evaluate student writing. This past year, we also introduced a year-end writing assessment for all Intermediate classes to track student progress more effectively. We plan to continue this practice and expand it to include primary grades in the coming school year.

Below are the 2025-2026 proficiency scales for all students from kindergarten to Grade 7 in English Language Arts evaluated by the classroom teachers. Many students are proficient in English Language Arts, and their progress is notable in Term 3.



Resource teachers assess students' reading levels twice annually (in September and May) to monitor progress. These results are shared with families through student CSL reports and resource reports. Additionally, mandatory literacy assessments in kindergarten—including all primary grades next year—will provide objective measures to track student progress.

As belonging and social-emotional learning were key areas of focus this year, we gathered data and monitored progress through student self-reflections on the Core Competencies. Three times a year, the school team meets to review and discuss the progress of Indigenous students. The Indigenous Student Success Plan supports us in tracking their growth and ensuring appropriate support.

All families, staff, and students in Grades 4 and 7 are invited to participate in the Ministry of Education's Student Learning Survey. The results provide valuable feedback, helping us assess whether we are effectively supporting students and guiding our ongoing work.

This year, all Grade 6 students also participated in the Middle Years Development Instrument (MDI) survey. The MDI includes questions related to social and emotional development, health, school experiences, connectedness, and out-of-school time. The anonymous, self-reported results are shared with the school and help inform our understanding of students' well-being and overall development.