



Vancouver School District School Plan for Sir Wilfred Grenfell Elementary Year 2 (2019-2020) of 3 Year Plan, 2018 – 2021.

“Due to the Covid-19 pandemic and the suspension of all in-class instruction on March 13, 2020, current school plans have been carried forward to the 2021/2022 school year.”

1. GENERAL SCHOOL STORY:

Sir Wilfred Grenfell Elementary is situated in East Vancouver and has a population of approximately 350 students. The school is ethnically diverse with the majority of students learning English as an additional language. The school integrates and supports children with a variety of learning needs and talents. To support the diverse learners Sir Wilfred Grenfell has a wide range of programs that are available before, during and after school. In addition to the extra-curricular activities offered by staff, Grenfell students are able to access the programs offered by the Windermere Family of Schools Community Link Team and Collingwood Neighbourhood House. Our Parent Advisory Committee supports the school through fundraisers and by organizing various school community events. Grenfell School is proud to work in conjunction with our community partners to offer programs such as on-site Childcare (before and after school) and StrongStart for preschool age children. 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 in order to create a safe, caring and inclusive learning environment in which every learner can reach their full potential

2A. WHAT DID WE SEE?

The strength of our school lies in the community, of which the school is a part. Our families and staff are heavily invested in the neighbourhood where neighbours have strong ties and families help each other. The parents are connected with each other and adults care about the success of all learners. Many of our staff have spent much of their career at Grenfell and this has helped with consistency and stability in service to families.

A real strength our learners can draw from is that education and school are highly valued among our families. Parents look toward the school, teachers and support staff for help and guidance in raising their children to adulthood. Parent conferences – whether they be regularly scheduled or ad hoc, are productive and valued by both the school and the families. Grenfell students are the benefactors of this cooperation.

Grenfell is also a welcoming place for new Canadians. We have many students who have arrived from other countries. Although learning the language may be a challenge for the first few years the community is very kind and embraces its newer members.

2B. WHAT DO WE NEED TO RE-ADJUST?

In 2018-2019 Grenfell participated in the Vancouver School Board's Communicating Student Learning (CSL) pilot program. With the switch to the new curriculum the school changed its reporting format. The five reporting times were divided into two written reports and two conference times and one informal reporting out designed and logged by the teacher. The written reports were the new format suggested by the Vancouver School Board with an increased emphasis on student strengths and each individual's growth in the area of core competencies that span all subject areas.

This year the school also specifically wanted to gather evidence of the learning about Indigenous cultures and ways of learning in all students and how this is communicated with families.

As per the 2018-2019 plan the school surveyed the parents, staff and students about how student learning was being communicated. Some of the feedback from our community (families and staff) was:

- Opportunities for parents to meet teachers in person is the most highly valued of all forms of communication
- Informal communication between school and families (electronic newsletters, social media, fresh grade updates) is valued by families
- Families are still learning about the new report card format – how parents and students can use the information to improve learning
- There is interest for more reporting about student learning of Indigenous cultures and ways of learning
- Families feel more connected with their child's classroom thanks to the switch of one of the reports from formal written to an informal format (e.g. phone conversation, open house, private meeting, celebration of learning) as well as increased electronic communication (e.g. classroom newsletters, Freshgrade, emails)

3. INQUIRY QUESTION (previously known as “Goal”)

How can we communicate our students’ learning at school to the students, their families as well as the wider community?

4. WHAT IS YOUR NEW PLAN?

Grenfell school will continue to be a part of the Vancouver School Board’s Communicating Student Learning (pilot). Staff and families have indicated that the increased opportunity for informal meetings with parents (conferences, open houses, celebrations of learning) is valuable and beneficial in promoting student learning. The school will increase its communication of the learning that is already taking place in the area of appreciation of Indigenous cultures and ways of learning. This increase of communication will be both in the formal (report cards) and informal reporting (e.g. conferences, newsletters, emails). In addition to that the school will give opportunities for families to learn more about the new report cards and how to use the information therein to help students improve their learning.

5. WHAT SUPPORTS WILL WE NEED?

Families will need opportunities to learn about the new ways of reporting student progress. In newsletters and parent meetings (e.g. PAC, conferences) the school will explain how the BC curriculum has changed and how the new report cards reflect this.

Grenfell has a new website as of spring 2019. The administration (office staff and principal / vice principal) will receive training about how to maintain the site in order to keep it relevant and informative for families.

6. HOW WILL WE KNOW WE’RE SUCCESSFUL?

The school will survey parents, staff and students during the year to gather feedback on how Grenfell is communicating student learning, both individually and collectively. In addition to that family attendance at conferences (goal setting, student-led, parent-teacher) will be a measure of engagement and an opportunity for bi-directional communication.

7. HOW WILL WE SHARE?

The school will continue its practice of electronic newsletters. These will be weekly communications to inform parents of activities at school, student successes and items of concern. Classrooms will continue to use formal and informal reporting keep families involved in the daily events of the classroom.



District-wide Indigenous Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students.

8. What do we know about the INDIGENOUS Learners in Our School?

Grenfell has seven students of Indigenous ancestry: three students are in the primary grades and four are intermediate. The students come from various backgrounds with some lower mainland Nations as well as other BC and Canadian Nations represented. Our Indigenous students, as a group, are representative of the general student population in terms of academic achievement – with some requiring help and other very successful in their studies. Our Aboriginal Enhancement Worker, Wendy Ryan, is available to work with our Indigenous students and families, as well as with teachers and classes approximately two days per week.

9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

Some, but not all of the activities Grenfell students have participate in are

- Soap Stone carving with Indigenous artist
- Oral learning of Indigenous stories/legends.
- Art: long house, totem pole, canoe
- Cultural celebrations: discussion of powwows and potlatches
- Discussion of Indigenous tales and their use in connecting people to the land
- Discussion of Indigenous perspectives about current events and science topics
- Indigenous French language books, videos
- Discussion of Métis/French Canadian festivals such as the Festival du Voyageurs
- Learning about traditional Métis methods of processing maple sugar
- Field trip: Museum of Anthropology, creation of longhouses,
- Research and completion of projects on Canadian Indigenous Groups, study of Pacific Northwest Indigenous culture and the Inuit peoples
- Indigenous graphic books about Six Nations, Metis, Tulugaq, Inuit, Nanabazo
- Guest invited to the classroom to learn the history of Talking Sticks and making their own Talking Sticks
- Bannock making in the classroom with Indigenous Education Enhancement Worker Wendy Ryan
- Indigenous acknowledgement at the beginning of all assemblies and meetings

10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

The teachers on staff will continue to look for opportunities to enhance students learning and appreciation of Indigenous cultures and contributions. Many of the activities from this year will be repeated, and new activities and opportunities will be found. As a staff we will share amongst ourselves successes and opportunities that went well so that more students from different classes may access them.

In learning from our survey this year Grenfell will improve and increase its communication to families and community of student learning of Indigenous cultures and ways of learning.

11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?

Each year we will survey our general student population, our students of Indigenous ancestry, staff, as well as our families regarding knowledge and appreciation of Indigenous cultures and contributions. These findings will then be discussed as a staff and community where we can celebrate and improve.