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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Sir Wilfred Grenfell Elementary is an ethnically diverse east side school with a population of approximately 435 students.

Grenfell's Parent Advisory Committee supports the school through fundraisers and by organizing some school community events. In addition, Grenfell is supported by the Windermere Community Link Team, through many extra-curricular programs as well as Grade 7 articulation. We have close connections with, and support from Collingwood Neighbourhood House, Renfrew Community Center, and the Collingwood Public Library as well. Grenfell School works in conjunction with community partners to offer on-site Childcare (before and after school) and Strong Start for preschool age children.

Grenfell staff is committed to implementing the BC Curriculum by engaging in collaborative planning, inquiry and assessment. Our School Plan for the past two years has been to focus on Literacy – specifically to improve student achievement in Oral Language. We will consider continuing with this goal for 2017-2018, and will explore the possibility of doing so as part of the Aboriginal Goal.

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## 2. WHAT DID WE SEE?

- Outline indicators and targets
- Outline support and activities throughout the year

Indicators and targets: Goal 1: students speaking in complete sentences; fluency; expression; social problem-solving; pragmatic language; confidence in speaking in small and large groups;

Support and activities: Goal 1: specific whole class instruction – Reader's Theatre, oral language games, skits; shared reading; reading aloud picture books; speeches; debates; choral reading; reading with parents/family; presentations; show and tell; Aboriginal acknowledgements by students at assemblies; Genius Hour; morning announcements; assembly presenters and facilitators; oral language Resource groups; Intermediate Science Fair; One-One Reading

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### 3. WERE WE SUCCESSFUL?

- Outline results

Results: increased conversation in the classroom; increased confidence in sharing ideas; improved listening skills; increased number of students volunteering to facilitate announcements etc.; longer content-based presentations; peer support and assistance for oral language development; report card results/comments; increase student participation in assemblies

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### 4. HOW HAVE WE SHARED?

- How will we make parents, students and other members of the community aware and involved?

Student-led conferences; parents invited to observe Reader's Theatre presentations; parents welcome to assemblies; parent education about the importance of oral language and their role in developing it at home with their child; parents encouraged to access Showbie at home to listen to their child respond orally in class.

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### 5. WHAT ARE OUR NEXT STEPS?

- What will we be doing as we begin to plan for next year and the next multi-year goal?
- What discussions have we had as a staff around what we see in our students, where we see areas of need, etc.
- Will we continue with the same goal or will we move to another area and why?

- What will we be doing? Collaborative meetings (resource, grade group, primary/intermediate, SBT); have information for parents in our newsletters and our websites 'Tips for Parents';
- What discussions have we had as a staff around what we see in our students, etc.; need for early primary parent education around literacy development and how to read at home with their child; need for our students to have more time playing with each other – encourage play-dates without devices
- Will we continue with the same goal? We will explore the possibility of having the Aboriginal Goal as the primary goal. This would work well to continue our focus on oral language, literacy skills (i.e. primary reading, intermediate vocabulary/comprehension) but with a specific lens. Numeracy; self-regulation; Social Emotional Learning are other areas to be considered.



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

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## 6. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

- Include numbers of students, grade levels, etc.

Grenfell has 15 students of Aboriginal ancestry:

Grade K x 1; Gr 1 x 1; Gr 2 x 1; Gr 3 x 2; Gr 4 x 1; Gr 5 x 1; Gr 6 x 2; Gr 7 x 6

Our Aboriginal Enhancement Worker, Wendy Ryan, is available for students and teachers approximately two days per week.

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

First Nations students providing the Aboriginal acknowledgement at the beginning of assemblies; two Pro- D opportunities (Windermere and Britannia); School Presentation by Aboriginal story-teller; BC Blanket grade 7 presentation; Arts and Craft projects (such as deer skin journal covers); many activities in and out of class led by Wendy Ryan AEW; increased and more in-depth content connected to Aboriginal themes; many books purchased this year for our library i.e. Raven Tales; specific report-card comments; field trips – eg. Museum of Anthropology; First Nations artifacts at Grenfell for two weeks; using Aboriginal names for sports teams.

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## 8. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

- List continuing and new initiatives

Continue to apply for grants for Aboriginal activities in classrooms; continue to build the collection of fiction and non-fiction books for the library; continue to invite performers, artists and guests; work together with Aboriginal Enhancement Worker;

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

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice

Report cards – academic growth; Aboriginal students’ improved attendance; increased knowledge and understanding (both students and teachers) about Aboriginal content and materials; more relevant resources available at the school; feedback from parents at parent conferences; comfort-level of Aboriginal parents in our school; higher participation of Aboriginal students in various activities like sports teams.