

2023 - 2024 School Learning Plan

SCHOOL STORY

Carnarvon School is a public elementary school located on the west side of Vancouver, British Columbia. Originally opened in 1955 as Trafalgar Annex, the school has a rich history of providing quality education to students in the community for over 60 years.

Throughout its history, Carnarvon School has provided a diverse and inclusive education for all students. In recent years, the school has made a conscious effort to incorporate an Indigenous context into its curriculum and to acknowledge the important role that Indigenous peoples have played in the history of the area. This includes regular cultural activities and events that celebrate Indigenous cultures, as well as the integration of Indigenous perspectives into the school's curriculum. Carnarvon School also works closely with local Indigenous organizations and community members to ensure that its approach to Indigenous education is culturally appropriate and respectful.

Today, Carnarvon School continues to provide a welcoming and inclusive environment for students of all backgrounds. Our school is wheelchair accessible, and we are fortunate to have a universally accessible playground and outdoor school garden on our school grounds. Our vision of success for each student is rooted in the First Peoples Principles of Learning and is also articulated in our school's Mission Statement: We strive to create a safe learning environment so all students can learn and contribute to the community.

At Carnarvon Elementary, we actively focus on enriching the academic, artistic, physical, social, and emotional needs for all students. We pride ourselves in the curriculum offered through the joint commitment of staff, parents, and our community partners. Our school's diverse cultural population is honoured throughout the year with cultural celebrations and learning opportunities to help build community, respect and unity. As the school looks to the future, we are committed to building on our rich collective history. Learning ultimately involves patience and time; as a dedicated team, we will continue to foster a strong sense of community, cultural understanding, and academic excellence for all students.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS

We strive to create a safe learning environment so all students can learn and contribute to the community.

We acknowledge that learning takes patience and time.



Charles McGee (1924 - 2021)

An American artist and educator from Detroit, known for creating paintings, assemblages, and sculptures. His art was inspired by the energy of life, interdependence, equality and connection among all living things. His philosophy reflects the First Peoples Principles of Learning we explore at school every day. These ideas were the driving force in his life and his practice. Through his work, McGee encouraged peace, balance and harmony with the desire to make the work a better place. We created a community piece with our staff and students, building an interconnected web of shared experience to create unity.

At Carnarvon, we actively focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves in the curriculum offered through the joint commitment of staff, parents, and community partners. Carnarvon students come from many different cultural backgrounds. 25% of our school community are English Language Learners (ELL). Thirty-one of our students have ministry designations to reflect their unique learning needs. Eleven of our students are international students and nine students identify as Indigenous. This year, we had 65 student moves which is quite an exception for our school. This growing number reflects the changing dynamic of the community as families move into and out of the neighbourhood. Carnarvon School is also a mentorship site for teacher candidates enrolled in the UBC Bachelor of Education program.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). Students are supported by our administration team, our classroom teachers, our resource and ELL teaching team, our Music Specialist and Teacher Librarian, our Education Assistants (SSAs), our School Counsellor, our Speech Language Pathologist, our School Psychologist, and our Supervision Aide team. At Carnarvon, staff take a team approach to support and nurture students. Information from the Student Learning Survey shows that Grade 4 and 7 students have strong connections with the adults in the building.

When asked if they had 3 trusted adults they could turn to for help, the results were 12% and 8% respectively. When asked if there were 4 or more adults, the number jumps considerably to 37% for both grades.

Carnarvon students feel safe at school. They have a sense of belonging and are connected to the adults in the building. From the information gathered in the Student Learning Survey (completed in April 2023), 81% of our Grade 7s state they have a strong sense of belonging. In grade 4, the number increases to 84%. When students were asked if they felt welcome and safe at school, their responses were quite high:

Do You Feel Welcome at School	Most of the time	All of the time
Grade 7s	38%	36%
Grade 4s	32%	47%
Do You Feel Safe at School	Most of the time	All of the time
Grade 7s	42%	42%
Grade 4s	40%	40%

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:

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler

At Carnarvon, our teachers work in Primary and Intermediate teams, meeting regularly to discuss student outcomes and to support student learning.

The Primary team is currently working on a Collaborative Inquiry looking at improving literacy using the Heggerty Phonics Program. They are looking at developing a consistent way of teaching Language Arts skills across the K-2 grades to strengthen reading confidence. They are focusing on two programs; Heggerty (an intensive phonics program) and UFLI (University of Florida Institute) which is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The UFLI program is designed for core instruction in the primary grades or for intervention with struggling students in any grade. For more information about the Heggerty program, please refer to the Heggerty Phonemic Awareness Curriculum (2022-23) Grades K-1 Efficacy Study Review: <https://heggerty.org/wp-content/uploads/2023/11/LXD-Heggerty-PA-Curriculum-2023-Study-Review-1.pdf>

Our Intermediate Team explores world events to enhance student connection and learning. Students create and build in small groups to strengthen their understanding of the world.

Teachers combine LA, Math, Science, Socials, ADST and Career Education inquiry-based learning. Students have the opportunity to produce multi-modal projects which are shared with parents and the school community.

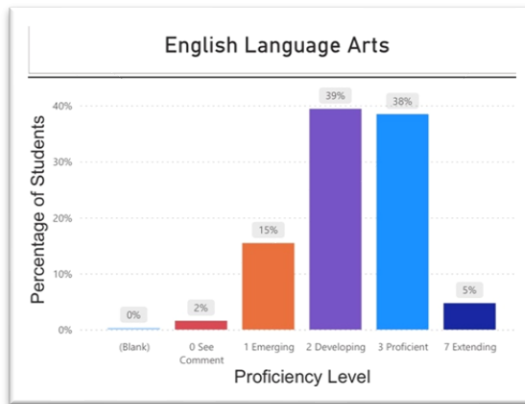
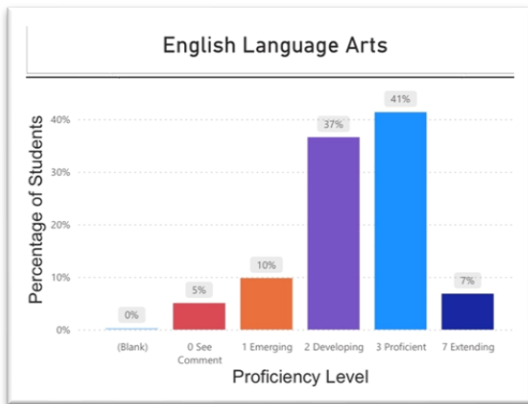
Our Team has also purchased the Echos Pro French Program and many teachers are using the What if the World program to build reading and comprehension skills. They also add recently published novels for Gr. 4-7 Literature Circles, ensuring diverse characters, themes and authors are represented in the selections. Based on CSL, Student Learning Survey and FSA results, our students are on the right track.

Student Learning Survey: Grades 4 & 7

Getting Better at Reading	Agree	Strongly Agree
Grade 7s	48%	26%
Grade 4s	30%	35%
Getting Better at Writing	Agree	Strongly Agree
Grade 7s	42%	26%
Grade 4s	30%	35%

Language Arts Data from CSL:

	Emerging	Developing	Proficient	Extending
Grade 7	2	14	30	8
Grade 6	4	22	24	3
Grade 5	10	11	19	1
Grade 4	8	18	15	3
Grade 3	1	13	33	1
Grade 2	12	23	13	1
Grade 1	3	17	9	0
Kindergarten	2	6	19	6



Carnarvon School CSL Data, Terms 1 and 2, 2023-24

Improve equity

It is our goal to ensure that students are active participants in their learning, working productively together, listening, and learning from others, and reflecting on their work. As students move up through the grades, they are learning the importance of a 21st-century mindset, building critical thinking and communication skills, creativity, problem-solving, perseverance, collaboration, information literacy, technology skills and digital literacy, media literacy, global awareness, self-direction, social skills, literacy skills, civic literacy, social responsibility, innovation skills, thinking skills.

Academic Enrichment:

In-class guest speakers are brought in to enhance science and STEM activities, as well as the arts. To engage students' creativity and build a 21st Century Mindset, teachers challenge their students to brainstorm, plan, design, test and retest wind turbine machines, floating penny barges, cardboard structures, food truck design and food sourcing, food sustainability and political structures.

FSA: Literacy

	Emerging	On Tract	Extending
Grade 7	6%	83%	11%
Grade 4	12%	65%	23%

FSA: Numeracy

	Emerging	On Tract	Extending
Grade 7	8%	46%	46%
Grade 4	23%	54%	23%

Our school offers a diverse range of artistic opportunities. Intermediate students learn to play the recorder, ukulele, and guitar. The Winter Concert is organized by our music specialist, showcasing student voices and talent the students bring to the school such as cello, violin, and piano. Teachers also bring in professional artists to lead students through enhanced art and drama activities throughout the year.

Students have shown us they like to stay active and involved. We offer an array of physical activities such as cross-country, Terry Fox runs, volleyball, basketball, badminton, ball hockey, track-and-field, and ultimate frisbee. Additionally, we bring in expert instructors for lacrosse, hip-hop dance, and pickleball sessions. Our students are involved in many extra-curricular clubs and activities. They love to explore their interests and give back to the school community. We offer Morning Announcers, Student Council, Library Monitors, Lunch Knitting,

Craft and Chess Clubs, School Yearbook, Rubik's Cube Club, Diversity, and Garden Club. Develop leadership skills through opportunities such as being student announcers for morning announcements, serving as equipment monitors during recess and lunch, leading assemblies, spearheading technology initiatives, participating in buddy classes, organizing student council events, contributing to food drives for the local pantry, coordinating Remembrance Day Poppy sales, and supporting fundraisers like Elf Fest to benefit a local Vancouver school.

Team / Club	Number of students
Morning Announcers	26
Library Monitors	44
Yearbook Committee	6
Chess Club	24
Knitting / Lunch Club	17
Cross Country	47
Track and Field	60
Basketball	39
Volleyball	35
Badminton	21
Diversity Club	6
Ball Hockey	12
Rubix Cube Club	15
Choir	18

Students enjoy participating in extracurricular activities: Track and Field, Library Monitors and Basketball being the most popular.

Our school prioritizes mental well-being with school-based counselling and social-emotional programs. Through daily messages reinforcing our code of conduct, students learn concrete examples of how to care for themselves, others, and their environment. Teachers also weave a growth mindset into their lessons to reinforce resiliency.

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

As we continue our Reconciliation journey, students are learning the value of respect. In our Daily morning announcements, for example, students refer to our three host nations using traditional pronunciations to acknowledge the land we are on. They are also capable of saying the land acknowledgement independently at school events and assemblies. Students use the First Peoples Principles of Learning to guide their learning and understanding of the land we are learning on. Making personal connections to the land acknowledgement helps



students identify the importance of place, where they are on their learning journey and the necessity of taking care of the land we are privileged to learn on. Students can plant and grow vegetables in our Community Garden. Giving back and keeping our neighbourhood clean are reinforced with grounds and neighbourhood clean-ups.



Primary Students Exploring Meaning Behind the Land Acknowledgement.

Teachers incorporate stories, artwork, and the Principles of Learning into class programs, lessons, and projects. This work is reflected positively in the Student Learning Survey; when students were asked if they were learning about Indigenous peoples, our students responded favourably.

Indigenous Learning:

	Some of the time	Most of the time	All of the time
Grade 7	46	24	13
Grade 4	47	22	5

Our teachers identify they teach from a positive lens, incorporating enriching and respectful content. Teachers take advantage of the proximity to Camosun Bog and UBC, using the resources to develop a culturally responsive Land-based acknowledgement. By the end of the year, they hope to make the acknowledgement meaningful for students; coming from an understanding of history and why we say it.



As the school looks to the future, we are committed to building on our rich collective histories. Learning ultimately involves patience and time; as a dedicated team, we will continue to foster a strong sense of community, cultural understanding, and academic excellence for all our students.

HOW WILL WE KNOW WE'RE ON TRACK?

We will continue to work as a team to ensure our students continue to build on their strengths, enhancing problem-solving skills, creative thinking and social-emotional resiliency. These traits will be tracked throughout the year with student self-reflections (completed in September and May), term reflections and CSL descriptive written comments. In the fall, we plan to meet as a group to assess writing in primary and intermediate teams using a student-write and assessing work using BC Performance Standards. This will help us track student improvement in writing. Reading Comprehension will also be explored. Our primary team will continue to use the Fountas and Pinnell (Benchmark Assessment System) and we will try to find an effective assessment to use at the intermediate level.

Literacy growth will be tracked using CSL data, student reflections, teacher data (for phonemic awareness) and FSA results. Our Reconciliation Journey will be documented and shared with our community through newsletters, CSL reports, photographs, assemblies and bulletin board displays. Information from the Student Learning Survey will also be examined. Student self-reflections will also be an important piece showcasing growth and understanding.