



2024-2025 School Learning Plan

SCHOOL STORY

We respectfully acknowledge that Carnarvon School is located on the traditional, ancestral, and unceded territories of the Coast Salish peoples, including the x^wməθk^wəyəm (Musqueam), Sk̓wxwú7mesh Úxwumixw (Squamish Nation) & səliwatał (Tsleil-Waututh Nation).

Carnarvon School is dedicated to fostering a safe, inclusive, and welcoming learning environment where every student is supported in reaching their full potential. We believe that all learners thrive in a community that values diversity, promotes equity, and encourages active participation. Our commitment to student well-being and academic excellence is rooted in the understanding that learning is a holistic, lifelong journey shaped by relationships, culture, and a sense of belonging.

We honour their enduring presence and stewardship of the land, and we recognize the importance of integrating Indigenous knowledge, perspectives, and ways of knowing into our educational practices. This includes a focus on the First Peoples Principles of Learning, which guide our approach to teaching and learning through respect, reciprocity, and connection to community and place.

Established in 1955 as Trafalgar Annex and renamed Carnarvon School in 1966, our school has a long-standing tradition of serving the west side of Vancouver with a strong emphasis on community engagement and inclusive education. Over the decades, Carnarvon has evolved to meet the changing needs of our students and families, becoming a designated Community School in 1974 and continuing to offer a range of programs that support early learning, family involvement, and student enrichment. Although structural changes in 2004 shifted the delivery of some programs, our Parent Advisory Council (PAC) has played a vital role in sustaining many of the school's cherished traditions and activities.

Today, Carnarvon School serves 344 students from Kindergarten to Grade 7. Our school grounds include a universally accessible playground and a vibrant outdoor garden, reflecting our commitment to inclusive design and environmental learning. We are proud to offer a curriculum that is responsive to the diverse identities, experiences, and strengths of our learners. Through regular cultural events, classroom inquiry, and community partnerships, including local

organizations and artists, we strive to ensure that Indigenous histories, languages, and worldviews are meaningfully represented and celebrated.

We actively promote student voice and leadership by providing opportunities for learners to engage in school-wide initiatives, contribute to decision-making processes, and take ownership of their learning journey. Our school is also committed to equity and anti-racism, working to dismantle systemic barriers and create a learning environment where all students feel seen, heard, and respected.

We embrace innovative teaching practices that foster critical thinking, creativity, and collaboration, preparing students to thrive in a rapidly changing world. Our vision for student success is guided by our Mission Statement and informed by a belief in the power of education to transform lives. Looking ahead, we remain committed to continuous growth, guided by our shared values and the voices of our students, staff, and families.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Carnarvon, we actively focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves on the curriculum offered through the joint commitment of staff, parents, and community partners. Carnarvon students come from many different cultural backgrounds. Like the 2023-24 school year, 25% of our school community are English Language Learners (ELL). More than 30 of our students have ministry designations that reflect their unique learning needs. Twenty-four of our students are international students, and eleven students identify as Indigenous. Carnarvon School hosts teacher candidates enrolled in the UBC Bachelor of Education program.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, 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.

Comparing the Grade 4 and Grade 7 *Student Learning Survey* results reveals important patterns that speak to the evolving student experience and our school's overall culture.

Shared Strengths Across Grades: Foundations of a Caring and Safe Environment

- **Emotional Safety:** Both Grade 4 (91%) and Grade 7 (87%) students feel safe at school "most" or "all of the time." This indicates a consistently strong sense of physical and emotional safety across the student body.
- **Welcoming Climate:** A large majority in both groups feel welcome (Grade 4: 88%, Grade 7: 77%), with many students affirming that adults are approachable and supportive.
 - **Supportive Relationships with Staff:** The Grade 4s strongly affirmed that adults welcome questions (95%) and provide help (91%). While Grade 7s were slightly lower (80% felt welcomed to ask questions; 58% felt they got help), the trend shows staff-student relationships remain a school strength.

Our school culture is rooted in care, safety, and adult support. Students across both age groups feel welcomed and safe, which reflects strong foundational relationships and effective school-wide systems.

However, the intermediate years reveal emerging complexities:

- Belonging becomes more fragile.
- Student voice becomes more important but less available.
- Peer dynamics and mental health begin to demand more nuanced responses.

These insights suggest that while our school values and community ethos are strong, we're at a point where we can evolve further by:

- Amplifying student agency and engagement, especially in Grades 5–7.
- Deepening Indigenous learning in authentic, localized, and participatory ways.
- Targeting supports for peer relationships and emotional regulation, particularly as students mature.

This reflective comparison provides a roadmap for growth, helping us preserve what's working while courageously improving areas that will make our school even more inclusive, empowering, and culturally responsive.

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

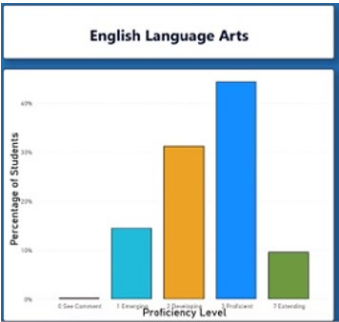
VSB and School Goal: Increasing literacy, numeracy, and deep, critical, and creative thinking.

At Carnarvon, our educators collaborate in dedicated Primary and Intermediate teams, meeting regularly to reflect on student progress and to support meaningful, responsive learning. The Primary Team is engaged in a Collaborative Inquiry focused on strengthening early literacy through the implementation of the Heggerty and UFLI Phonics programs. Their goal is to establish a consistent, research-informed approach to teaching foundational Language Arts skills across Kindergarten to Grade 2. Using a carefully sequenced scope and sequence, students are supported in developing each skill systematically, with an emphasis on building fluency, confidence, and

automaticity. The UFLI program serves as both a core instructional resource for primary classrooms and an effective intervention tool for students requiring additional support at any grade level.

Meanwhile, the Intermediate Team integrates current world events into classroom learning to deepen students’ global awareness and critical thinking. Through collaborative, hands-on projects, students explore complex topics and build connections across disciplines. Teachers weave together Language Arts, Mathematics, Science, Social Studies, ADST, and Career Education through inquiry-based learning, encouraging students to produce rich, multi-modal projects that are shared with families and the broader school community.

Ongoing assessment through Communicating Student Learning (CSL), Student Learning Surveys, and Foundation Skills Assessment (FSA) results indicate that our students are progressing well and are on a positive trajectory in their learning journey.



Student Learning Survey 2025: Grades 4 & 7

Getting Better at Reading	Percentage		Getting Better at Writing	Percentage
Grade 7s	65%		Grade 7s	60%
Grade 4s	76%		Grade 4s	68%

Language Arts Data from CSL:

	Emerging	Developing	Proficient	Extending
Grade 7	<i>Suppressed due to low count</i>	23	28	<i>Suppressed due to low count</i>
Grade 6	15	12	22	<i>Suppressed due to low count</i>
Grade 5	12	10	24	<i>Suppressed due to low count</i>

Grade 4	<i>Suppressed due to low count</i>	10	21	<i>Suppressed due to low count</i>
Grade 3	<i>Suppressed due to low count</i>	18	22	<i>Suppressed due to low count</i>
Grade 2	<i>Suppressed due to low count</i>	15	10	<i>Suppressed due to low count</i>
Grade 1	<i>Suppressed due to low count</i>	13	16	<i>Suppressed due to low count</i>
Kindergarten	<i>Suppressed due to low count</i>	13	19	<i>Suppressed due to low count</i>

Carnarvon School CSL Data, Term 3, June 2025

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.

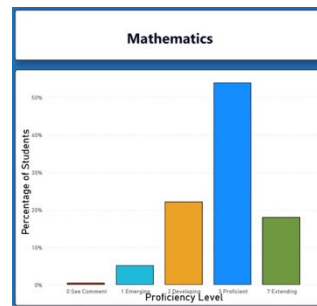
FSA: Literacy

	Emerging	On Tract	Extending
Grade 7	<i>Suppressed due to low count</i>	83%	11%
Grade 4	12%	65%	23%

Primary: Intermediate: Term 3

FSA: Numeracy

	Emerging	On Tract	Extending
Grade 7	<i>Suppressed due to low count</i>	46%	46%
Grade 4	23%	54%	23%

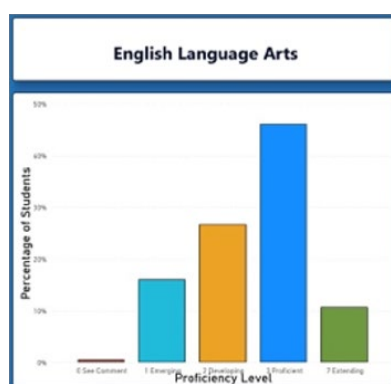
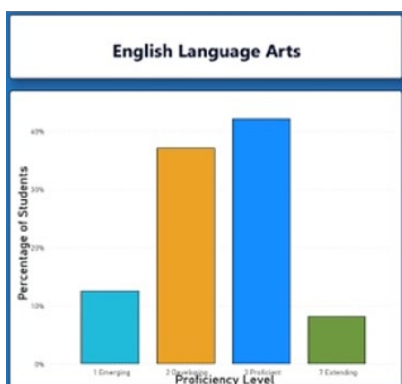


Term 3 CSL Results for Math

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 the cello, erhu, 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 enjoy staying active and involved. We provide a variety of physical activities such as cross-country, volleyball, basketball, badminton, ball hockey, track and field, and ultimate frisbee. Additionally, we bring in expert instructors for lacrosse, Bollywood dance, Body Science, and pickleball sessions. Our students participate in many extracurricular clubs and activities. They love exploring their interests and giving back to the school community, often designing and running clubs highlighting student interests.

We offer roles like Morning Announcers, Student Council, Library Monitors, Lunch Knitting, Craft and Chess Clubs, the School Yearbook, Rubik's Cube Club, Diversity, and Garden Club. Through these opportunities, students develop leadership skills by serving as student announcers for morning announcements, leading assemblies, spearheading technology initiatives, participating in buddy classes, organizing student council events, contributing to food drives, coordinating Remembrance Day Poppy sales, and supporting fundraisers such as Elf Fest to benefit a local Vancouver school.



At Carnarvon, we prioritize the mental health and well-being of our students through a comprehensive approach that includes school-based counselling, social-emotional learning programs, and daily reinforcement of our school's code of conduct. These daily messages provide students with clear, practical examples of how to care for themselves, others, and the environment, fostering a culture of empathy and responsibility. Teachers also embed a growth mindset into their instruction, helping students build resilience, embrace challenges, and develop confidence in their ability to learn and grow.

This year, our Parent Advisory Council (PAC) supported the Kelty Mental Health Resource Centre, a provincial resource hub that offers mental health and substance use information, tools, and peer support for children, youth, and families across British Columbia. Through this partnership, families at Carnarvon have access to a wide range of resources, including webinars, toolkits, and referral pathways to community services. These supports empower parents and caregivers to better understand and respond to their children's mental health needs, reinforcing the connection between home and school in supporting student well-being.

Improve equity

The Vancouver School Board will increase equity by eliminating gaps in achievement and outcomes among students.

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.

Developmental Shifts and Trends by Grade

These trends reflect developmental changes between early and later elementary years:

1. Sense of Belonging and Peer Dynamics

- **Grade 4:** 83% feel a sense of belonging "most" or "all of the time".
- **Grade 7:** Drops to 65%, with more students only "sometimes" feeling like they belong.
- **Interpretation:** As students get older, social dynamics and peer comparisons may impact their sense of identity and connection. This suggests a need to continue supporting peer relationships and inclusion in upper-intermediate grades.

2. Student Voice and Choice

- **Grade 4:** Only 17% say they “always” get to work on things they’re interested in.
- **Grade 7:** Slightly higher at 26%, but still low overall.
- **Interpretation:** There’s a school-wide opportunity to expand student agency, especially as students mature and seek more autonomy in their learning.

Our Resource model is also designed with fluidity to ensure that students needing support are provided with targeted instruction. For example, in January, our Kindergarten students are assessed using the Record of Mid-Year Student Screening. We look at phonological awareness, concepts of print, letter recognition, and oral language. The screener was also used to assess the needs of our Grade 1 students. From February to May, identified students received small group support, experiencing realistic text-based activities of interactive writing and shared reading. In Kindergarten, 26% of students were identified as at risk. In Grade 1, 31% were identified and targeted support was provided.

Learning & Instruction

Feeling Successful: *see chart above*

- 65% of Grade 7s believe they are improving in reading and writing.
- 60% feel they are getting better at math.

Feedback & Understanding:

- 75% receive feedback most or all of the time.
 - 60% say concepts are explained in ways they understand most or all of the time.

Learning Support:

- 58% feel they get extra help most or all of the time.
- However, only 35% report being helped by more than two teachers, possibly indicating limited touchpoints with multiple staff.

Engagement & Voice:

- 80% say adults welcome their questions.
- 66% feel they collaborate well on group projects.
- 51% report having opportunities to work on areas of personal interest.

Well-being & Personal Growth

- **Resilience:** 65% say they persist when facing difficult tasks.
- **Mental Health:** 59% say they are learning to care for their mental health, consistent with district averages.

Indigenous Learning:

- 76% report being taught about Indigenous Peoples in Canada at least “sometimes.”
- However, 46% say they “never” participate in Indigenous celebrations or programs, highlighting an area for growth.

Learning Beyond Academics

- **Civic Awareness:** 52% believe they can make a difference in their community.
- **Environmental Learning:** 48% are learning how to care for the environment most or all of the time.
- **Creativity & Critical Thinking:**
 - About 38% say they learn creative thinking strategies most or all of the time.

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

The Vancouver School Board continues its Reconciliation journey with First Nations, Métis, and Inuit communities by deepening knowledge, awareness, appreciation, and respect for Indigenous histories, cultures, and contributions. At Carnarvon, this commitment is reflected in our daily practices and learning environments. Each morning, students acknowledge the traditional territories of the Musqueam, Squamish, and Tsleil-Waututh Nations using traditional pronunciations, fostering a meaningful connection to the land and the peoples who have stewarded it since time immemorial. Many students are now able to deliver the land acknowledgement independently at school events and assemblies, demonstrating both confidence and respect.

Our students are guided by the First Peoples Principles of Learning, which emphasize the importance of community, connection to the land, and learning through story and experience. These principles are woven into classroom instruction and school-wide initiatives. For example, students make personal connections to the land acknowledgement by reflecting on their own learning journeys and the responsibility we all share in caring for the land we are privileged to learn on. This is further reinforced through hands-on experiences such as planting and harvesting in our Community Garden and participating in regular school and neighbourhood clean-ups.

While Indigenous content is present across grade levels, we recognize that deeper, more authentic integration remains an area for growth. Student reflections and Term 3 Communicating Student Learning (CSL) reports show that learners are engaging with Indigenous cultures, particularly through Language Arts and Social Studies, and this engagement is reflected in our Student Learning Survey. When asked, “Are you learning about Indigenous Peoples?” 86% of our Grade 4s responded *sometimes, most of the time and/or all the time*. 76% of our Grade 7s responded favourably as well. When asked specifically about learning about local First Nations, 68% of our Grade 4s and 82% of our Grade 7s responded favourably. Students in Grade 4 and Grade 7 demonstrate general knowledge of Indigenous histories and traditions, but report limited engagement with local languages, celebrations, or community-led experiences. Student responses are lower when we look at the questions, “Do you participate in Indigenous Activities?”, “Do you participate in any ongoing Indigenous activities outside of school?” and “Are you learning First Nations languages?” Grade 4s reported 34%, 11% and 32% respectively. Similar results are reflected in our Grade 7 reflections: 24%, 19% and 30%, indicating areas of growth for the school.

Nonetheless, there are promising signs of meaningful learning. In one class, students explored oral storytelling traditions through the Coast Salish story *The Two-Headed Serpent*, making thoughtful connections between the narrative and the land. In another, students used non-fiction texts to research the significance of cedar trees, water, and animals in traditional Coast Salish life, developing both literacy and cultural understanding. These examples reflect the First Peoples Principles of Learning, particularly the emphasis on memory, identity, and the interconnectedness of all things.

To deepen this work, we aim to make learning intentions more explicit and to expand opportunities for experiential, land-based learning and direct engagement with Indigenous voices. These steps will help students more clearly recognize and value their learning about Indigenous cultures and worldviews, and support our school's ongoing commitment to Reconciliation through education.

HOW WILL WE KNOW WE'RE ON TRACK?

Assessment data and classroom observations at Carnarvon indicate that most students are progressing well in both literacy and numeracy. Literacy confidence remains steady across all grade levels, while numeracy shows marked improvement in the intermediate years. This trend suggests that instructional strategies and student engagement in mathematics are particularly effective in the upper grades. However, early numeracy continues to be an area requiring attention, as some students in the primary years need additional support in developing foundational math skills.

While the majority of students are meeting expectations, the number of students achieving at the “extending” level in literacy remains relatively small. This highlights the importance of consistent instruction and targeted interventions to help more students move from the “emerging” category to “on track” or beyond. To address this, the school is focusing on several key areas for growth and development.

One priority is strengthening early numeracy through the use of Grade 4 data to identify specific strands—such as number sense and problem-solving—that require reinforcement. Emphasizing hands-on, conceptual learning in the primary grades will help build a stronger mathematical foundation. At the same time, there is a need to challenge high-performing students, particularly in Grade 7 math, by offering enrichment opportunities such as inquiry-based tasks, open-ended problem-solving, and leadership roles that allow students to mentor peers or engage in cross-grade learning.

In literacy, while most students are on track, there is room to expand opportunities for extension. Embedding more open-ended reading and writing tasks, literature circles, creative writing, and critical reading activities can help students deepen their engagement and move toward higher levels of achievement. The school also recognizes the importance of leveraging the growth seen in

Grades 4 through 7 by encouraging collaboration between primary and intermediate teams. Sharing effective strategies—such as those contributing to success in Grade 7 numeracy—can help inform and strengthen instruction in earlier grades.

Finally, a continued focus on students in the “emerging” category is essential. Responsive, small-group interventions tailored to individual learning needs, along with collaboration with Learning Support Services, will ensure early identification and the provision of layered supports. These combined efforts reflect a thoughtful and data-informed approach to ensuring that all students are on a positive learning trajectory.