



CARNARVON
ELEMENTARY SCHOOL

2025-2026

School Learning Plan

SCHOOL STORY

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 respectfully acknowledge that Carnarvon School is located on the traditional, ancestral, and unceded territories of the Coast Salish peoples, including the Musqueam, Squamish and Tsleil-Waututh Nations. 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 321 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.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

At Carnarvon, we focus on enriching academic, artistic, physical, social, and emotional learning. We pride ourselves on the curriculum, made possible by the joint commitment of staff, parents, and community partners. Carnarvon students come from many cultural backgrounds. As in previous school years, 17% of our school community are English Language Learners (ELL). Thirty-eight of our students have ministry designations that reflect their unique learning needs. Fifteen of our students are international, and ten identify as Indigenous. Carnarvon School is also a mentorship site for teacher candidates enrolled in the UBC Bachelor of Education program and hosts Swiss Teacher Candidates from the University of St. Gallen each spring.

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), School Counsellor, Speech Language Pathologist, School Psychologist, and our Supervision Aide team. At Carnarvon, staff take a team approach to support and nurture students.

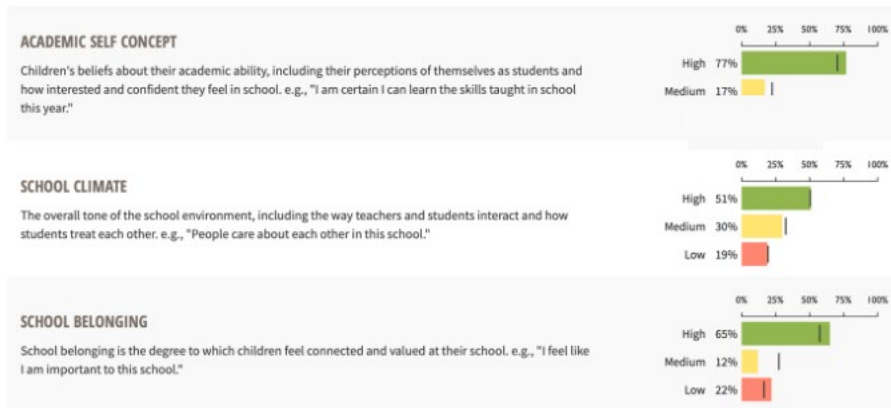
Comparing the Grade 4 and Grade 7 *Student Learning Survey* results reveal important patterns that speak to the evolving student experience and our school's overall culture.

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

Emotional Safety: Both Grade 4 (87%) and Grade 7 (80%) students feel safe at school. 93% of Grade 4s, and 81% of Grade 7s stated that they understand school rules and expectations. Over the years, this indicates a consistently strong sense of physical and emotional safety across the student body.

Welcoming Climate: A majority in both groups feel welcome (Grade 4: 84%, Grade 7: 78%), with many students affirming that adults are approachable and supportive.

Supportive Relationships with Staff: The Grade 4s strongly affirmed that adults welcome questions (93%) and provide help (80%). While Grade 7s were slightly lower (80% felt welcomed to ask questions; 73% felt they got help), the trend shows staff-student relationships remain a school strength. These healthy relationships are also reflected in the Grade 6 MDI results.



Students have also indicated that they are taught how to improve their learning (Grade 4: 70%, Grade 7 is slightly lower at 62%). When asked if they feel they are getting better at reading, writing and math, students responded favourably, except for our Grade 4s in their writing. (Grade 4: reading 83%, writing 33% and math 70%. Grade 7: reading 71%, writing 62% and math 71%).

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

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

LITERACY:

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

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

The Primary team has continued working on improving literacy using Haggerty and UFLI Phonics Programs. Kindergarten students were assessed using the DIBELS assessment, targeting letter naming, phonemic segmentation, and nonsense word fluency. Their previous collaborative inquiry has provided a foundation, and they are continuing to look at developing a consistent way of teaching Language Arts skills across the K-2 grades to strengthen reading confidence. They follow 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.

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 into inquiry-based learning. Students produce multi-modal projects which are shared with parents and the school community.

DIBELS: Term 2	<i>Minimal to no risk</i>
Kindergarten Assessments	
Letter Naming	18
Phonemic Segmentation	19
Nonsense Word Fluency	15

Based on the information provided by teacher assessment, DIBELS, MDI, Student Learning Survey and FSA results, our students are on the right track.

Student Learning Survey: Grades 4 & 7

Getting Better at Reading	
Grade 7s	71%
Grade 4s	83%
Getting Better at Writing	
Grade 7s	62%
Grade 4s	33%
Getting Better at Math	
Grade 7s	71%
Grade 4s	70%

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Writing Assessment Data Comparing Terms 1 & 2:

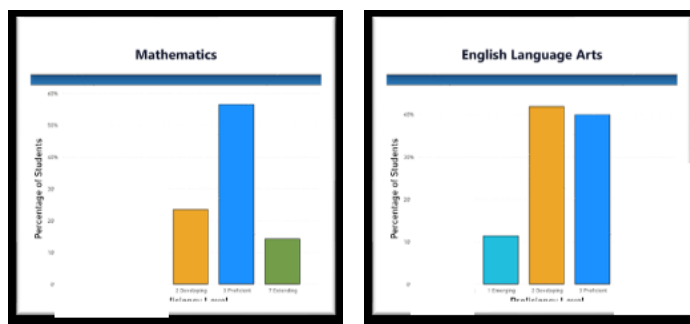
	Emerging		Developing		Proficient		Extending	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 1</i>	<i>Term 2</i>	<i>Term 1</i>	<i>Term 2</i>
Grades 4 - 7	16%	14%	62%	31%	22%	52%	Less than 10%	Less than 10%
K – Grade 3	26%	16%	55%	38%	19%	46%	Less than 10%	Less than 10%

Big Picture Trends

- The most noticeable shift is a movement out of “Developing” into “Proficient.” In many grades, Developing drops while Proficient rises significantly.
- “Emerging” is generally decreasing or staying stable, which suggests early learners are progressing along the continuum.

Key Takeaways

- Overall, the data shows positive momentum toward proficiency, which aligns well with instructional effectiveness.
- The system is doing well at supporting students to meet expectations, especially those previously in Developing.



Carnarvon School CSL Data, Term 1, 2025 for English Language Arts and Math

Improve equity

EQUITY:

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

Our goal is to ensure students actively participate in their learning by working productively together, listening, 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, and 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:** 76% feel a sense of belonging "most" or "all of the time".
- **Grade 7:** Drops to 46%, with more students only "sometimes" feeling like they belong.

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. As students move through the school, we see a shift from belonging to independence, but also a corresponding drop in connection and well-being.

2. Student Voice and Choice

- **Grade 4:** Only 24% say they “always” get to work on things they’re interested in.
- **Grade 7:** Slightly higher at 26%.

There’s a school-wide opportunity to expand student agency, especially as students mature and seek more autonomy in their learning.

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 Track	Extending
Grade 7	25%	67%	Less than 10%
Grade 4	15%	70%	15%

FSA: Numeracy

	Emerging	On Track	Extending
Grade 7	23%	41%	36%
Grade 4	36%	61%	Less than 10%

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 that the students bring to the school, such as cello, flute, and piano.

Students have shown us that 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 pickleball sessions. Our students are involved in many extracurricular 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, and School Yearbook. Students develop leadership skills through opportunities such as being student announcers for morning announcements, leading assemblies, spearheading technology initiatives, participating in buddy classes, organizing student council events, coordinating Remembrance Day Poppy sales, and supporting fundraisers like Elf Fest to benefit a local Vancouver school.

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

RECONCILIATION:

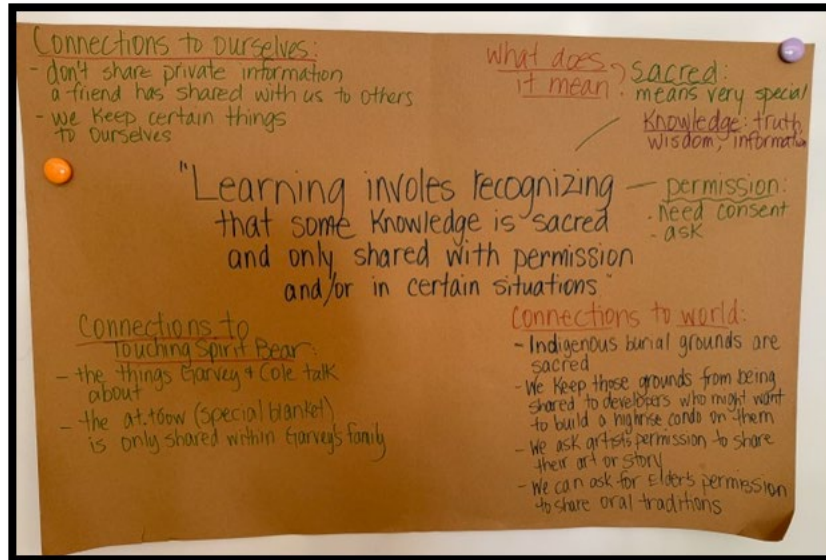
The Vancouver School Board will continue its Reconciliation journey with First Nations, Métis, and Inuit by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions.

As we continue our Reconciliation journey, students are learning the value of respect. In our daily morning announcements, for example, students use traditional pronunciations to refer to our three host nations, acknowledging the land we are on. They can also recite 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 helps students recognize 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 also have the opportunity to plant and grow vegetables in our Community Garden. Giving back and keeping our neighbourhood clean are reinforced through grounds and neighbourhood clean-ups.

Indigenous Learning and Connection

- **Grade 4:** Learning about Indigenous Peoples is present but not deeply rooted in local language or participation.
- **Grade 7:** Similarly, students report general knowledge, but limited engagement in Indigenous celebrations or experiences.
- While content is present, authentic integration and experiential learning related to Indigenous ways of knowing remain growth areas.

In Social Studies, students understand that Indigenous knowledge is passed down through oral history, traditions, and collective memory. They showed interest in learning about the oral history and traditional stories of some of the Coast Salish Peoples and how their stories connect them to the land.



Through stories, class discussions, and creative activities, students demonstrated curiosity and made thoughtful connections to real-life experiences. This learning was deepened by recognizing that learning is grounded in a sense of community and connectedness, reflecting the First Peoples Principles of Learning.

During lessons and learning about traditional Indigenous communities, Students also learned how to use non-fiction text features in books to look for key points, take notes and complete research about the Coast Salish nation. They can also identify how the land and local animals met the needs and wants of the various indigenous communities.

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 many 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, including targeted early literacy support.

One priority is strengthening early numeracy using Grade 4 data to identify specific strands— such as number sense and problem-solving—that require reinforcement. Emphasizing hands-on, conceptual learning in 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.