

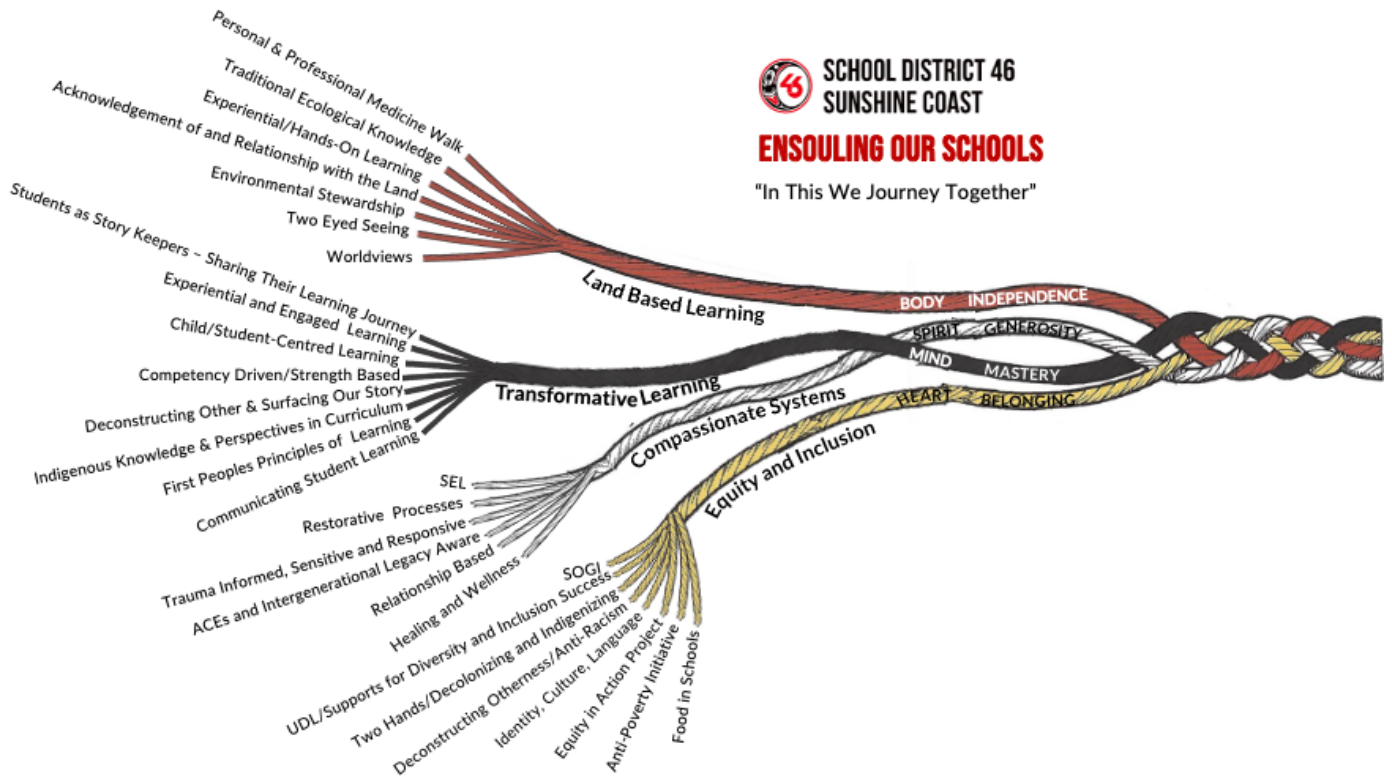


SCHOOL DISTRICT 46 SUNSHINE COAST

SCHOOL GROWTH PLAN FOR GIBSONS ELEMENTARY

Our Story and Journey

Through the four strands of the braid, we learn together as a school community.



DEMOGRAPHICS

- 366 students, K-7; 17 divisions; over 50 staff members
- 73 students with Ministry Designations; 52 students identify as Indigenous; 34 ELL students
- Strongstart, Seamless Day, Just B4 program, YMCA Daycare; a hub for Early Learning
- Community School Coordinator—Kidz Club, multiple programs, Food Security
- Situated close to walking trails, hikes and beaches

VISION

- We learn today to succeed tomorrow (will revisit)

VALUES

SCHOOL GROWTH PLAN

- Relationships, connections, community
- Trust, respect
- Gratitude, generosity
- Positivity, growth mindset
- Achievement, growth

All to support the growth of the whole child.
(We will refine our values September 2023)

ENSOULING OUR SCHOOLS: COMPASSIONATE SYSTEMS

- Zones of Regulation are used in many classrooms
- Restorative practices: office referrals—restorative approach (repair)
- Trauma informed instruction (pro-d for whole staff)
- Strength-based focus vs. deficit focus
- Start each staff meeting with WWW (what went well) to create a positive generative social field

ENSOULING OUR SCHOOLS: TRANSFORMATIVE LEARNING

- What inspires transformative learning? Experiential learning, connections, communication, accountability, perseverance, resiliency, collaboration, openness
- First Peoples Principles of Learning: foundational guidelines we use to reflect on our teaching practice and develop with our students to engage in authentic Indigenous learning experiences
- Communicating Student Learning: staff are engaged and committed to communicating through strength-based descriptive feedback to support all learners

ENSOULING OUR SCHOOLS: EQUITY AND INCLUSION

- One piece of the equity scan gave us the opportunity to hear the voices of Indigenous students: feel supported at school, like school, but feel that Indigenous Ways of Knowing and Being are not explicitly part of their learning
- We welcome and include all students to take part in our breakfast, lunch or after school snack programs
- We celebrate the multi-cultural community we are so fortunate to be a part of
- We support and respect all of our community, regardless of race, religion, gender, gender identity or sexual orientation

ENSOULING OUR SCHOOLS: LAND BASED LEARNING

- More classes are taking advantage of the forest and walking trails that surround our school grounds



SCHOOL GROWTH PLAN

- Our community garden has had a rejuvenation! Inspired by a classroom teacher, a team of educators now spend time in the garden with their students—planting, tending, harvesting, learning
- Many classrooms hike the nearby trails and beaches
- Staff members are taking turns acknowledging the lands we are on at staff meetings, circles in classrooms

CURIOS EVIDENCE/DATA

We are curious if our learners’ academic achievement (literacy focus) will improve with increased resiliency.

- safe learning environment...trust...resiliency...growth mindset...improved results

Satellite Data:

2022 FSA—Grade 4 Literacy			2022 FSA—Grade 7 Literacy		
94 % participation rate			88% participation rate		
Emerging	Ontrack	Extending	Emerging	Ontrack	Extending
24%	69%	7%	17%	83%	0%

Map Data:

2022 Grade 4 Learning Survey

Grade 4 Learning Survey		Grade 7 Learning Survey	
84%	I am happy at school.		
86%	Do you feel welcome at school?	91%	Do you feel welcome at school?
83%	At school, are you learning about Indigenous Peoples?	87%	At school, are you learning about Indigenous Peoples?
88%	Do you feel safe at school?	93%	Do you feel safe at school?
77%	How many adults do you think care about you? (more than 1)	70%	How many adults do you think care about you? (more than 1)

*sometimes/always

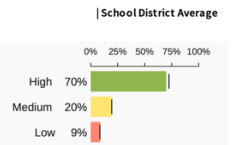
2023 Grade 5 MDI

NUMBER OF IMPORTANT ADULTS AT SCHOOL



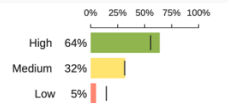
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



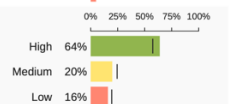
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



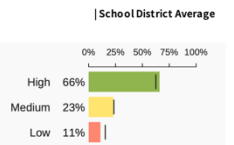
2023 Grade 6 MDI



SCHOOL DISTRICT 46
SUNSHINE COAST

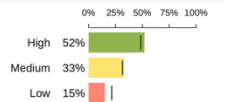
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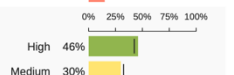
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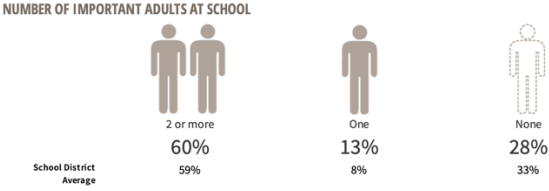


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SCHOOL GROWTH PLAN



Street Data:

Equity Scan: Most students surveyed felt that they had good relationships with adults, liked school and felt safe at school. However, they did not report that they were learning a lot about Indigenous Peoples.

NEXT STEPS

- Professional Learning: Trauma Informed Instruction (May Pro-D day)
- Compassionate Systems Leadership Training with staff (Sept 2023)
- Collaborate regularly: how do we build connections with students? How are we creating an environment for students to feel safe to take risks? How do we encourage students to persevere with a task when they ‘feel’ it is too challenging? How do we instill a growth mindset in all our learners?
- Update Code of Conduct
- Encourage more school-wide activities to build team, connection and community
- Refine growth plan goal
- Staff meet with individual students to gather more street data (questions)
- Plan: how to make Indigenous learning more visible for students