

2022-2023 - Year 1 School Learning Plan

The Vancouver Board of Education acknowledges that we are unlearning and relearning on the unceded, unsurrendered and traditional territories of the x̱w̱məθḵw̱əy̱əm | Musqueam, Sḵw̱x̱w̱ú7mesh | Squamish & səliilwətaʔ | Tsleil-Waututh Nations.

1. GENERAL 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.

Before the arrival of European settlers, the area around Vancouver was home to the Coast Salish Indigenous peoples, including the Squamish, Musqueam, and Tsleil-Waututh Nations. These nations have a long and rich cultural heritage, a deep spiritual connection to the land, and a strong oral storytelling tradition.

In the late 1800s, the arrival of European settlers brought significant changes to the region, including the displacement of Indigenous peoples from their traditional territories and the introduction of a new education system. Despite these challenges, many Indigenous families in the area continued to pass down their cultural traditions and teachings to future generations.

Trafalgar Annex was officially opened on April 27th, 1955. It provided educational services for children in grades 1-3. In September 1966, following a major renovation, the annex was re-opened for students in K-7 and was renamed *Carnarvon School*. Like nearby Carnarvon Street, the school's name commemorates Henry Herbert, the 4th Earl of Carnarvon. As Secretary of State for the Colonies, Lord Carnarvon introduced the bill for the 1867 British North America Act, which conferred self-government on Canada and created a federation.

In 1974, the Vancouver School Board approved Carnarvon for *Community School* status, with provisions for a coordinator and secretary. In May of 1979, the Community School Advisory Council was registered as a Society. Many successful community initiatives took place at Carnarvon in subsequent years. In September 2004, funding for the Community Programs Office at Carnarvon was eliminated, resulting in the transfer of many traditional activities to the direction of the Parent Advisory Council (PAC).

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 history, social studies, and language arts

curricula. 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.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

Today, Carnarvon School continues to provide a welcoming and inclusive environment for students of all backgrounds. For the 2022-23 school year, we enrolled 287 students. 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.

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 also come from many different cultural backgrounds. We currently have forty-seven students who are English Language Learners (ELL). Twenty-one of our students have ministry designations to reflect their unique learning needs. Eighteen of our students are International students and eight of our students are of Indigenous ancestry.

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 Indigenous Enhancement Worker, our Speech Language Pathologist, our School Psychologist, and our Supervision Aide team.

Enrichment opportunities have returned since the pandemic hiatus, which have been enthusiastically welcomed by staff, students and parents. These additional opportunities help our students learn beyond the curriculum and help to strengthen our commitment to preparing students for community service.

Academic Enrichment: In-class guest speakers introducing science and STEM activities, Wind Turbine and Bridge challenges, cardboard structures, Food Truck design and food sourcing, world architecture, food sustainability, political debates and pen-pals.

Artistic: School performances (both student and professional), visual arts and drama workshops as well as after-school acting lessons hosted by our teacher candidates.

Physical: Cross-Country, Terry Fox, Jump Rope for Heart, Volley Ball, Basketball, Badminton, Track and Field and Ultimate. We also brought in instructors for Bollywood Dance, Taekwondo and Pickle Ball.

School Clubs: Student Council, Lunch Knitting, Craft and Chess Clubs, School Yearbook and Garden Club.

Social-Emotional: Saleema Noon sexual education program as well as school-based Counselling social-emotional programs and SLP presentation on Neurodiversity. We provide daily messages centered on our code of conduct stating concrete examples of how to take care of ourselves, others and this place.

Leadership: Student Announcers for morning announcements, Equipment Monitors at recess and lunch, Library Monitors, Assembly Leaders, Technology Leaders, Buddy Classes, Student Council Sponsored Events, Food Drives for the local pantry, Shoebox Project supporting women living in the Downtown Eastside, Remembrance Day Poppy sales and an Elf Fest fundraiser to support a local Vancouver school.

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.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

Based on the information provided by the Student Learning Survey, our Grade 4 & 7 students have shared that they are learning how to care for their mental health, feel that Carnarvon is a place where they belong and where students know that adults (between 2-4) care about them when they are at school.

We also know that students are doing quite well academically. From our CSL data, 116 students are *Applying* in LA. Our Math results are higher with 141 students applying, showing that our previous work around our Math goal was successful. Our Social Studies and Science marks are even higher with 171 and 173 students *applying*.

Our students have shown us that they are compassionate and interested in being the change in the world. They are eager to volunteer and take on extra-curricular activities with enthusiasm. Using office referrals as a guide, the majority of student conflict referrals come from our primary students which ultimately reflects the lack of socialization our students experienced during the pandemic. Learning to be together and to take care of each other has been a learning challenge.

Our School Based Team has also helped the student population with Gifted Challenge-Centre referrals, SELC & TEIR applications as well as updated testing and Ministry Designations. Our team meets every two weeks to discuss students and talk about strategies we can provide to support our Tier 2 & 3 student population.

We have a large International Education enrollment and the counsellor and MCLW meet with staff regularly to offer support and connect with parents.

We have a school counsellor twice a week who directly supports students and works with classroom teachers to deliver social-emotional programs.

4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE?

Our school plan aligns directly with the goals and objectives outlined in the VSB Education Plan:

Goal 1: *The Vancouver School Board aims to enhance student achievement, physical and mental well-being, and a sense of belonging by:*

- Encouraging students to expand their knowledge and experiences beyond previous boundaries.
- Improving school environments to ensure they are safe, caring, welcoming, and inclusive for students and families.
- Increasing literacy, numeracy, and fostering deep, critical, and creative thinking skills.

Goal 2: *The Vancouver School Board strives to promote equity by:*

- Closing achievement gaps and disparities among students.
- Eliminating racism and discrimination in all forms.

Goal 3: *The Vancouver School Board is committed to advancing reconciliation with First Nations, Métis, and Inuit communities by:*

- Enhancing knowledge, awareness, appreciation, and respect for Indigenous histories, traditions, cultures, and contributions.

Through our school plan, we have observed positive outcomes in student attitudes and learning experiences. Our students have stated that they all have a strong sense of belonging. Our school is welcoming and our students have shown that they are interested in and committed to action. Our students are also building mastery, as identified in CSL data. We are also committed to increasing our awareness, appreciation of and respect for Indigenous histories, traditions and culture.

According to the Mindset Survey conducted in 2022, teachers have noticed an overall improvement in intermediate grades regarding students' enjoyment of learning. Similarly, primary students have demonstrated a positive attitude towards making and learning from mistakes, as well as a willingness to explore wrong answers during the learning process. Students have shown awareness of multiple problem-solving approaches and a preference for independent problem-solving. This positivity is also reflected in the comments made by the Grade 4 & 7s in the Student Learning Survey. As they have become more comfortable and interested in tackling challenging questions, their confidence and experiences have grown. Students have also become less reliant on teacher-directed instructions. This increasing confidence in their academic abilities has been observed as students progress through the primary program and into the intermediate grades.

5. INQUIRY QUESTION

How can we incorporate flexible learning environments, technology and inquiry and question-based approaches into our programs to better connect our students to their learning?

The rationale for our school plan is based on the staff's desire to continue focusing on incorporating flexible learning environments, technology, and inquiry and question-based approaches into our programs to better connect with our students in their learning. We have considered the success our students have made in Math and their positive approach to their math work.

When analyzing the data from the FSA (Foundational Skills Assessment), we see that the participation rate for Grades 4 and 7 in the previous year was 43%, while this year it has increased to 44%. In terms of literacy, 50% of Grade 4 students are on track and 50% are extending their skills, while in Grade 7, 80% are on track and 20% are extending. In numeracy, Grade 4 students have shown significant improvement, with 86% on track, compared to 63% the previous year. In Grade 7, 47% are on track and 40% are extending their numeracy skills.

Additionally, according to our CSL Term 1 Math results, 50% of our students in K-7 received an "Applying" level for their academic performance. This indicates that our students have been making progress in their math skills.

Taking into consideration the success we have seen; our school plan will now shift its focus to incorporating flexible learning environments, incorporating technology into lessons and well as building inquiry and question-based approached into our programs. This will involve organizing classes in a way that recognizes the diverse needs and interests of our students. Personalizing learning will be a key aspect, ensuring that each student's individual needs are addressed.

The redesign of our library space will align with current research and support the curriculum and the needs of our students. The library also has a Maker Space that is well used. Students gravitate to that space and SSAs use the area for pull out support and work. As this is a quieter space, it provides an optimal environment for our students with sensory needs. The Maker space has a wall shelf filled with materials to help spark students' imaginations. We have also redesigned a room to accommodate a work space for students. It held old computer equipment and furniture. It was cleared out in September and is now used by staff with small learning groups. Students are also using the space for game play at recess and lunch. It has also been available for parent meetings and for testing with our school psychologist.

We will continue building and refining our use of technology in the school to further support student learning. The school has recently leased a computer cart with 15 additional laptops that are equitably booked for classroom use. We hope to add to this new technology next year.

Additionally, new learning spaces have been reinvented, such as the outdoor courtyard. It is a beautiful space that is accessible on three sides, one of them being the library. There are four picnic tables available with two umbrellas, making it ideal for classroom use. Students are currently growing and studying vegetables in the courtyard. Resource rooms, indigenous enhancement worker space, twelve outdoor garden boxes, and field and picnic tables, will be further developed to enhance our learning environment.

Based on staff observations, MDI (Middle Years Development Instrument), FSA, and student learning results, as well as conversations with parents, we have identified the need to focus on social-emotional learning which will be included in our inquiry and question-based approach to enhance our teaching. Last year, for example, staff worked on a Kindness initiative that incorporated lessons and activities from various programs, focusing on integrity, caring for the environment, caring for the community, and caring for others. This work has laid the foundation for the expansion of social-emotional learning at Carnarvon.

Overall, our rationale for the school plan is rooted in the desire to build on our successes, address the needs of our students, and create a learning environment that promotes growth, engagement, and social-emotional well-being.

6. WHAT IS OUR PLAN?

In our school, we strive to foster a growth mindset across the curriculum while making connections to our core competencies. Our teachers play a crucial role by modelling the language of a growth mindset and actively recognizing examples in both the classroom and the school community. Students are encouraged to engage in self-reflection, regularly examining their own progress and identifying areas for improvement. We emphasize the use of "yet" language, reminding students that they may not have mastered a concept or skill yet, but they have the potential to do so with effort and perseverance. This message is posted in classroom bulletin board displays to ensure students are seeing a consistent message as they move from class to class.

Timely feedback is provided to students, allowing them the opportunity to reflect on their work and identify strategies for improvement. Both oral and written feedback are utilized to ensure that students

receive comprehensive guidance. Furthermore, students engage in self-assessment, comparing their current work with earlier assignments to recognize their progress across various subject areas.

Regular class discussions center around the concept of *grit*, encouraging students to persist, try new things, and develop a positive mindset. We reinforce the idea that learning is a continuous process, emphasizing that mistakes and challenges are opportunities for growth. The use of growth language is integrated into all subject areas, promoting a mindset that values effort, resilience, and a willingness to take risks.

Our students are nurtured as leaders within the classroom and throughout the school. They actively participate in leading class activities and games, as well as aiding younger learners. This fosters their sense of responsibility, builds their confidence, and encourages them to embrace leadership roles. Building leadership will support our inquiry approach with students as their confidence in their own abilities grows.

To promote self-direction, students engage in goal setting and regularly reflect on their progress towards these goals. They compile self-directed progress reports, allowing them to take ownership of their learning journey. In all feedback provided, we employ proactive and positive language, providing specific targets for improvement. We view mistakes as valuable learning opportunities, discussing, modelling, and practicing the mindset of learning from errors.

In addition to these strategies, we utilize children's literature to further promote a growth mindset. Through captivating stories, students discover characters who face challenges, persevere, and ultimately experience personal growth. This reinforces the message that effort and a positive mindset can lead to success.

By integrating technology with these practices into our curriculum, we aim to cultivate a school environment where students embrace challenges, view mistakes as learning opportunities, and develop the resilience and determination needed for lifelong learning and personal growth.

To enhance student engagement and foster a growth mindset, our curriculum incorporates various strategies and approaches. We create flexible learning environments that cater to diverse learning styles, utilizing technology and inquiry-based approaches. Theme-based learning has seen an increase, allowing students to explore topics in-depth and make meaningful connections across subjects. Role play is utilized as a powerful tool to demonstrate student learning, enabling them to apply their knowledge in authentic scenarios.

To promote student autonomy and personal interests, we provide more project choices, including personal interest projects and extensions of their interests. At the intermediate level, we prioritize conversation time, encouraging students to open their minds, ask questions, engage in debates, and generate their own inquiries about various topics. Technology integration has been enhanced with the distribution of iPads into classrooms, providing quicker access throughout the day. Students regularly utilize technology to showcase their learning, leveraging its capabilities to demonstrate understanding in innovative ways.

We also emphasize hands-on inquiry projects to enhance learning experiences. For instance, at the primary level, students engage in the Salmonids in the Classroom inquiry project, fostering curiosity and environmental awareness. Throughout the year, STEM projects are integrated, promoting student success not only in the final product but also in the process. Students collaborate, ask questions, plan, create, improve, and reflect as they work on these projects. Our school garden becomes an inquiry-driven space, where students explore and investigate various aspects related to plants, ecosystems, and sustainability.

We value student choice and agency, offering them the freedom to choose their workspace and the presentation format for their final projects. We initiate classes with big questions, sparking curiosity and

setting the stage for inquiry-based learning. Inquiry questions are used to launch themes such as Black History, Caring for the Environment, and social and science units, fostering critical thinking and deep exploration of the topics. In real-world applications, students compare systems of government during municipal elections, utilize social media for marketing a food truck project, and use technology to represent data derived from their projects.

To develop problem-solving and creative thinking skills, students engage in hands-on activities such as building structures using materials like cardboard, toothpicks, and pasta. These activities not only promote teamwork but also reinforce the growth mindset by encouraging students to experiment, learn from mistakes, and persist in finding solutions.

By incorporating these diverse strategies and approaches, we create a dynamic and engaging learning environment that empowers students to take ownership of their learning, explore their passions, and develop essential skills for success in an ever-evolving world.

7. WHAT SUPPORTS WILL WE NEED?

- VSB district staff support for social-emotional programs and support (ie: Referrals to SELC Program and relationship with teachers as they work with the class and teachers)
- Schoolwide commitment and strike a committee to implement social-emotional language and units to promote a growth mindset.
- Timetabled monthly student-led assemblies celebrating student growth; rotating grade groups will be responsible for organizing and running the assemblies. These assemblies will also help to create community connectedness, belonging and competency
- New Staff Orientation
- Scheduled time for Staff Team Building activities
- Professional Development Day to focus on our goal
- Primary and Intermediate Team Meetings, potential release time for staff to meet
- Continue to work with PAC on the school Wish List (to build technology stock)
- Look at learning spaces and discuss the potential of what we could design for our learners (and also look at ways to decolonize our school and practice)
- Encourage grade group collaboration
- Continue with Buddy Classes to build leadership and capacity
- Continue to offer and incorporate new ways to strengthen student leadership across all grade levels
- Continue to strengthen inquiry and question-based approaches in our teaching

8. HOW WILL WE KNOW WE'RE ON TRACK?

- Foundation Skills Assessment: Grades 4 and 7 data
- CSL Reports and Parent/Teacher Conferences
- MDI Data
- Parent feedback
- Teacher feedback
- Student check-ins and Student Council Meetings to elicit student' voice
- Office referrals on student behaviour
- Sharing information at Staff and Staff Committee Meetings
- Review progress at Primary and Intermediate Team Meetings, allowing us time to pivot as needed

9. HOW WILL WE SHARE THIS INFORMATION?

To share the school plan with parents, the following communication methods can be utilized:

Sharing of Ideas, Projects, and Knowledge: The school can organize displays, peer grade groups, and open house formats to showcase the work and knowledge generated by students across all subject areas and grade levels. Parents can be invited to visit these displays and engage in conversations with students and teachers about their learning experiences.

Presentation at PAC Meetings: Staff and students can present information and progress related to the school plan during Parent Advisory Committee (PAC) meetings. This provides an opportunity for parents to directly hear from staff and students about the initiatives, achievements, and challenges in implementing the plan.

Inclusion of Student Work in School Newsletter: The school newsletter can serve as a platform to highlight student work related to the school plan. Including examples of projects, reflections, and accomplishments in the newsletter allows parents to stay informed about their child's learning experiences and the overall focus of the school.

Bulletin Board Themes: Bulletin boards around the school can be used to highlight various themes, including Indigenous Education, Pink Day, Mental Health Month, Black History, Asian Heritage, and Pride. These visually appealing displays can provide parents with a glimpse into the diverse activities and initiatives taking place within the school.

Students Teaching Other Students: Encourage students to share their work and present projects to their peers. Parents can be invited to attend these presentations, giving them an opportunity to witness their child's learning and the collaborative nature of education within the school community.

Growth Mindset Language in Assessments and CSL Comments: Teachers can use growth mindset language in assessments and Collaborative School-based Learning (CSL) comments when communicating with parents about their child's progress. This promotes a positive and supportive learning environment while keeping parents informed about their child's development.

Monthly Class Newsletters and Teacher Blogs: Teachers can send out monthly newsletters to parents, providing updates on classroom activities, projects, and the integration of the school plan. Additionally,

teachers can maintain blogs where they share insights into their teaching practices and the progress of students in relation to the school plan.

Goal Setting and Student-Led Conferences: Involving parents in goal-setting processes with their child and facilitating student-led conferences can be an effective way to share learning and progress. These conferences provide an opportunity for students to showcase their work and growth, while parents actively engage in discussions about their child's educational journey.

Reflections and Learning Logs: Encourage students to maintain reflections and learning logs, which can be shared with parents periodically. These documents allow parents to gain insights into their child's thoughts, growth, and areas of focus within the school plan.

Sharing Ideas and Resources in Team Meetings: Staff members can share ideas, strategies, and resources related to the school plan during Primary and Intermediate Team Meetings. This collaborative environment ensures that all staff members are well-informed and can collectively support the implementation of the plan.

Class and School Calendars: Keep parents and students updated by sharing class and school calendars. These calendars can include important dates, events, and activities related to the school plan, providing parents with a comprehensive overview of the ongoing initiatives.

Posting Student Learning and Class Projects: Utilize online platforms such as Microsoft Teams and the school website to post student learning and class projects. Parents can access these platforms to view and celebrate their child's work, as well as gain a broader understanding of the overall progress being made within the school.

By utilizing these various communication channels, parents can be actively involved in their child's education, stay informed about the school plan, and witness the growth and achievements of their child and the school community as a whole.



District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.

10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?

Over the year, staff have incorporated the following into their teaching programs:

- Working closely with Chad Carpenter, our Indigenous Enhancement Worker
 - Chad organized a special Honouring Ceremony in September 2022. In the previous year, Chad worked with our students on the Orange Shirt Project where students deepened their understanding of the generational effects of Residential Schools. A handmade box from an artist in Sechelt was presented to an elder at an assembly containing a student-signed orange shirt as well as other tokens worked on by Chad and high school students.
 - Two classes were given the opportunity to work with Jerry Whitehead, the local Indigenous Artist.
 - All students participated in a cedar weaving workshop presented by two Musqueam elders.
 - Students have been given the opportunity to build a drum with Chad. Older students were asked to be present and to help model the craft of drum design and structure.

- Making use of school-based resources, books, DVDs and websites with Indigenous content.
- Use of Indigenous stories from picture books to support student learning and discussion on the community, environment, social responsibility and Indigenous histories. Our school librarian has purchased a number of new books – both fiction and non-fiction acquisitions.
- The Intermediate team purchased novels for Literature Circles to include Indigenous authors and themes.
- The First Peoples Principles of Learning were discussed with students and directly linked to classroom activities.
- Introduction of aspects of local Indigenous culture through projects such as the *Salmonids in the Classroom* program for primary students highlighted the life cycle of salmon, their connection to the environment, sustainability for Indigenous communities as well as seasonal cycles.
- Incorporating Indigenous perspectives on the environment.
- Incorporating Indigenous artists and their themes/styles into art projects.
- Studying cedar and its importance to Indigenous culture (clothing, shelter, design).
- Drawing connections to contributions of Indigenous peoples in our history and community.
- During morning announcements, students share the Indigenous Acknowledgement.
- Daily connections are stated between our school's Code of Conduct and the First Peoples Principles of Learning.
- Our school's outdoor garden space enhances our connection to the land and our food source.

11. WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY?

Within the school community, evidence of understanding of Indigenous worldviews and knowledge has been fostered through the following examples:

Collaboration with Indigenous Enhancement Worker: The school works closely with Chad Carpenter, an Indigenous Enhancement Worker, to develop learning opportunities focused on Indigenous themes. This collaboration ensures that both classroom-based and school-wide activities are designed to enhance understanding and knowledge of Indigenous perspectives.

Incorporation of First Peoples Principles of Learning: There is a deliberate effort to increase the integration of the First Peoples Principles of Learning throughout the curriculum and across all grade levels. These principles reflect Indigenous worldviews and provide a foundation for teaching and learning in a way that aligns with Indigenous values and perspectives.

Integration of Indigenous Topics: The school strives to incorporate Indigenous topics and issues into all curricular areas. By using current events as a starting point, conversations about Indigenous perspectives are made relevant and top of mind for students and staff.

Engagement with Indigenous Performances and Speakers: School-wide performances, speakers, and storytellers are invited to contribute to increasing knowledge, acceptance, empathy, awareness, and appreciation of Indigenous histories, traditions, cultures, and contributions. These events provide opportunities for students and staff to engage directly with Indigenous knowledge holders and learn from their experiences.

Student Presentations on Residential Schools: After an honouring ceremony, four students were given the opportunity to present their experiences to the board. During their presentation, they shared their thoughts on Residential Schools and the effects of inter-generational trauma on families. This demonstrates that students have developed a deep understanding of the topic and can effectively communicate their knowledge to others.

Assembly for Orange Shirt Day: An appropriate assembly is organized for all students prior to Orange Shirt Day. Student leaders and suitable content are utilized to support student understanding of local, regional, and national Indigenous issues. This assembly creates a space for education and reflection on the impacts of Residential Schools and the importance of reconciliation.

Participation in District Indigenous Focus Day: The staff actively participates in the District Indigenous Focus Day, which takes place in November. This event provides opportunities for professional development and learning specific to Indigenous perspectives and knowledge.

Bulletin Boards showcasing student work: Bulletin Boards within the school display student work, thoughts, and understanding of *Indigenous Lives Matter* and ReconciliACTION. This public display highlights the students' engagement with Indigenous topics and their efforts to deepen their understanding. These displays have been kept up throughout the school year.

Creating an Inclusive Environment: The school recognizes the importance of unlearning and decolonizing the school environment and practice. As part of this ongoing work, the hallway flags have been updated to include the Pride Flag, and plans are in place to purchase an Orange Flag to be displayed in the front hallway year-round. These actions demonstrate the school's commitment to reconciliation and creating an inclusive space for Indigenous perspectives.

Through these various initiatives, the school community has fostered evidence of understanding of Indigenous worldviews and knowledge, creating a supportive and inclusive environment for students and staff.

12. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?

To sustain and enhance our understanding of Indigenous perspectives and knowledge, the following steps have been taken:

Linking Previous Learning: Students have connected their previous learning about Indigenous history and culture to the current school year's activities. This allows them to build upon their existing knowledge and develop a deeper understanding of Indigenous perspectives. Using data from the Student Learning Survey, 67% of our Grade 7 students and 25% of Grade 4s identified that they participate *mostly or all of the time* in Indigenous celebrations or activities. When asked about being taught about Indigenous peoples in Canada, 72% of our Grade 7s replied *most of or all of the time* while 85% of our Grade 4s responded that they are learning about Indigenous communities at school.

Focus on Key Topics: Specific topics such as Residential Schools, the importance of salmon, and the significance of cedar in coastal communities have been emphasized. By exploring these topics in-depth, students gain a comprehensive understanding of their historical and cultural significance.

Empathy and Compassion: Learning about Residential School Survivors has enabled students to develop empathy and compassion for elders who have experienced generational trauma. This understanding encourages students to reflect on the past while also considering actions they can take to show their understanding and compassion, thereby contributing to the process of reconciliation. Again, using data from our Student Learning Survey, 78% of our Grade 7s *agree and strongly agree* that at school, they are learning to understand and support human rights and diversity. In Grade 4, students were asked if they were learning how people change the world around us, and 70% of those students responded that they agree to the statement *some or most of the time*.

Ongoing Interest and Engagement: Students have shown increased interest in Indigenous knowledge and issues, as evidenced by the questions they ask and their engagement in discussions. Local news stories and current event activities are utilized to keep the conversation about Indigenous perspectives relevant and ongoing.

Integration Across the Curriculum: Teachers are actively incorporating more Indigenous content and connections throughout various subjects in the curriculum. This approach ensures that Indigenous perspectives are not limited to specific lessons or subjects but are integrated holistically across different areas of study.

Reporting and Communication: Teachers provide updates to parents on the integration of Indigenous content and connections through the use of the CSL report and personal check-ins. This communication allows parents to stay informed and actively participate in their child's education regarding Indigenous perspectives.

Deeper Understanding: Conversations and discussions among students indicate a deeper understanding of Residential Schools. Through these interactions, students demonstrate their comprehension of the historical context, the experiences of those affected, and the broader implications of such events.

By implementing these strategies, the school aims to sustain and enhance students' understanding of Indigenous perspectives and knowledge. This comprehensive approach ensures that Indigenous content is consistently integrated, fostering empathy, critical thinking, and a commitment to reconciliation.