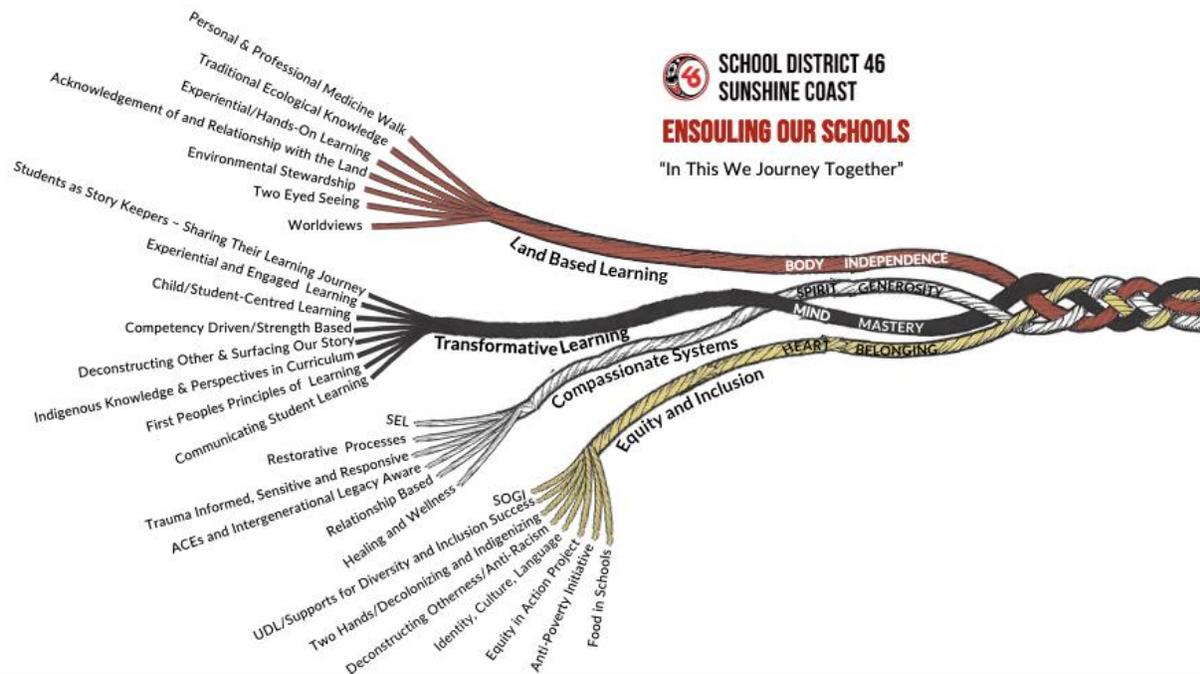




SCHOOL GROWTH PLAN FOR ROBERTS CREEK ELEMENTARY

Our Story and Journey

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



DEMOGRAPHICS

There are currently 297 students enrolled at Roberts Creek Elementary and we have thirteen divisions. We anticipate that the school will grow further next year to over 300 students. 35 students are of Indigenous ancestry, which accounts for 12% of the school population. Roberts Creek is a thriving community with an engaged PAC, many volunteers who help throughout the year and robust Community Schools programming, which includes numerous afterschool programs, as well as food security support. Our story starts with our amazing staff and their commitment to supporting each child to achieve their best through compassion, fun, connection and high expectations.

VISION

We at Roberts Creek Elementary strive to create a sense of belonging through kindness and compassion; this builds confident, lifelong learners who actively contribute to our community.

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VALUES

We value:

- Outdoor learning
- Sustainability
- Kindness
- Compassion
- Empathy
- Transformational learning
- Service learning
- Creativity
- Loving boundaries
- Core competency development
- Dignity for all
- Respect
- Equity
- Optimism



ENSOULING OUR SCHOOLS: COMPASSIONATE SYSTEMS

Our staff has been using a number of compassionate systems tools to determine our current reality and develop plans for reaching our goals, as well as ideals. Furthermore, we have been using “Ensouling Our Schools” to guide trauma informed practice.

Being in good relations is part of the foundation of feeling welcomed and a sense of belonging. Staff connect with all students in the hallways, through extracurricular activities and during recesses. It’s not just the classroom that this takes place. Furthermore, we have a strong student leadership program where Intermediate students support younger students in a variety of ways. One example is that many students monitor in classrooms during indoor eating times. These are opportunities for connection on a number of levels, as students play games with the class, help with clean up and foster positive relationships with each other.

Compared to last year, there has been a surge in the number of volunteers at the school. We have had community visitors, as well as many parents, caregivers and guardians who have supported student development in a variety of ways. Some examples include reading with children in the mornings, attending field trips, preparing breakfast items, coaching various sports, helping with afterschool activities and supporting cedar weaving at the school. We fielded a very large track and field team this year with over 85 athletes from Grades 3 to 7. This was in large part due to the high number of staff and parent coaches who supported practices on Tuesdays, Wednesdays and Thursdays.

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Students report a high sense of belonging at the school and can often cite two or more trusted adults at their school. The Grade 4 Learning Survey data supports this, as well as the survey of Indigenous learners during the equity scan. A sense of belonging, the number of trusted adults and having a sense of belonging will continue to be tracked in order to gauge progress.



The school uses a restorative justice model for conflict when it arises. We try to include as many supports as possible, such as the counsellor, Ms. Davies, and the IST, Ms. Calvori. Often repair will take place based on the following questions:

Questions for those who caused harm:

- What happened?
- What were you thinking at the time?



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- What have you thought about since?
- Who has been affected by what you have done? In what way?
- How do you think you can make things right?

Questions for those who have been hurt:

- What did you think when you realized what had happened?
- What impact has the incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

We, as a staff, are also working on using the ladder of inference, a Compassionate Systems tool, to deescalate situations where there is tension or conflict, in order to make sure we remain objective and regulated.

ENSOULING OUR SCHOOLS: TRANSFORMATIVE LEARNING

Roberts Creek aims to provide a wealth of transformative learning opportunities; particularly around service based learning and outdoor, experiential exploration. Intermediate students have many opportunities for student leadership and to share their voice. There are many examples of student leadership at school, such as being equipment monitors, running our kilometer club at lunch times and leading spirit Fridays.

Recently, Jessica Silvey and her family taught all classes about cedar weaving and the importance of cedar in shíshááh culture. This was intergenerational learning and teaching as well given that her daughters taught and helped students to learn the art. We met as a whole school for a welcome assembly on April 18th in our gym. We had a student give a formal land acknowledgement and then learned wisdom from elder Robert Joe. Each class then had one 80-minute session with Jessica and learned about weaving and its meaning. This experience was created through partnership with the school and the Roberts Creek PAC. Keely Halward, our PAC chair, applied for an ArtStart grant to cover the costs of materials and the artist. Many volunteers also participated and supported making this a transformational learning opportunity for all.



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Transformation is also taking place with assessment and reporting as we shift to strength-based proficiency scales. Students are assessed for what they can do and where they are at. Core competencies are visible at all times and students self-assess their progress, as well as reflect on their skills. Most teachers at the school are familiar with SPACES and have been using it as a blogging platform to display student learning. We feel prepared to use SPACES as a way to document core competency development throughout the whole year.

Staff are committed to experiential and engaged learning throughout the school year. Learning outside is a common occurrence in all classes and learning about the environment is a key value at the school. This overlaps with land-based learning and is transformational. One example of this is a whole school Earth Day assembly, which took place on April 28th. Many classes shared their learning and focused on being optimistic by making changes to reduce waste, use less energy and walk or bike to school. This was a student led assembly and involved many classes. We have identified, through student voice, that our goal is to reduce the use of plastic at the school.



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ENSOULING OUR SCHOOLS: EQUITY AND INCLUSION

The Roberts Creek learning community is committed to equity and inclusion in order that all students feel fulfilled, accepted and cared for. There are many cases in which this is part of our process as a system; however, we recognize that this is a journey that requires constant reflection and using multiple lens to move towards decolonizing structures. The Roberts Creek PAC and Roberts Creek Community Schools are committed to these values and have funded multiple activities that support equity and inclusion.

One example of this alignment is that there is a dedicated breakfast program that operates in our library in the mornings, as well as a breakfast cart that offers a variety of food every morning. The library program is supported by Roberts Creek Community Schools and staff, while the Roberts Creek PAC funds, as well as organizes, the breakfast cart. Students can come in early to help themselves. We also have a lunch program supported by Community Schools and a hot lunch program run by PAC. We will be moving to a universal breakfast program next school year. We have noticed that attendance is up over last year and believe the breakfast programs to be contributing factors. Next year we will track lateness to determine if there is a positive correlation as well.



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Student leaders make announcements every day before recess. This represents another way that student voice is a part of the Roberts Creek culture and is a way to share learning with the whole school. Students have shared biographies of prominent and impactful black Canadians, as well as shared about Indigenous ways of knowing. Announcers will often try out new shísháhlh words as well as read the new district acknowledgement.

ENSOULING OUR SCHOOLS: LAND BASED LEARNING

Land based learning, as referred to in the transformative learning section, is a value that is highly esteemed by staff and the community. A number of classes have been learning about the history of the area, as well as the plants and animals of the forests and beaches. Teachers often take their classes to the forest or Roberts Creek beach whereby they use these as opportunities to learn about the land while on the land rather than the classroom.

Last year, Candace Campo and Talaysay Tours, took each class on forest walks throughout the area in order to learn about Indigenous uses of certain plants, in addition to their names. This was funded by the Roberts Creek PAC and again demonstrates the shared commitment to equity and inclusion, as well as land-based learning.

The Roberts Creek community garden also reflects how land-based learning is woven into the culture of the school. Environmental stewardship is vital and students learn how to care for the garden through weeding, planting and maintenance projects throughout the year. We have a seed savers club that meets regularly with Ms. Haylee, the school librarian, in order to support what is grown in the garden. Vicky Duffield regularly works with classes in the garden to learn about the science of gardening and how to care for plants. Some students have even sold potatoes from the garden at the community hall. Roberts Creek Community School has been instrumental in building the legacy garden and supporting its maintenance through volunteers. We are very grateful to Sheila Wilson for all she has done developing the garden into a transformative learning space.



CURIOUS EVIDENCE/DATA



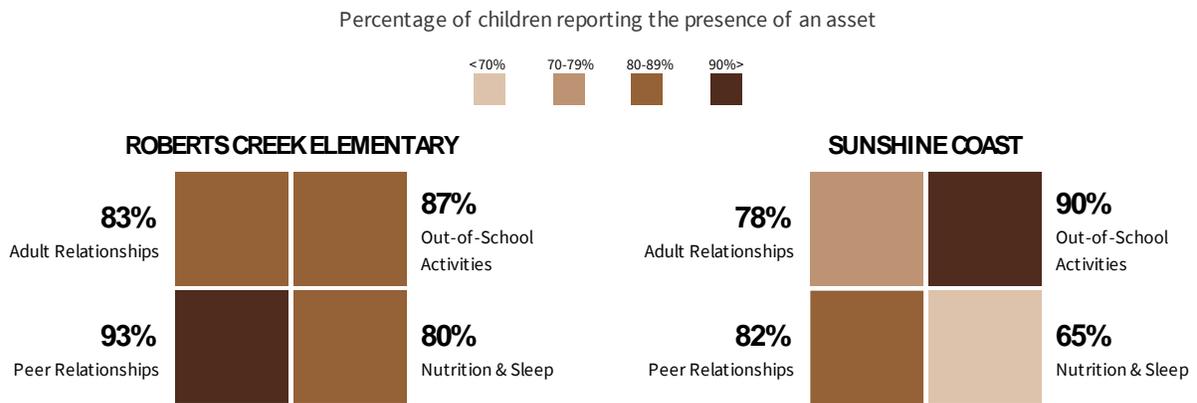
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Social Emotional Learning (Map Data)

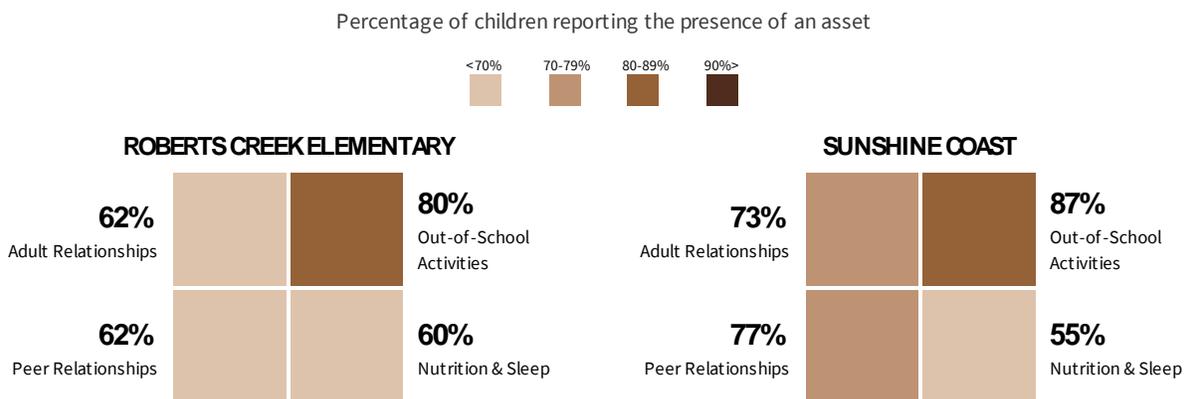
Given that a strong sense of welcoming and belonging permeates the school, it is a little surprising that student connection has dropped in Grade 6. Using the MDI data, Grade 5s this year reported having a high number of protective factors, whereas this was contrasted by the Grade 6 cohort:

Protective Asset	Grade 5	Grade 6
Adult Relationships	83%	62%
Peer Relationships	93%	62%
Nutrition and Sleep	80%	60%

Grade 5 MDI Graphic

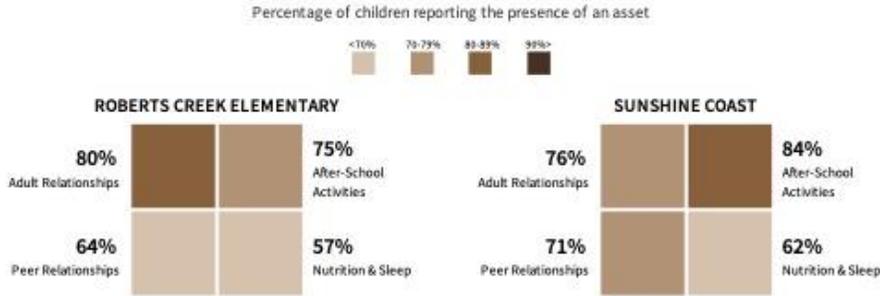


Grade 6 MDI Graphic



The same cohort last year (Grade 5s now in Grade) had similar results in peer relationships and nutrition/sleep, but reported feeling less connected to adults:

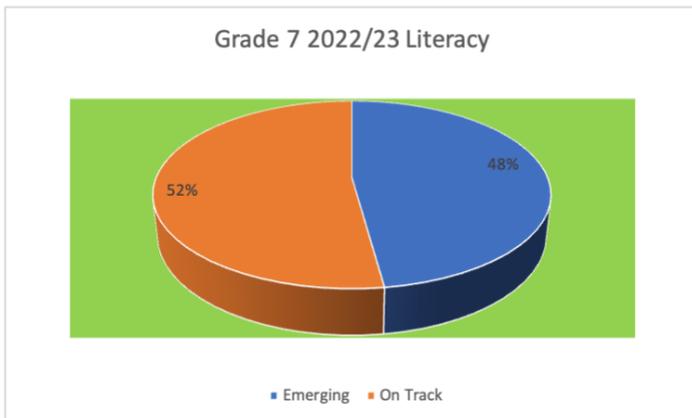
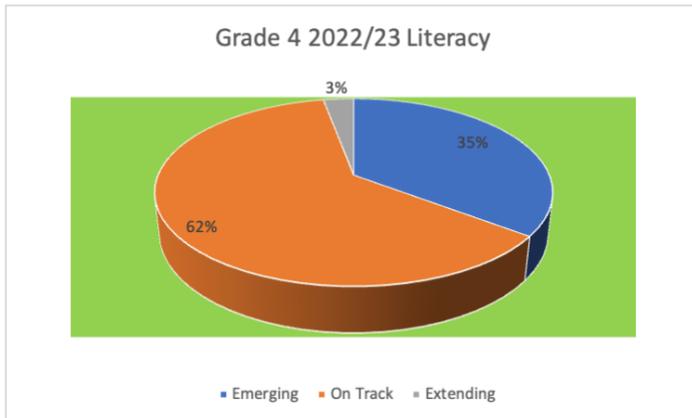
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Given that a primary goal of the school is to create connectedness and a sense of belonging this is a concerning data point and one that prompts considerable staff curiosity.

Literacy (Satellite Data)

We are also curious about our literacy scores. There is a strong literacy program at Roberts Creek that involves classroom instruction, small reading groups and one to one support if needed. Literacy instruction is also embedded in other content areas, such as Social Studies. The latest FSA scores for Grades 4 and 7 as a percentage are as follows:



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Equity and Inclusion (Street Data)

While all students surveyed during the equity scan reported a strong sense of belonging and feeling safe at school (100%), as well as almost no instances of bullying, 33% felt that they are not learning enough about Indigenous ways of knowing. There was generally a thirst for more Indigenous knowledge and history.

NEXT STEPS

Our next steps will be to continue to review the data, as a staff, in order to develop a whole school action plan to support our vision. This has begun this year and will continue in September.

