



School Growth Plan 2023/2024

School: Westview Elementary

Principal: Dr. Shannon Behan

Purpose and Vision:

School Growth Plans are school specific strategic plans. They are:

- collaboratively developed;
- focused on student learning goals;
- aligned with the District Strategic Plan
- evidence-informed using a cycle of improvement;
- specific, measurable, achievable, relevant, and time-bound.

Content:

The following content will be used by the District Principal of Technology to create School Growth Plan documents and website pages for each school and department. Please also email three pictures to the District Principal of Technology: an image to go with *Our Story*, an image to go with *Our Learners*, and an image to go with *Our Story is Beyond*.

Our Story

Originally located three kilometers from where it currently stands, **Westview Elementary** is a school steeped in tradition and rich in history. The original school, known as Grief Point Elementary, opened in September 1955 with ninety-five students. As the City of Powell River grew, and roads connected main streets to one another, so too did the population of the school. Young families with school-aged children built homes in the area as the school population began to grow. Grief Point Elementary has always had a strong academic focus, while being well-rounded in fine arts and sports. Of specific interest to note is that Robert Thirsk, Canadian astronaut, is an alumnus from Grief Point Elementary.

Over the years, it became apparent that upgrades and expansions were necessary and in 2008, the decision was made to rebuild the school. Westview Elementary, which opened in 2010, was built to accommodate 380 students (300 + 80 K) and staff. The school design and master plan were developed to seamlessly incorporate a future capacity to 505 students plus staff. Located a few kilometers from the original site, **Westview Elementary** is a stunning building that hums with the energy of a student population of approximately 350 students, in 14 divisions/classrooms. Westview is the largest elementary school and engages a diverse student population from all over the Westview area as well as from the City of Powell River. Westview has a vibrant [StrongStart](#) program, and pivoted quickly to embrace vibrant and engaging Early Learning Programs. We have a highly engaged parent and volunteer community.

Today, as you look up from the shores of the Salish Sea, above the town, on the brow of the hill, a traditional Coast Salish pole welcomes all to the state-of-the-art building. The building is modeled after and designed with personalized learning in mind. The building features a variety of learning spaces that provide multiple instructional opportunities designed to go hand in hand with the new British Columbia curriculum. Upon entering the large glass doors, students, families, and visitors are welcomed to the Learning Commons. This is a bright, flexible space for students to explore their interests in many ways. A mobile computer lab allows students to research, fostering curiosity wherever they may be in the building. Down the hallway and to the left is a multi-purpose room with a state-of-the-art kiln; attached to this is a fully operational kitchen. Teachers and students can take full advantage of this space to enhance learning with multiple cooking

projects, elaborate artwork and multi-class presentations. The high school sized gymnasium houses intramural and extracurricular sports activities as well as allowing ample room for all classes to participate in daily physical education programs. Even further down the hallways is a music room that houses violins, trumpets, ukuleles, drums; enough for each student in every class. Just outside the huge glass exit doors, an outdoor learning classroom is covered by a solid pagoda, flanked by trees that are placed just right to provide shade on the sunny days. Beyond the pagoda, nestled in the grassy knoll at the back of the building, students easily access the classroom gardens, from which many harvests are picked.

Westview Elementary has a very dedicated staff who work hard to meet student needs. Academics are of utmost importance, and Westview is also known for a commitment to music (choir, modules, jazz) programs and athletic programs. There is great support of the school by community members, many of whom were Grief Point/Westview students as well, however this dynamic has been changing with the influx of new families to the school community.

Westview Elementary has a very active PAC who organize numerous fundraisers and volunteer throughout the school to support teachers, field trips, school wide events, and the purchasing of sports equipment for our students. Even though the school is just over ten years old, there continues to be excitement within the school and our wider school community about the “new” school and its ability to provide excellent, innovative, and creative learning opportunities for everyone.

Our Learners

Strengths:

- Students are keen to engage and happy to be at school
- Many of our students have good communication skills, like to talk and are not afraid to ask questions
- Many of our students are engaged in activities outside of school
- Students have many opportunities to engage in experiential learning at school and participate in activities such as gymnastics, swimming, community library and garden visits.
- Students work hard to be empathetic
- Students like to come to school and most feel safe and connected to the school
- Students enjoy being big/small buddies to students through reading and other experiential activities.
- Our students enjoy using technology as a learning tool. They also enjoy learning outside of the daily classroom and on field trips.
- Our students are eager to be helpers and to take on leadership roles in the day-to-day- functioning of the school.
- Students look to adults for support, guidance, and direction
- Students have a strong interest in reading both fiction and non-fiction, as evidenced by the circulation numbers from the well-resourced Library
- Student love working with adults and are encouraged to take care of one another and to belong to our school family
- Our students are highly engaged in school and community activities such as hockey, soccer, dance, karate, music, et cetera
- Our students take advantage of opportunities to volunteer at school, join school clubs and participate in intramural and other school activities
- Our students are diverse in ethnicity, interests and socio-economically

- Our student thrive under high expectations and rise to meet these challenges

Stretches:

- Our students are diverse in ethnicity, interests and socio-economically, however have room to grow when it comes to being inclusive of the diverse student population
- Some students are continuing to learn to regulate their emotions
- Some students struggle with peaceful conflict resolution and impulse control, this impacts adults in the building directly
- Many outbursts and behaviour incidents can be related to a lack of empathy, and lack of self-regulation skills and this has resulted in physical and verbal outbursts
- Growing anxiety is seen among some students
- Many students are working towards reading at grade level literacy as per the reading data available
- Our students would benefit from greater involvement through home support specifically in literacy and numeracy
- Our students look to adults for all aspects of both home and school life, with relatively low levels of independence in doing so
- Our students are at the early stages of learning how to take initiative and be responsible for their own learning

District Priority 1: Cultivating an Ethic of Learning

Ensure early learners and students have the best possible learning experience (student success).

Goal #1: Educational Excellence (Literacy)

Westview Elementary will work on improving all students' literacy and numeracy rates across all levels

Action

Our Reading intervention team has completed our Dibels for this 2022-2023 school year. As expected, our reading results show growth with continued room for improvement. Last year, our assessment results showed that all students were reading at or above reading level based on the previous grade assessment.

- Reading Intervention Assessments such as Dibels, PM Benchmarks, and Performance Standards
- Reading Intervention Team focusing on our most necessary target areas based on formative assessments listed above
- Increase writing instruction in the areas of conventions of writing, cohesiveness and comprehension
- Using formative island numeracy assessments to inform target areas for math
- Build in math routines into daily instruction to improve number sense, fact fluency, and strategies
- Instill a love of reading and writing through engaging literacy practices
- Build our numeracy support team
- Collaboration time built into schedule with a focus on improving literacy and numeracy instruction
- Purchase numeracy related resources to improve numeracy levels

Evidence

- Dibels Assessments in September, January, and June
- PM Benchmarks and performance standards used as formative assessments

- Writing folders evaluated using BC performance standards
- Teachers work collaboratively on assessment practices to ensure uniform expectations across grade levels
- Assess numeracy in September and June using island numeracy assessments
- Grade group meetings and class review meetings are held in late September and early February to ensure we have clear insight into the needs and dynamics of each classroom.

District Priority 3: Cultivating Connection

Prioritize mental health, community connections, and social-emotional learning,

Goal #2: Educational Excellence (Engagement and Connections)

To improve our level of engagement and connections amongst parents, students, staff and the community at Westview Elementary and continue our work towards building an inclusive culture.

Action

- Use the climate matrix at first assembly and reinforced in classes to create a calm, quiet, welcoming learning environment
- Clubs that support our goals of Equity Diversity and Inclusion
- Engage parents in the classrooms
- School wide projects and fairs
- Maker space, STEM workshops and inquiry/science fairs
- PAC and staff socials together to get to know one another
- Build community through assemblies that include student recognition
- Welcoming atmosphere in the foyer for students and parents
- Grandparent/caregiver reading opportunities
- Parent info nights to share about teaching math and reading
- Welcoming and engaging Open House at the beginning of the year
- Parents would like consistent communication from staff in the forms of regularly sent messages from all classroom teachers
- Increased involvement in student leadership
- Weekly newsletter to families with regular updates on goals
- Intentional work at decolonizing our school.
- Continue our work on embedding indigenous pedagogy into our daily classrooms.
- Embed indigenous ways of knowing in classrooms
- Track all indigenous academic success rates and work acutely to ensure indigenous learners are achieving at the same level as their peers

Evidence

- Calm and quiet school environment with designated areas for cohort groups
- Thriving clubs that support our goals of equity and inclusion
- Increased parent engagement in classrooms volunteering, reading with students, and on school field trips
- Science fair is planned and executed
- Open House and one more event is held to strengthen relationships between PAC and staff

- Grandparent/ caregiver reading program is initiated in some classes
- Increased engagement from parent community at our various events
- Successful parent info nights that shared about teaching math and reading
- A thriving and involved student leadership team
- Teachers are using First People's Principles of learning, accessing our Indigenous Ed. Team, and taking advantage of Indigenous Learning opportunities
- Use formative assessments to drive the teaching and learning for our Indigenous learners

Our Story grows beyond!

It is our intention to communicate to all stakeholders our school goals.

- we will articulate our goals in all school newsletters, regular meetings, school websites etc.
- We will refer to the goals in parent teacher interviews
- We will keep the goals at the top of the principal's report at our PAC meeting
- We will review our goals at every staff meeting and make changes according to dynamic updates

-As a staff we will focus on our goals during staff meetings, and we will have opportunities for staff to present successful classroom strategies at each meeting

The **Westview** staff are key to defining the vision for a dynamic **Westview Elementary School**. The experienced and skilled group of teachers, with many different strengths, are committed to making the learning environment for students and teachers more challenging and rewarding.

FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca



The 7 Principles of Learning

Adapted from OECD's *The Practitioner Guide from The Nature of Learning*

1 LEARNERS AT THE CENTRE

Learning activities should focus on cognition and growth while allowing students to construct their learning through engagement and active exploration. This calls for a mix of pedagogies, which might include guided and action approaches, as well as co-operative, inquiry-based, and service learning. The aim is to develop 'self-regulated learners'.



2 THE SOCIAL NATURE OF LEARNING

We learn through social interaction, meaning learning environments should be highly social. Co-operative group learning that is well-organised and challenging has clear benefits for achievement, as well as behavioural and affective outcomes. Opportunities for autonomous learning should increase as students mature.



3 EMOTIONS ARE THE GATEKEEPER TO LEARNING

Learning results from the dynamic interplay of emotion, motivation and cognition. Attention to motivations by all those involved is about making learning more effective - better still if it also makes learning more enjoyable.



4 RECOGNISING INDIVIDUAL DIFFERENCES

Students differ in many ways that are fundamental to learning: prior knowledge, ability, conceptions of learning, learning strategies, interest, motivation, self-efficacy, beliefs and emotion; they differ also in socio-environmental terms such as linguistic, cultural and social backgrounds. Flexible learning environments are adaptive to individual learners in ways that are sustainable for both individuals and the group as a whole.



5 CHALLENGING ALL STUDENTS

Being aware of individual differences and needs means being able to constantly challenge learners, no matter what their starting point, to move out of their comfort zone without overloading or excessively pressuring them.



6 MEANINGFUL FEEDBACK FOR LEARNING

The learning environment clearly communicates what is expected from learners, what they are doing and why. Formative assessment should be substantial, regular and provide meaningful feedback. This should be used to constantly shape direction and practice in the learning environment.



7 BUILDING HORIZONTAL CONNECTIONS

Learning should promote connectedness by supporting students to make connections across knowledge and subjects as well as across the community and the wider world. The authentic learning this promotes helps to foster deeper understanding.

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Learning contract from www.ais.nsw.edu.au

Based on the contents of
The Practitioner Guide
from The Nature of
Learning: Using Research
to Inspire Practice, OECD
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