



School: Whonnock Elementary
Principal: Stuart Richardson
Assistant Superintendent: David Vandergugten

A. Goal

Goal 1: We wish to expand the personal awareness and responsibility of our school community of learners. We believe that by developing a deeper relationship with our surrounding school community and natural environment, we can enhance our understanding of ourselves. This goal is based on a shared vision of how people interact amongst themselves as well as with their environment. Our school and staff are uniquely situated to take advantage of rich place-based learning opportunities as well as be guided by the *Six Cedars Ways of Being*.

B. Rationale

Whonnock staff feel particularly connected to nature and in addition wish to reflect the First Peoples' Principles of Learning in our goals. Specifically, that "learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships in nature, and a sense of place)." Additionally, many of our students come to school with extensive prior knowledge of place-based principles and experiences due to their living arrangements on larger properties often with animals and hobby farms.

C. Action Plan (List specific actions, school level and district level resources or structures used)

Staff will continue to collaborate and bring our natural environment into all aspects of teaching and learning by using place-based learning and our Aboriginal support teacher and Aboriginal support worker as resources in our planning. Classes spend scheduled time outside within the school property but also at neighbouring lakes and the Malcolm Knapp Research Forest. We have also collaborated with the Environmental School for a shared place-based experience and continue to foster a relationship with them.

D. Evidence / Data (How will you measure success?)

We plan to use data from our Student Learning Survey, Middle Years Development Instrument, and Early Development Instrument to inform our progress. Further, we plan to survey parents and students regarding their experiences with place-based learning and if appropriate will continue to offer our CEDAR Stream program next year.

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal

Goal 2: To raise the fluency, comprehension, and engagement in literacy achievement of our primary students with an emphasis on Grade 3 boys.

B. Rationale

Our primary boys' achievement data has shown underperformance in reading comprehension for the last two years and we wish to address this. To that end, our library collection has recently been augmented with more high-interest non-fiction books that appeal to reluctant readers and our literacy helping teacher has been instrumental in helping staff use our Early Primary Reading Assessment (EPRA) data to inform their teaching practice and help engage a wider range of students with more effective reading instruction.

C. Action Plan (List specific actions, school level and district level resources or structures used)

We will continue to involve our district literacy helping teacher with the EPRA to identify and improve primary literacy through collaborative lesson planning and targeted intervention in support as well as possible remedy time. We will also continue to purchase more high-interest primary books to attract our more challenged readers. Our literacy helping teacher has been very supportive with both resources (story carts, global read aloud books) and strategies (focused individual student assessments and support).

D. Evidence / Data (How will you measure success?)

Our report card data, teacher observation, and EPRA results as well as a library use survey will reflect improvements in primary literacy comprehension.

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