

SCHOOL GROWTH PLAN SUMMARY FOR 2025/26

SCHOOL: Arden Elementary

PRINCIPAL: Andrew Ferneyhough

ASSOCIATE SUPERINTENDENT: Vivian Collyer

LEARNING GOAL

COMOX VALLEY SCHOOLS IS COMMITTED TO CREATING INCLUSIVE, WHOLISTIC, AND PERSONALIZED LEARNING ENVIRONMENTS IN ORDER TO ENHANCE EACH STUDENT'S DEVELOPMENT OF THE CORE COMPETENCIES OVER TIME.

DESIGN PRINCIPLE(S): Decolonizing and Indigenizing, Social Emotional Learning

RATIONALE

Focusing on the design principles of Social Emotional Learning (SEL) and Decolonizing and Indigenizing supports Arden Elementary's school goals by fostering inclusive, culturally responsive environments where all students feel valued, understood, and empowered. These principles promote well-being, equity, and authentic engagement, laying the foundation for meaningful learning and community connection.

ACTION PLAN

(LIST SPECIFIC ACTIONS, SCHOOL LEVEL AND DISTRICT LEVEL RESOURCES OR STRUCTURES USED)

Some of our strategies include: Setting up a Body Break Room for scheduled student breaks; Staff teach caring, calming and self-regulation strategies through the care of classroom pets. Complex Behaviour Teacher/School Counsellor runs social skills interventions, while Everyday Speech program aids SEL development. Positive behavior is recognized with Golden Eagle tickets. Whole-school assemblies cover Arden Way/WITS. Trauma-informed training. Youth and Family Program Worker supports students/families. PAC promotes family engagement with events. Community partnerships built through and with SEY2KT, Bonanza and Boys & Girls Club. Arden Community Club fosters a safe space for students. Weekly Wheelie Wednesday to promote exercise Indigenous learning at Arden includes visits from cultural presenters, use of Qualicum First Nations Kits, and connection to Indigenous Elder. Students explore Indigenous plants and sites through outdoor learning. Am'lala sa ƛumuxse' (Welcome Song) plays biweekly. Events include a whole-school 5Km walk on National Indigenous Peoples' Day and participation in the Warriors Program.

EVIDENCE / DATA (HOW WILL YOU MEASURE SUCCESS?)

Evidence includes teacher observations (student behavior, participation, peer/adult interactions), work samples tied to Indigenous learning; Administration Data (behavior tracking, attendance, engagement); Student Reflections (MDI results); and Parent/Guardian Feedback (reports about changes at home, Student-led conferences). Combining these sources over time provides a fuller picture of SEL and Indigenous learning impact and areas for support.

LITERACY FOCUS

Redefining RTI by meeting students where they are at with leveled reading groups based on ongoing assessment; teachers are committed to literacy learning and reflective practice.

NUMERACY FOCUS

Using the district-wide Math SNAP assessment and engaging in number talks. The school focuses on enriching numeracy instruction with online tools such as 'Times Tales' for intermediate students.