



AIRPORT ELEMENTARY

SCHOOL GROWTH PLAN 26/27



Airport School respectfully acknowledges that the land we learn on is the Unceded Traditional Territory of the K'ómoks First Nation, which includes the Sathloot, Sasitla, Ieeksen, Xa'xe and Pentlatch people.

Decolonizing and Indigenous Commitment

At Airport Elementary, we are committed to supporting the National Truth and Reconciliation Commission of Canada (TRC) Calls to Action, our Local Education Agreement, and the Indigenous Education Enhancement Agreement.

Presently:

As an act of support, we are continually learning, embracing and integrating Indigenous ways of knowing and being in all areas of the school. Examples of our learning and commitment are related to *Calls to Action 62 & 63 - Education for Reconciliation* as seen in how we:

- Use the curriculum and field trips to focus on relationships, history, land, story, and identity within our school community and the land around us.
- Provide every class a weekly opportunity to participate in place-based and outdoor learning opportunities that celebrate traditional Indigenous knowledge.
- Engage in personalized land acknowledgements, storytelling, inquiry, and shared experiences which honour memory, history, and multiple perspectives.
- Participate in school wide recognitions of Indigenous People's Excellence Day and National Day for Truth and Reconciliation

In alignment with the Local Education Agreement, we continue to build meaningful relationships with the K'ómoks Nation. We create space for community voice and connection which includes opportunities to learn from local knowledge holders.

Next Steps

We understand that the foundational principle of reconciliation centres around relationships; to people, to knowledge, and to the land. To further our learning and support of truth and reconciliation, we will:

- Enhance school connections with local knowledge holders, members of the K'ómoks Nation, and other Indigenous people within the land we refer to as Canada.
- Make the invisible visible by actively identifying Indigenous ways of knowing and learning and providing Indigenous students the opportunity to see themselves reflected in our halls and our learning
- Support the use of the local languages ʔayʔaʔuθəm and Kwakwala in all age classrooms, including our StrongStart centre.

Context and Portrait of the School

Our story

Airport Elementary has been in operation since 1954. Over the years the school has shifted from being a school exclusively serving military families to expanding to the wider population around the 19 Wing base including Kye Bay, Lazo and Little River.

The school benefits from having a small town feel to it as there is a robust interest in the PAC, farming families have donated produce to our lunch programs, and we are walking distance to the military serviced swimming pool and ice-rink. With being in operation for over 71 years, the school has had generations of students attend the school. This close knit community feel is supported by a tightknit group of staff who collaborate and support students in all grades and our parent volunteers who fund raise and run the annual Pumpkin Fest and year end Fun Day.

Home has diverse meaning to our students as students come to Airport Elementary from all over Canada and have called the Comox Valley home for varying lengths of time. This consistently shifting population in the school means that staff and families work extra hard to create a sense of belonging to peers, staff, and the land.

Our Learning Journey

In the past years, the staff and student at Airport Elementary focused primarily on expanding their skill in teaching and learning methods around specific subjects, such as literacy and mathematics. Prior to 2025, the school put significant resources and time into developing a school wide literacy approach, so that strategies were consistent from grade to grade. This approach included a school wide write, the purchase of reading materials, and the inclusion of assessment practices. In the 2025/26 school year, the school took a shift to focus on building student personalization and student voice particularly in mathematics. Throughout all of this, the staff and students recognize that mental health, social dynamics, and community building are all important aspects in student well-being and belonging, so they have also woven those topics into both classroom and whole school approaches. The learning from the past years has provided the stepping stones for this upcoming year.



A Snapshot of Airport Elementary

Our Classes and Programs

- A Kindergarten to Grade 7 School
- Has a third party before and after school child care provider, Komox Kids Care, on site
- Has a drop-in StrongStart program that serves parents and children ages 0-5
- Hosts the multi-aged district Pathways Learning Community classes (PLC)
- Universal, pay-as-you-can lunch program partially funded by Feeding Futures
- Have a part-time teacher librarian, counsellor, and speech and language pathologist

The Statistics

 **226 students in 2025/26**



Indigenous
Population
22%



Ride a
School Bus
32%



First
Language
95% English
5% Other



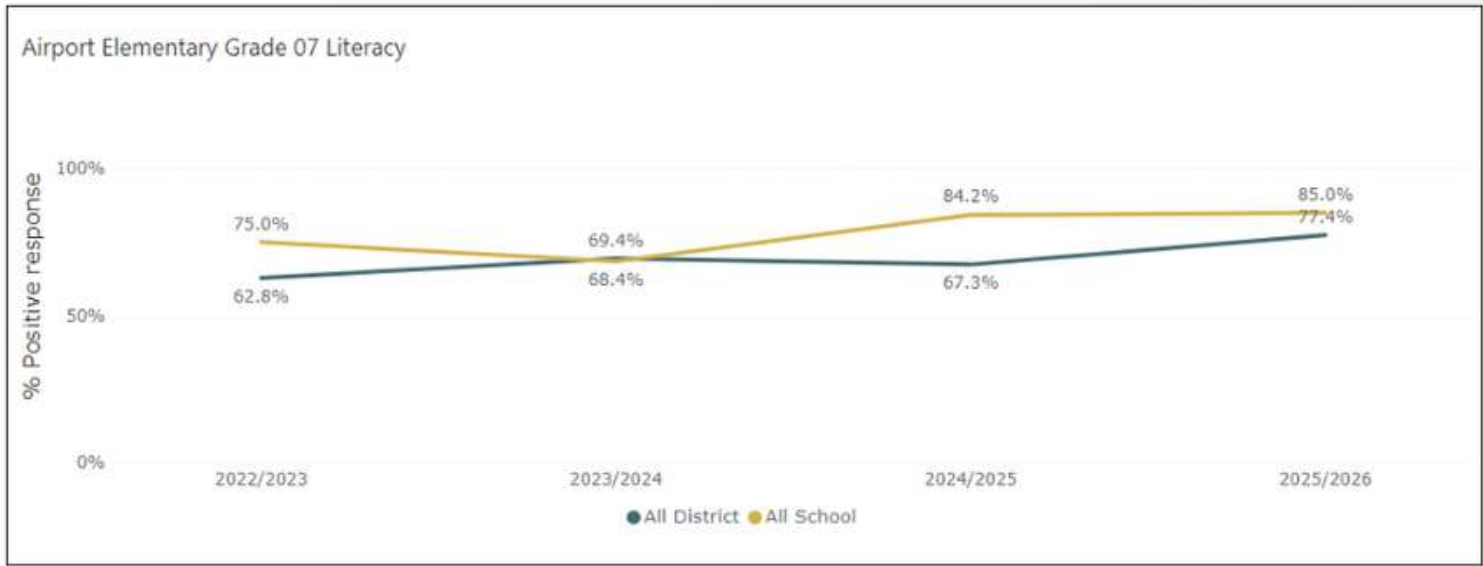
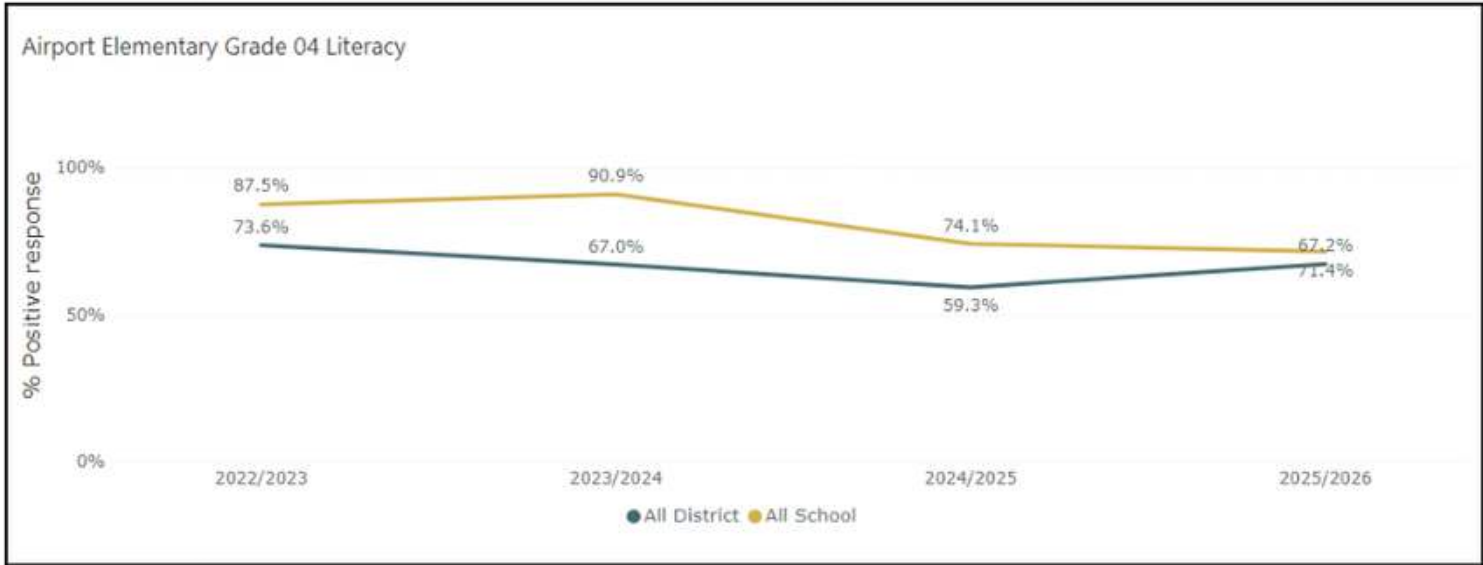
Diverse
Needs
10%



Our Learners: What the Evidence Tells Us

Literacy Trends

Over the past four years Airport School has been above the district norm for literacy achievements in grades 4 and 7 Foundational Skills Assessment (FSA). While the percentage of grade 4 students achieving grade level proficiency has dipped steadily down since 2023/24, the grade 7 students have been increasing. A standout of this data is that Indigenous students at Airport Elementary are significantly below the district average in literacy in both grades though their data is not presented in the diagrams based on the low percentage of Indigenous students to non-Indigenous students.



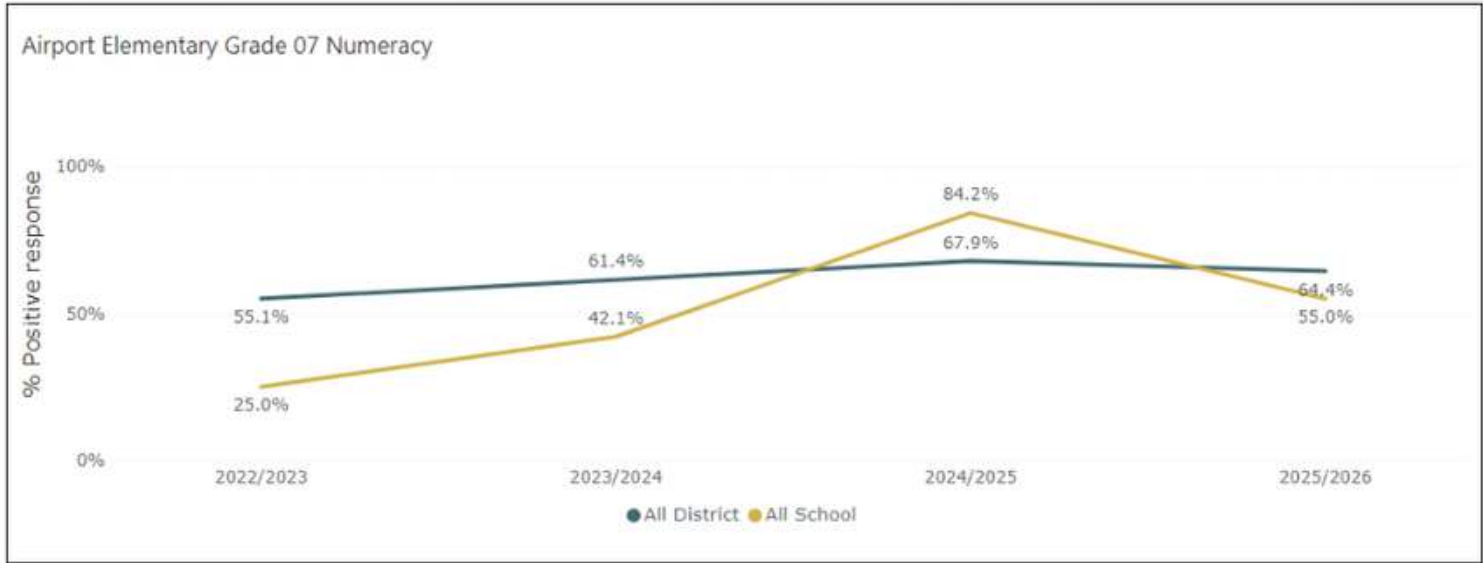
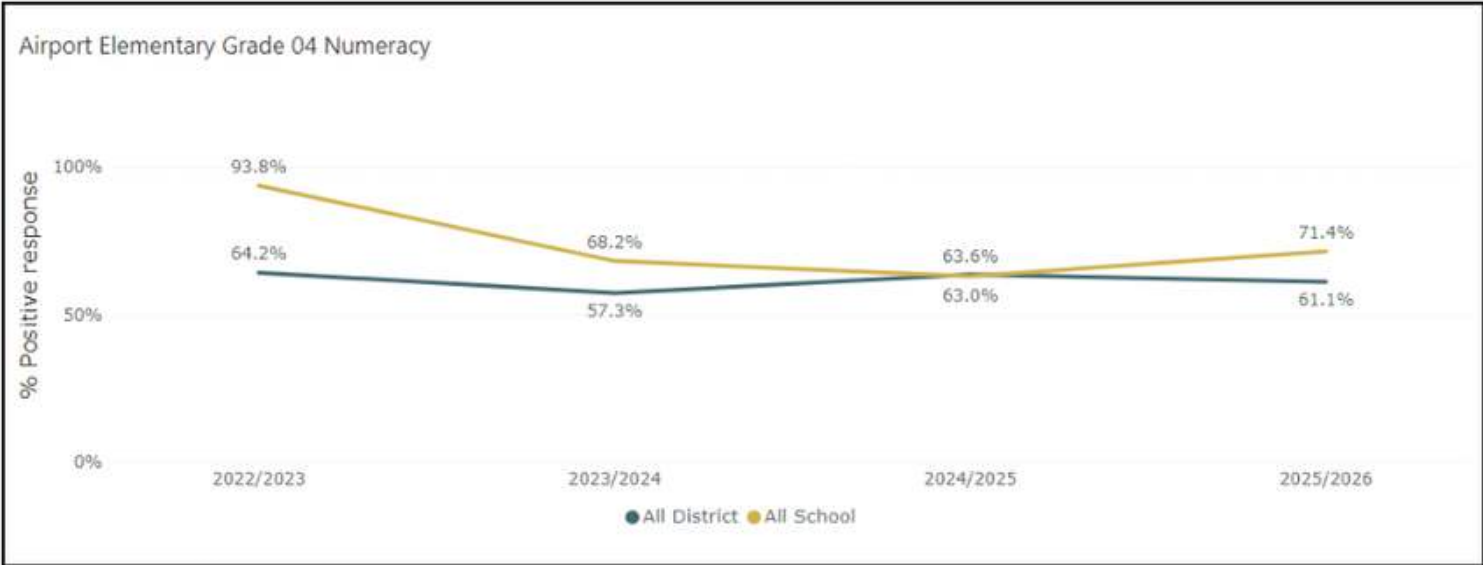
Our Learners: What the Evidence Tells Us Cont.

Numeracy Trends

Numeracy skills at Airport Elementary tell two different stories between grade 4 and grade 7. In grade 4, students are consistently achieving a higher level of proficiency as compared to the district average and have actually seen a 8% rise in achievement from last year to 2025/26.

In grade 7, the numeracy skills have been below district average with the exception of the 2024/25 school year. While the achievement level has improved consistently from 2022/23, there is still a ways to grow, as just over half of students are achieving proficiency at this time.

In both situations, Indigenous students writing the FSAs are below their grade peers with there being a larger divide between Indigenous student in grade 4 compared to students in grade 7.

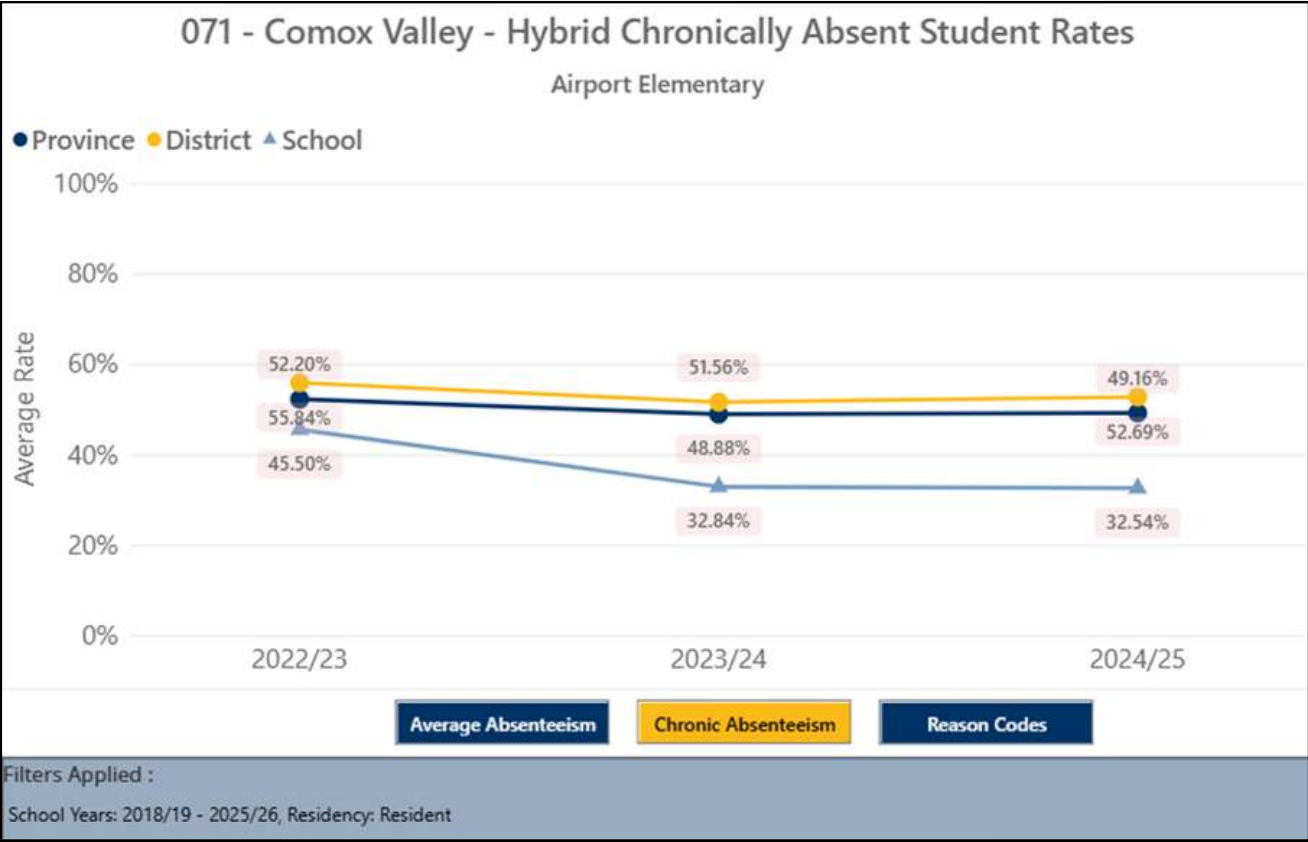


Our Learners: What the Evidence Tells Us Cont.

Attendance Trends

Students at Airport School attend school regularly more frequently than the provincial average and even higher than the district average. This higher attendance rate is consistent across multiple student groups with our Indigenous students attending more frequently than our non-Indigenous students and our students with diverse needs attending more than the district average.

Students are absent for a variety of reasons, but the majority of student absences are identified as “excused” meaning that the students are not at school for reasons such as illness, medical appointments, etc.



District Context:

Every school will uphold and support literacy and numeracy development

Core Competency Focus Areas for 2026/27

1. Reflecting and Assessing

Goal: 65%, or greater, of students will identify in provincial, district, and school based assessments that they can identify their personal learning strengths and state a learning goal that they have in their report card self-identification of their core competency.

Rationale:

This core competency builds on the work the staff and students began in the 2025/26 school year with the students identifying their voice and demonstrating learning in mathematics. This continued focus will broaden it to all curricular areas and addresses student perception and advocacy for their learning.

This goal is of high value to our students with our Indigenous students having identified student success being measured as “Getting through hard times”, “Keep trying”, “Being independent” and “Reading over my work and trying my best” in the 2025 Student Equity Scan.

The data also demonstrates that Reflecting and Assessing is a particularly important core competency to focus on at Airport School. The 2026 MDI data told us that our grade 5 students Academic Self Concept is significantly below the district average. 52% of Airport Elementary students feel confident about their learning and seeing themselves as learners, compared to the 70% average in the Comox School District.

Reflecting and assessing is also a key factor in student achievement since when students are able to identify their current learning strengths and understand next steps, then they are able to take ownership of their learning and progress in their learning in a personalized way.

Core Competency Focus Areas for 2026/27

1. Reflecting and Assessing

Action Plan:

A. Connect student learning and reflection to our school code of conduct about each student being responsible for doing their best.

- a. Teachers will provide whole class lessons on how student “best” looks different for individuals. Lessons will be supported by school counsellor.
- b. Students using grade appropriate assessments to identify what their best is and how they can improve.
- c. Staff will host parent engagements that allow parents to understand that “best” looks different from child to child and how they can support their child at home in understanding their personal best.

Why it matters:

- Understanding that everyone has their own learning journey and that everybody’s best can look different, reduces comparisons between peers, and therefore reduces anxiety in reflecting on their own learning.

B. Make reflection routine and accessible

- a. Students use simple, age-friendly reflection prompts that have common language across the grades
- b. Teachers will model reflection aloud in their daily practice to demonstrate learning and make invisible thinking visible
- c. In younger grades, students will focus on two key assessment characteristics (perseverance and confidence) to reflect and assess on their learning
- d. Teachers will provide assessment opportunities to students to engage and learn about the difference between assessments that measure product (achievement) or process (learning)
- e. Teachers will create and use mentor texts to help students frame reflections

Why it matters:

- Reflection becomes meaningful when it’s ongoing across the year, not just at reporting time.
- Open-ended questions deepen thinking and self-awareness [[responsive...ssroom.org](https://responsiveclassroom.org/)]
- Reflection improves when students refer to real artifacts, not just opinions

Core Competency Focus Areas for 2026/27

1. Reflecting and Assessing

Action Plan Cont.

- C. Support students in using assessments to goal set and identify their learning next steps
- Staff will conference with students to look over their learning tasks and identify what they did well and where they will improve as a next step
 - Staff will use multiple assessment strategies, so that students can understand a variety of ways to identify next steps in their learning
 - Students will use peer feedback and discussions to support identifying their learning strengths and next steps
 - Staff will host parent engagements that allow parents to learn about reflection and assessment practices and activities that they can support at home
 - Staff will provide student achievement awards based on individual successes rather than school wide targets of behaviour and assessments
 - Staff will teach about the core competencies, so that students can make strength-based personal assessments and set individual goals that are transferable between classes, schools, and the province.

Why it matters:

- Learning independence requires reflection AND action to be long lasting
- Goal setting is a lifelong skill that is applicable in all facets of a person's life
- Competencies develop through "doing" in real learning contexts that transfer between focus areas
- Talking about learning with peers deepens reflection and builds perspective
[practicalteachers.com]



Core Competency Focus Areas for 2026/27 Cont.

2. Building Relationships

Goal: 75%, or greater, of grade 4, 5, and 7 students at Airport Elementary will rate their relationships with peers as the highest or next highest percentage across different assessment surveys.

Rationale:

This core competency has been a particular focus in the school based on the high number of students with military parents who transfer in and out of the school community. While it has been a focus both officially and unofficially in the past, it is an important one to revisit as relationships can act as the lynch pin to other core competencies such as; valuing diversity, resolving problems, and well-being. When a person's life makes more sense through the lens of a relationship, they are more willing to invest emotional capital in resolving differences rather than avoiding them (Auger E, Thai S, Birnie-Porter C, Lydon JE., 2025).

One reason to support the continuation of this goal is because how a student feels connected to others can have significant impact on their education. Studies have demonstrated that if a student doesn't feel that they belong, then they are much more likely to have a higher absenteeism rate (Fox, 2024). Of Airport's absenteeism rate, 32% of those students, for both Indigenous and non-Indigenous students, are chronically absent.

Another reason to support this goal is by what students have shared with us in survey feedback. Students at Airport Elementary are below the district average when looking at friendships. This data is identified in the Middle Years Development Instrument (MDI) and the Student Learning Survey for Grade 4s.

- 2024/25 MDI report identified that students in Airport Elementary are below the district average in feeling like they belong to peers their age, with 22% of students rating their connection experience as low.
- Students rated their experience even lower when asked about friendship intimacy when compared to the district average. 59% of Airport Elementary students feel like they have a close friend whereas the district average is 75%
- Almost 60% of grade 4 students felt that their peers treated them with respect only sometimes compared to the 38% of grade 4 students in the district feeling that same way (Student Learning Survey)

Core Competency Focus Areas for 2026/27

2. Building Relationships

Action Plan:

A. Build school wide understanding of student responsibilities and strategies students can use when navigating or building peer relationships

- Staff will support students in grade appropriate ways of creating societal norms and expectations of implementation
- Staff will develop consistent whole school language of what it means for each student to do their best when working with peers
- Staff will create a simplified code of conduct, so all students have shared language about how to approach a relationship.
- Students will coach their peers in navigating relationships
- Students will participate in leadership activities to help guide school expectations

Why it matters:

When students are able to use common language and strategies, then there is a sense of predictability and familiarity that allows them to navigate relationships easier.

A. Provide a wide range of opportunities for students to learn about diverse perspectives and build community with their classes and the whole school.

- Staff will intentionally highlight and celebrate diversity in lessons, so that students can see themselves and others in examples, strategies, and practices
- Staff will provide family engagement nights that celebrate diverse ways of being and knowing, so the school develops a shared set of values of diversity and inclusion
- Students will share their voice and identity through leadership opportunities such as assemblies, buddy classes and clubs

Why it matters:

Understanding and learning about a wide variety of perspectives, cultures, and identities, allows students to both feel pride in their own identity and also be more compassionate and accepting of others around them.

Monitoring & Reflection Commitments

Throughout the school year there will be multiple reflection and engagement points to hear from invested parties, including students, staff, and parents.

Student Engagement: September

At the beginning of the year, prior to October 15th, we will engage our students to share our school goals and get their feedback on the plan. This will be done by teachers within the classroom by conducting a school led survey, holding a circle discussion and also through a principal led lunch & learn.

Staff Review: January & May

The staff will take some time in January and May to reflect on how the school growth plan is doing and whether adjustments need to be made. Staff will look at report cards, FSA results, and student voice as key indicators to decide on next steps.

Parent Engagement: February & June

During two PAC meetings, the principal will lead the PAC committee through a review of the school growth plan. In the February review, parents will be able to provide suggestions on next steps for the spring semester and in June they will review the year results and provide feedback on the upcoming school year's goals.

Indicators of Success

Students will...

- Attempt to problem solve social and academic challenges independently before seeking adult assistance
- State a goal they have and describe the next step in achieving the goal
- Identify one or more peers in the school who they identify as friends
- Know the school code of conduct and share how it applies to them building community

Staff will...

- Use common language around the code of conduct and anchor book when supporting students with interpersonal relationships
- Access, demonstrate, model, teach, and reflect on the impact of different assessment and goal setting strategies to support student learning and relationship building

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2026/27 Focus

This year, Airport Elementary is focusing on the core competencies of:

- Reflecting and Assessing
 - Goal: 65%, or greater, of students will identify in provincial, district, and school based assessments that they can identify their personal learning strengths and state a learning goal that they have in their report card self-identification of core competencies.
- Building Relationships
 - 75%, or greater, of grade 4, 5, and 7 students at Airport Elementary will rate their relationships with peers as the highest or next highest percentage across different provincial assessments and surveys.

Why It Matters

Students who can persist through challenges, understand their role in a community, and feel connected to others are more successful in their learning and relationships.

Success Will Be demonstrated when Students...

- Attempt to problem solve social and academic challenges independently before seeking adult assistance (*FSA results and the Student Learning Survey*)
- State a goal they have and describe the next step in achieving the goal (*Report Cards*)
- Identify one or more peers in the school who they identify as friends (*MDI Data*)
- Understand how the school code of conduct builds community (*class engagement*)

How Families Can Support Learning

- Encouraging children to try challenging tasks and persist through the tough times
- Reinforcing and understanding that best looks different for everyone
- Talking about emotions and problem-solving strategies
- Supporting consistent school attendance

Communication Methods

- School newsletters and emails
- PAC meetings
- Ongoing teacher communication with families

