

École Robb Road

Comox Valley Schools (SD71)
School Growth Plan 2026-2027



Decolonizing, Indigenizing Commitment

This plan advances commitments in the Indigenous Education Enhancement Agreement (IEEA), Local Education Agreement (LEA), and the Truth and Reconciliation Commission's Calls to Action by embedding Indigenous perspectives into everyday practice. It moves beyond acknowledgment toward meaningful action by promoting equity, removing systemic barriers, and strengthening outcomes for Indigenous learners while building understanding among all students.

Indigenous ways of knowing and being are reflected through a focus on relationships and diversity. Cultural responsiveness is evident in inclusive teaching practices that honour diverse identities and provide multiple ways for students to engage and demonstrate learning. The plan prioritizes well-being, belonging, and cultural identity alongside academic success. Personalization supports diverse learners by responding to individual strengths, needs, and backgrounds through flexible, student-centered approaches.

Overall, the plan reflects a commitment to reconciliation in action by fostering respectful relationships, honouring the unique experiences of each student, and creating inclusive environments where every learner can succeed.

Context and Portrait of the School

Situated on the traditional territory of the Komoks First Nation, Ecole Robb Road is a single track French Immersion elementary school. Being a French Immersion school, there is no catchment for this school, so our school community includes families from every corner of the Comox Valley School District. In 2025-2026, École Robb Road welcomed 492 students from Grades K-7, in 21 divisions, supported by a staff of approximately 50. Our school community includes 42 Indigenous students, and several students from the K'omoks First Nation.

Strong partnerships with families and the broader community are central to the school's success. Together, we support students in becoming thoughtful, resilient, and responsible citizens who are prepared to contribute positively to their communities. Our students participate actively in extra-curricular activities and are involved in many clubs at recess and lunch.

At École Robb Road, our vision is to create a bilingual community that engages all learners in achieving their unique learning potentials in a safe, supportive, and respectful environment. In 2025-2026, our goal around inclusion led to the increased use of literacy and numeracy centres, with more access to personalized and differentiated materials. Going into the 2026-2027 school year, we will continue our focus on inclusive classroom cultures, with updated strategies to further advance our progress in this area.

Our Learners: What the Evidence Tells Us

- Literacy trends: After several years of school goals focusing on literacy outcomes, students' performance on the literacy section of the FSA has increased significantly, with the percentage of on-track or extending students going from 71% in 2023 to 90% in 2025 for Grade 4, and from 77% in 2023 to 96% in 2025 in Grade 7
- Numeracy trends: Another area to celebrate is students' performance on the numeracy section of the FSA, which has increased significantly in the past few years, with the percentage of on-track or extending students going from 69% in 2023 to 86% in 2025 for Grade 4, and 74% in 2023 to 95% in 2025 in Grade 7
- Equity considerations and priority learners: For students with IEPs and Indigenous students, population size is too low to report on FSAs, but the trends also show a significant increase over the past three years
- Core competency development: Focus on Core Competencies has increased over the past few years, and this has been reflected in students' self-reports in the Student Learning Survey. Grade 7 response to the question 'At school, I am learning to communicate well', has gone from 55% to 82% in three years. Students' improved communication skills, and improved awareness of those skills, is critical in the development of students' self-advocacy skills – one of our main focus areas.
- Attendance and engagement patterns: Attendance at Ecole Robb Road tends to be quite high, with most absences excused due to family vacations or extra-curricular involvement (tournaments, practices, recitals)
- Student voice themes: As we work towards personalizing education and empowering students to advocate for themselves, our goal is to increase moments when students have choice in how to show their learning. The Student Learning Survey shows small increases in this self-report, going from 10% in 2022 to 13% in 2024 for Grade 4, and from 19% to 24% in Grade 7. This comes in below 2024 district percentages of 17% (Grade 4) and 27% (Grade 7). We are trending in the right direction, with more work to do!

At École Robb Road, we have made significant gains in literacy and numeracy for all students, including priority learners. We are making important progress in personalizing and differentiating instruction but have not yet 'concluded' our work in this area.

District Context:

Every school will uphold and support literacy and numeracy development.

Our School's Core Competency Focus Area(s) for This Year

Overall Goal: At Ecole Robb Road, we will create inclusive classroom cultures where we will see students who have:

- Different tools to meet their needs
- Access to work at their level (and their level +1)
- Choices in how they show their learning

This goal will directly impact these two Core Competency Focus areas:

Personal & Social Responsibility: Self-advocating

Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.

How will we observe this?

- We will know that we are making progress when we see students
 - o asking for and using tools to support their learning
- We will know that we are making progress when teachers and support staff are
 - o providing access to tools for learning
 - o offering multiple options for representing learning
 - o offering material at a variety of levels (spicy peppers for journals, levelled reading, challenge opportunities, etc)
- We will know that we are making progress when school leaders are
 - o modelling choice in staff learning
- These shifts will be indicated by a change in literacy and numeracy scores among priority learners, which we will collect through district and provincial assessments.
- These shifts will also be indicated by students' self-report in a personalized SLS questions, and in a percentage change in the answer to the SLS questions:
 - o 'Do you feel you have a choice about what you are learning' and
 - o 'If you do not understand something at school, do you ask for help?'
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Critical & Reflective Thinking: Reflecting and assessing

Students reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.

How will we observe this?

- We will know that we are making progress when we see students
 - o setting goals that make sense for them
 - o confidently explain why they chose a type of project to represent their learning
- We will know that we are making progress when teachers and support staff
 - o conference with students to talk about their specific strengths and next steps
 - o spend time teaching explicitly teaching self-assessment and goal setting
- We will know that we are making progress when school leaders are
 - o expecting and seeing more personalized, relevant goals in learning updates to families
- These shifts will be indicated by a change in:
 - o the goals students include in their learning updates
 - o a percentage change in the answer to the SLS questions:
 - 'Are you taught to improve how you learn?'
 - 'Do you set a goal when learning something new?'

Implementation, Capacity Building & Resource Alignment

What we will learn together:

- Strategies for differentiated, engaging literacy centres
- Indigenous ways of learning numeracy
- How to better leverage French math resources (NetMaths, Math to the Max, YouCube, etc)
- How to better support students with dyslexia
- How to make the most of literacy programs (Son-au-graphe, UFLI, etc)
- Carole Fullerton's strategies for building mathematical thinking

What we will invest in:

- Release time to collaborate with grade-level colleagues
- Release time for personalized reading assessments
- Release time to personalize or differentiate activities/projects
- Materials for literacy and numeracy centres (or release time to make them)

Literacy activities that help us move towards our goal are:

- Literacy centres
- Vocabulary games to boost French oral language skills
- Levelled reading programs with personalized goals
- Interactive play

Numeracy activities that help us move towards our goal are:

- Numeracy centres
- Number sense daily routines
- Numeracy extension and enrichment activities

Monitoring & Reflection Commitments

Who: Progress on school goals will be monitored by the schools goals committee, which includes the administration

When: Checkpoints will be determined at the beginning of the school year, and will include a meeting in September to establish a baseline, check points when results (FSA, SLS, SNAP, etc) arrive, and in June for the end of the year analysis

What: Reviewing the observables and student voice data for the Core Competency goals. This includes:

- Student Learning Survey ('Do you feel you have a choice about what you are learning')
- MDI results ('I am certain I can learn the skills taught in school this year')
- FSA results (literacy and numeracy, especially for priority learners)
- District assessments, including K and 2 literacy assessments and SNAP for Grade 3 and 5, with special attention to the progress of priority learners
- Response to personalized survey about access to tools and choice in learning

How: If progress is not demonstrated, strategies will be tweaked and staff meeting time re-focused

Community Communication

[SGP School Goals & Strategies FOR FAMILIES 2026-2027](#)