



**ROYSTON
ELEMENTARY**

Royston Elementary

Annual School Growth Plan 2026 – 2027



Decolonizing, Indigenizing Commitment

Royston Elementary is committed to creating inclusive, holistic, and relationship-centered learning environments where every learner experiences a sense of belonging, identity, and connection. Our work is guided by the Indigenous Education Enhancement Agreement, the Truth and Reconciliation Commission Calls to Action, and our commitment to honouring Indigenous ways of knowing, being and learning.

As a school location on the traditional, unceded territory of the K'ómoks First Nation, we intentionally embed the First Peoples



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Principles of Learning across all learning experiences. Students engage in learning that is connected to place, relationships, identity, and community. Through outdoor learning, storytelling, reflection, and community connections, students develop an understanding that learning is relational, interconnected, and lifelong.

Our focus on literacy, social-emotional learning, and the Core Competencies reflects a holistic approach that supports the intellectual, emotional, physical, social, and cultural development of every learner. Personalization is achieved through targeted interventions, inclusive practices, flexible learning environments, and responsive instruction that honours the strengths and needs of diverse learners.

Context and Portrait of School

Royston Elementary is a kindergarten to Grade 6 school located in the rural community of Royston on the traditional, unceded territory of the K'ómoks First Nation. The school serves a diverse population of learners and families and is recognized for its strong sense of community, belonging, and connection. Many students are children or grandchildren of Royston alumni.

Over the past several years, the school has intentionally developed systems that support both academic achievement and student well-being. These include structured literacy practices, school-wide intervention supports, outdoor learning opportunities, Character Assemblies, Zones of Regulation, and the Rest and Reset Room. The school has also developed a primary learning communities that emphasizes play-based learning, relationship building, and outdoor education.



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Previous school improvement efforts focused on literacy achievement through assessment driven instruction and target intervention. These efforts resulted in significant gains in reading achievement across many grade levels. As literacy systems have strengthened, the school has increasingly focused on supporting students' social-emotional development through the BC Core Competencies, particularly communication, personal awareness and social responsibility.

Our Learners: What the Evidence Tells Us

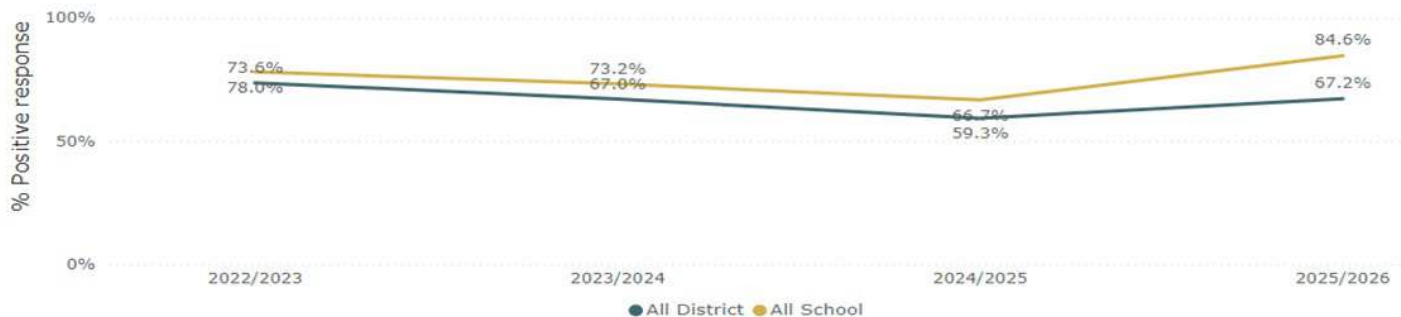
LITERACY: Literacy results demonstrate sustained growth over the past four years. While both district and school performance declined between 2022-23 and 2024-25, Royston Elementary experienced a substantial improvement in 2025-26, surpassing the district average by a significant margin. This growth suggests that the school's focus on evidence-informed literacy instruction, and targeted interventions from our Learning Support Team positively impacted student achievement. While overall literacy achievement has improved, current data indicates that some primary students (grades 1 and 2) continue to require intensive support with foundational literacy skills.

Next steps for Royston include strengthening instructional practice around formative assessment (District Literacy Assessments, writing samples connected to writing continuum, reading conferences, and student self-assessments and goal setting) to inform instructional practices.



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Royston Elementary Grade 04 Literacy



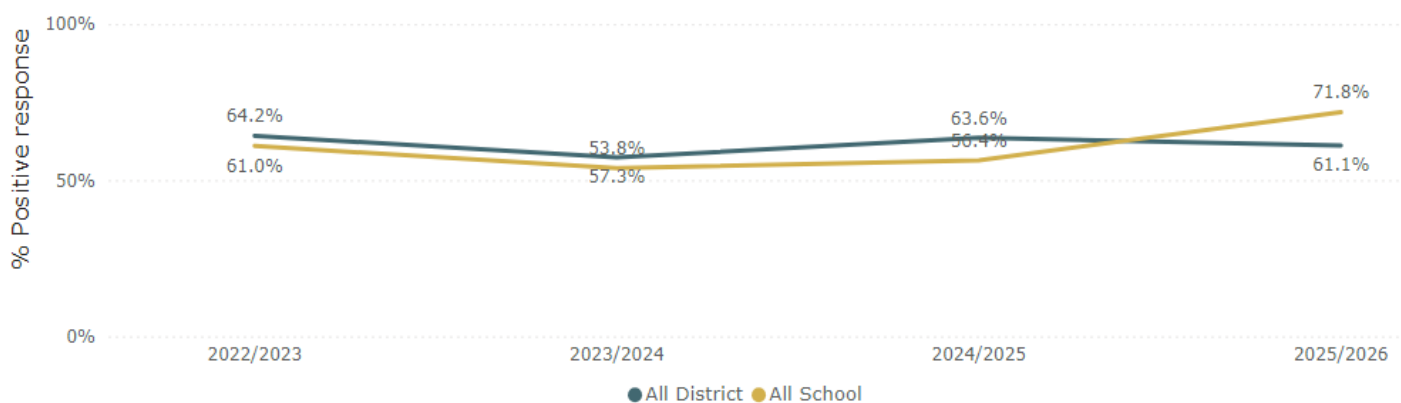
NUMERACY: The numeracy data demonstrates an overall upward trend in student achievement at Royston Elementary. While district results have remained relatively stable over the four-year period, Royston's school results have shown steady improvement (ranging from 61% - 71.8%) and, for the first time in 2025-26, have exceeded the district average of 61.1%. This suggests that recent instructional practices emphasizing conceptual understanding, mathematical discourse, and responsive assessment are positively impacting student learning. While celebrating this growth, the school will continue to strengthen numeracy through consistent formative assessment to guide instructional practice, high-quality mathematical tasks, and targeted interventions. Numeracy data and classroom observations suggest that students generally demonstrate confidence when engaged in hands-on, collaborative problem-solving opportunities. Continued monitoring of numeracy achievement will help identify future areas of focus and particular attention will be given to analyzing outcomes for equity-deserving groups, monitoring growth across all grades, and increasing students' ability to communicate and justify their mathematical thinking.



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Next Steps: Strengthening instructional practice around formative numeracy assessment and the development of school wide practices (shared assessment rubrics, daily number talks, high quality math tasks, common problem-solving routines) will be next steps for Royston.

Royston Elementary Grade 04 Numeracy



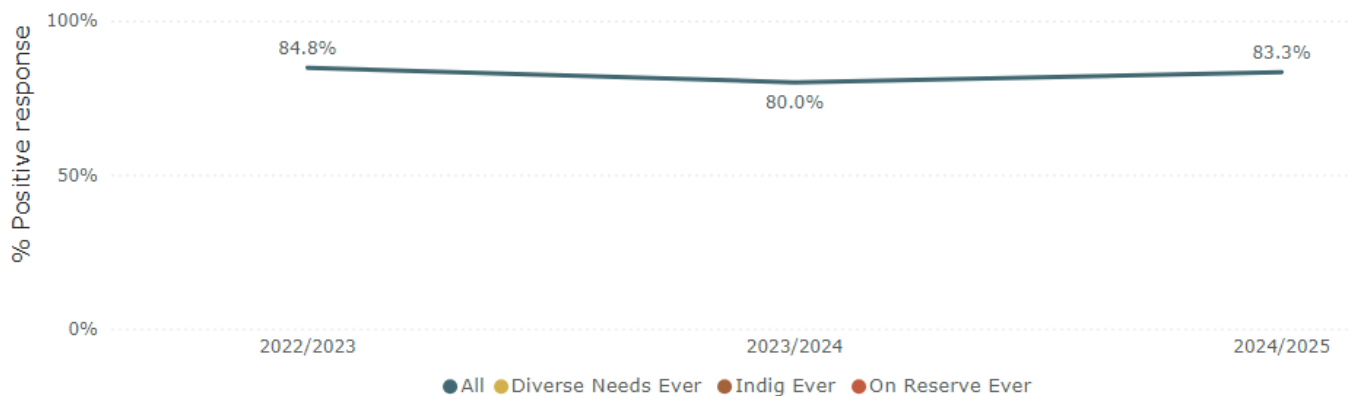
CORE COMPETENCIES: Evidence related to the Core Competencies indicates that students demonstrate strong connections to school and positive relationships with caring adults. Students are increasingly able to identify emotions and use common regulation language. However, staff observations, student voice, and family feedback indicate ongoing needs related to self-regulation, conflict resolution, communication, self-advocacy, and resilience. The focus for Royston will be to help students develop Personal and Social Core Competency.



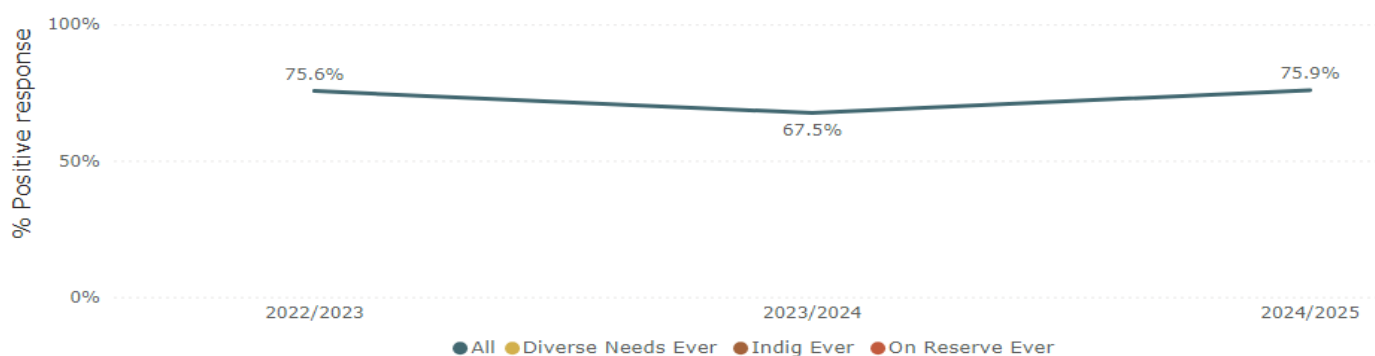
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1. Strengthening instructional practice around SEL instruction
2. Assist students in recognizing, labeling, and regulating their emotions using common language, Calm Corners, and the Rest and Reset (coregulation) room.

Royston Elementary, Grade 4 - Do you feel welcome at your school?



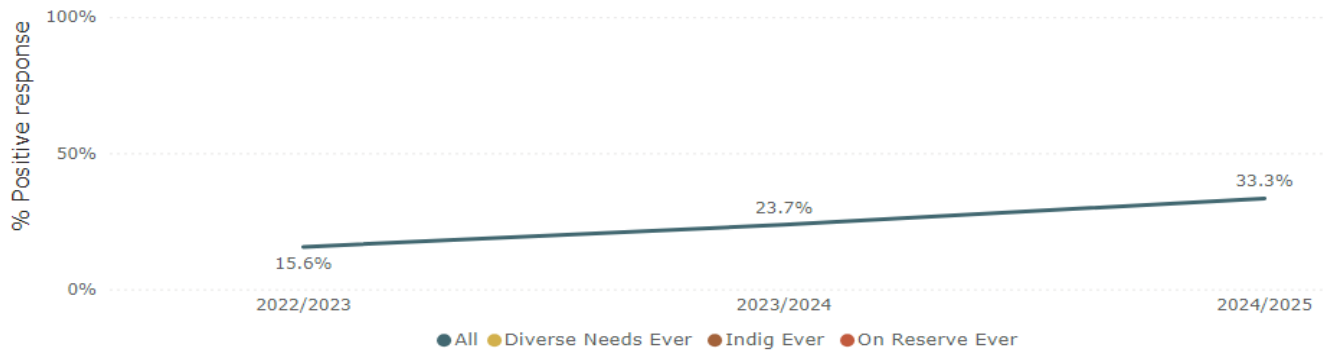
Royston Elementary, Grade 4 - I am happy at my school.



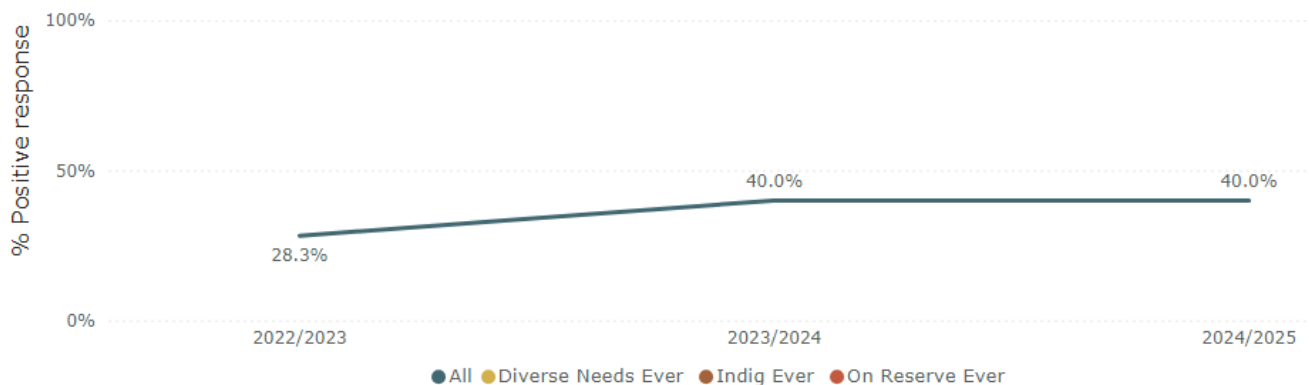


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Royston Elementary, Grade 4 - At school, are you learning about Indigenous Peoples (First Nations, Inuit, Met...



Royston Elementary, Grade 4 - Are you learning how to care for your mental health?

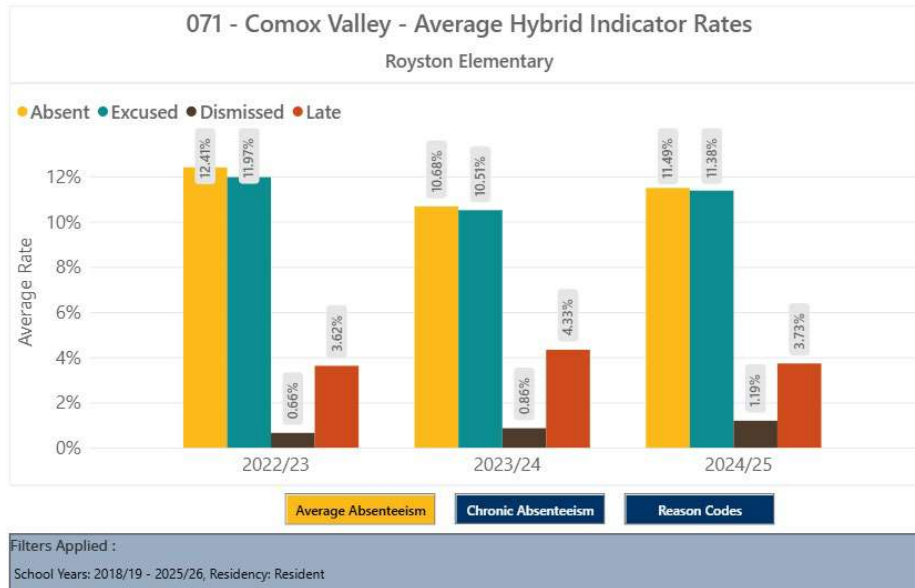


ATTENDANCE AND ENGAGEMENT: Attendance and engagement data suggest that most students feel connected to the school community and participate positively in school life. Priority learners include students reading below grade level, Indigenous learners, students with disabilities or diverse abilities, and students requiring additional social-emotional support.

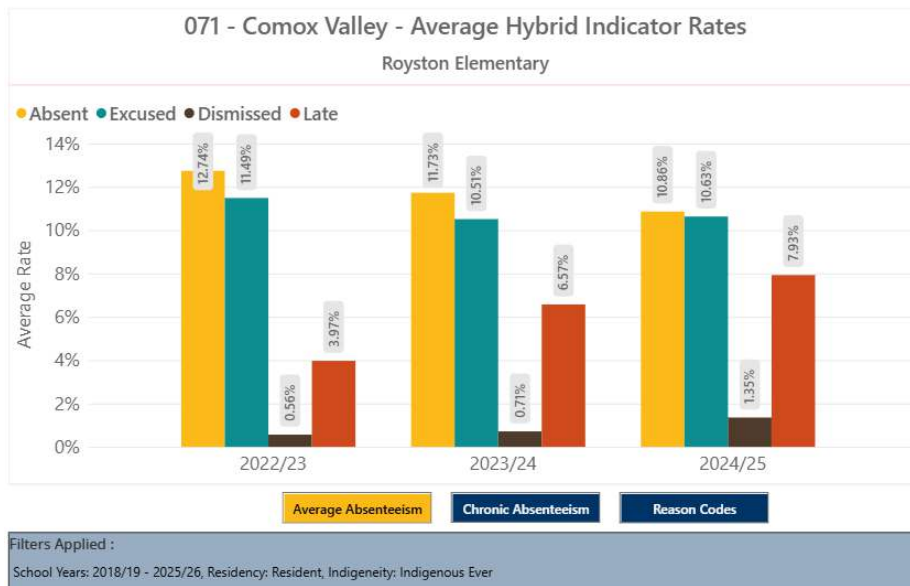


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All Resident Students

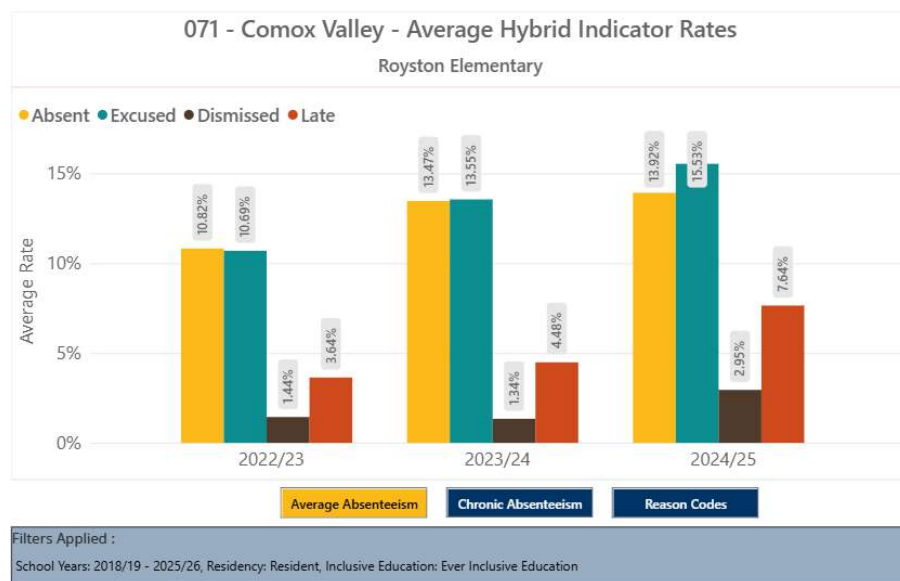


Indigenous Students





Diverse Needs



Attendance data over the past three years indicates relatively stable attendance patterns, with average absenteeism ranging from **10.68% to 12.41%**. While late arrivals have improved from the previous year, early dismissals have increased gradually and will continue to be monitored.

Next Steps: Recognizing the connection between attendance, student engagement, well-being, and academic success, the school will continue to strengthen family partnerships, monitor attendance trends, and implement supportive strategies to reduce barriers to regular attendance. A continued focus on fostering belonging, engagement, and positive relationships will support improved attendance and equitable learning opportunities for all students.



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Strengths to Build Upon:

- Strong culture of belonging and positive relationships
- Evidence-informed literacy practices
- Collaborative staff culture
- Established social-emotional learning systems
- Strong family and community support

Alignment with SD71 Strategic Priorities

This attendance data supports several key priorities within an SD71 School Growth Plan:

- **Strong Foundations:** Maximize instructional time by improving consistent attendance and punctuality.
- **Equity and Inclusion:** Identify and address barriers that may disproportionately affect student attendance.
- **Student Well-Being:** Foster a sense of belonging, safety, and connection through positive relationships and supportive school practices.
- **Collaborative Partnerships:** Work alongside families and community partners to support regular attendance and student success.

Our School's Core Competency Focus Areas for This Year

Core Competency Focus Areas:

- Personal Awareness and Responsibility
- Social Responsibility
- Communication



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Student Outcome Shift

We will know we are making progress when we see students:

- Identifying and communicating their emotions using common language
- Independently accessing regulation strategies and calming spaces
- Resolving peer conflict using respectful communication and problem-solving strategies
- Demonstrating empathy, inclusion, resilience, and responsible decision making
- Advocating for their needs and reflecting on their growth as learners

Adult Practice Shift

We will know we are making progress when teachers, support staff, and school leaders:

- Explicitly teach and embed the Core competencies in daily learning experiences
- Use consistent language, visuals, and regulation practices across all learning environments
- Facilitate restorative conversations and conflict-resolution opportunities (tough talks/restorative circles)
- Regularly engage students in reflection, self-assessment, and goal setting
- Collaboratively review student evidence and adjust instruction accordingly



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Principles of Design

1. Learning is embedded in relationships
2. Learning involves recognizing the consequences of one's actions
3. Learning requires exploration of identity, belonging, and community
4. Learning is personalized and responsive to student strengths and needs
5. Learning is supported through collaboration, reflection, and authentic experiences

Monitoring and Evidence Cycle

Evidence will be reviewed on a regular basis by classroom teachers, support staff, and school leaders.

Timeline:

Assessment			
Reading	November	March	June
Writing	November	March	June
Numeracy	November	March	June

Evidence Sources:

A. Literacy Assessments

- a. District Literacy Assessments (Kindergarten, Grade 2, Grade 6)



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- b. Provincial Foundation Skills Assessment (Grade 4 Literacy)
- c. Common School Writing Assessment (writing continuum)
- d. Reading Benchmark/Running Record Data
- e. Student Voice (reading identity, engagement, confidence, goal setting)
- f. Teacher Professional Judgement (observations, conferences, anecdotal records)
- g. Intervention Data (Tiers 2 and 3 support)

B. Numeracy Assessments

- a. SD 71 SNAP Benchmarks (K-6)
- b. District Numeracy Assessments (Kindergarten, Grade 2, Grade 6)
- c. Early Years Foundations Assessment (K-3 number sense)
- d. Provincial Foundations Skills Assessment (Grade 4)
- e. Teacher Professional Judgement (observations, math conferences, anecdotal notes)
- f. Student Voice (math identity, confidence, perseverance, goal setting)
- g. Fact Fluency Assessments (addition/subtraction, multiplication/division)
- h. Intervention Data (Tiers 2 and 3 support)

If progress stalls, staff will collaboratively review practices, identify barriers, adjust supports, and implement targeted interventions.

Impact Indicators:

- Improved literacy and numeracy



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- Increased use of self/co regulation strategies (Calm Corner/Rest and Reset Room)
- Reduction in behaviours/conduct reports
- Increased student engagement and sense of belonging
- Improved student reflections related to communication, responsibility, and self awareness

Implementation, Capacity Building & Resource Alignment

In collaboration with our Pro-D representative, we will embark on a spiral of inquiry learning cycle around:

1. Indigenous perspectives and First Peoples Principles of Learning
2. Structured literacy, numeracy, and intervention practices
3. Restorative practices and conflict resolution
4. Core Competency assessment and implementation
(embedded in classroom learning alongside CORE Ed prep classes)
5. Social-emotional learning and trauma-informed practices

Collaboration Cycle

- Staff collaboration during bi-monthly meetings
- Grade-level inquiry and co-planning (PVP to provide additional prep time for this)
- School Based Team Meetings
- Pro-D throughout the school year



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Resource Alignment

1. Literacy intervention resources and assessment tools
2. Calm corners and classroom regulation supports
3. Rest and Reset Room
4. Continued use of Zones of Regulation
5. Time allocated for collaboration and professional learning
6. Staffing supports for intervention and inclusive education

Monitoring & Reflection Commitments

Formal progress check-ins will occur throughout the school year. School leaders, classroom teachers, support staff, and School-Based Team members will review student evidence, literacy and numeracy data, Core Competency reflection, behaviour trends and student voice data.

Decisions will focus on identifying areas of growth, determining the effectiveness of strategies, and adjusting supports where necessary. If evidence indicates limited progress, staff will refine instructional practices, increase target supports, and revisit implementation plans.

Progress will be reviewed at regular staff meetings, collaboration sessions, and School Based Team meetings.



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Community Communication

Royston Elementary will communicate the School Growth Plan using clear and family-friendly language. Families will be informed about our focus on self-regulation, literacy, numeracy, and social responsibility and why these areas are important for student success.

Success will be measured through literacy and numeracy growth, student reflections, Core Competency development, engagement indicators, and behaviour data. Families will be encouraged to support learning by discussing emotions, encouraging problem solving, reading regularly at home, attending parenting sessions that provide additional information, and reinforcing school wide regulation and communication strategies.

The School Growth Plan will be shared through:

PAC Presentations

School Website Updates

Learning updates and student-led conferences

Family information sessions and workshops