

School: Caulfeild iDEC

FESL Year: Year One, 2024 - 2025

School Context

Caulfeild iDEC is a growing school with 390 students and 16 divisions. We have a team of 41 dedicated staff with a range of experience, all of whom are dedicated to making our school an excellent place for student learning.

We are a school of choice with a focused vision called iDEC; an Inquiry Digitally Enhanced Community. Collaboration and communication are the foundation of our learning together in the Caulfeild learning community.

Caulfeild iDEC students are the Bears, and the Bear Traits are at the center of all that we do; Creative, Curious, Courageous, Inclusive, Reflective, Respectful, Supportive, Tenacious, Upstander, and Vulnerable.

Identified Goal:

Is your goal specific, meaningful, measurable and evidence informed?

In year one of our FESL, feedback was collected from the school community, including staff students and parents, to develop a meaningful three-year goal. Through this conversation, we developed a goal which focuses on Academic and Social Development and on the Bear Traits of “Tenacious”, “Creative” “Curious”, “Supportive” and “Vulnerable” and “Reflective”.

School Goal: Inspire students to grow as compassionate, tenacious individuals prepared to *persevere* through challenges.

Subgoal 1 (Community Focus): Foster **community connection** through tenacious, collaborative projects that address personal, environmental and social issues.

Subgoal 2 (Academic Focus): Build **academic proficiency in numeracy** by emphasizing perseverance and creative thinking during problem-solving.

Rationale for Goal

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

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This goal reflects our shared vision of preparing students to thrive in an increasingly complex and interconnected world. By inspiring students to grow as compassionate and tenacious individuals, we emphasize the importance of developing both character and resilience—qualities essential for their success in life and their contributions to society.

The focus on fostering community connections addresses a need for greater collaboration and belonging in our school, strengthening ties between students, families, and the wider community. Engaging with real-world personal, environmental, and social issues empowers students to see themselves as change-makers who can make a positive impact.

Additionally, the academic emphasis on perseverance and creative problem-solving in numeracy is crucial. Numeracy skills are foundational to academic success and future opportunities and fostering a mindset that values persistence and innovation equips students to tackle challenges with confidence, both in school and beyond.

How will this goal improve educational outcomes for students?

Focusing on compassion and perseverance will create a positive school culture where students feel supported to take risks, embrace challenges, and learn from mistakes. These traits are closely linked to higher engagement and achievement, as students who believe in their ability to overcome difficulties are more likely to persist in their academic and personal growth. By addressing community connections, students develop a stronger sense of belonging and purpose. Collaborative projects that tackle real-world issues help students see the relevance of their education, increasing motivation and engagement while building critical 21st-century skills such as communication, teamwork, and problem-solving.

In numeracy, the emphasis on perseverance and creative thinking directly supports academic growth. Students will develop a deeper understanding of the material, improved problem-solving abilities, and a more positive attitude toward math. These outcomes not only enhance their performance in math but also transfer to other subjects, improving overall educational success. By focusing on these interconnected goals, we nurture well-rounded students who are not only academically proficient but also compassionate, resilient, and prepared to contribute meaningfully to their communities.

Evidence/Data

What evidence/data is leading your school to this goal?

What student success data do you want to improve? What are your measures of success?

The collection of evidence/data leading us to our school goal will be gathered through a thoughtful and effective process. To measure the success of our goal we will be focused on the

feedback/voices of our students through personal interviews, classroom “Snapshots” and survey data.

- Grade 4 and 7 Student Learning Survey
- Student Surveys and Interviews
- Classroom Snapshots
- FSA Data
- Parent Survey

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?
How will you ensure ongoing collaboration with all your different stakeholders?

Throughout our FESL, stakeholder engagement will be a cornerstone of our process and reflection. Stakeholders in our school community will be a strength to ensure a collaborative voice has been achieved in the development of our FESL.

Staff:

- M3 – Monday Morning Memo feature section for staff each week.
- Staff Meetings will have a dedicated section for small and larger segments of discussion, data review and action item planning.
- FESL Committee Meetings will involve those staff members keen to go deeper with planning and preparation to work with our students and stakeholders.
- Collaborative and cooperative alignment of our professional development and FESL committee to develop meaningful learning and leading events for iDEC staff

Students:

- Student groups and leadership clubs (Local Initiatives) will work with the FESL committee to provide guidance and feedback throughout the process.
- Students will be surveyed at regular intervals as an opportunity to share thoughts.

Families:

- Weekly E-Bulletin segment that will be ongoing for regular updates. This will focus on providing a focus/reminder of our goal statement and actions in our school that support our FESL learning and progress.
- Weekly CPAC meetings with Principal and Executive
- Monthly CPAC meetings with wider parent community

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

Our FESL goals are linked to the Sense of Belonging in that we will strive to “...enhance student success and positive mental health”. Part of the process is also linked to the Intellectual Development District FESL goal in that we will seek out ways to develop perseverance with working through complicated numeracy problems.

Our goal is connected to other district frameworks;

The First Peoples Principals of Learning;

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

West Vancouver’s Mental Health Framework;

- In WV Schools, we aspire to foster resilience, social emotional well-being and positive mental health... Resilience is the ability to recover and adapt to misfortunes and setbacks.”

Ministry of Education and Child Care Core Competencies;

Communication:

- *Profile 1:* Can the student connect and engage with others to share and develop ideas?

Creative and Critical Thinking:

- *Profile 2:* Can the student engage in an inquiry and investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media?

Personal and Social:

- Students who are personally aware and responsible have a sense of personal efficacy and 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 they need it, to find purpose and motivation and act on it, and to advocate for themselves. To what extent has the student developed a sense of social awareness and responsibility?

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1

Sept 2024: Staff Conversation. What broad categories and priorities within those categories will be meaningful for students? Staff determined the following categories; Community and Wellbeing, Inclusion and Equity, SEL, Academic Achievement, 21st Century Learning and “Other”. Then determined, within each category, several subcategories that could be targeted.

Oct – November 2024: Parent Survey on Bulletin, CPAC Meeting. Using the categories above, and two more suggested by staff (First Peoples Principles, Environmental Stewardship) parents ranked categories in order of priority, then commented on the reasons for their choices.

Oct 2024: CPAC Meeting, conversation about FESL process, goal development, and achievement indicators for year one;

- Stakeholders Consulted
- Goal(s) established
- Measurement tools created/established
- Baseline Data taken

Dec 2024: Student Leadership Group Meeting, Grades 5,6 and 7 Student Meeting and Reflection. *What is important to you? What would you like to improve? What do you need to support perseverance overall and in Numeracy instruction specifically?*

Dec 2024: FESL Committee Meeting. Volunteer group of Stakeholders came tother to analyze data from all stakeholder groups, and to determine priorities of all groups to develop goals/subgoals based on needs.

Jan – June: We hope to achieve the following;

- Measurement tools created/established
 - Student Learning Survey and additional school-based questions
 - Classroom Snapshot
 - 2024/205 FSA Data
- Baseline Data taken

Year 2

Year 3

Reflection/Summary of Learning/Next Steps (End of each year))

What are the highlights of your learning journey for this year?

What progress have you made? How do you know this?

What aspects of your plan do you need to refine or adjust?