



CENTRAL OKANAGAN PUBLIC SCHOOLS OVERARCHING GOAL

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

DISTRICT CORE VALUES SHARED BY DRE

- Honesty
- Respect
- Responsibility
- Equity
- Empathy

SCHOOL CONTEXT

Davidson Road is a K-5 elementary school located in the heart of Lake Country, British Columbia. Home to approximately 400 students, we are a school that has a strong and equal focus on the academics, the arts, and sport. A rich and diverse student body populates the Davidson Road community and many of our students possess a wide range of interests and abilities.

Davidson Road Elementary

School Community Student Learning Plan

CENTRAL OKANAGAN PUBLIC SCHOOLS

2023/24

Our Learning Story

Davidson Road Elementary currently is in our second year of a five year learning plan. In the first and transitional year of our plan, we used an inquiry process to identify a common belief in learning and bring focus to our three learning priorities.



Davidson Road Elementary, we believe...

...that learning is an ongoing, personalized journey which takes patience and time. Meaningful learning happens in a safe environment where we can take risks and learn from our mistakes. The journey is supported by collaboration, curiosity, reflection, and our relationships with others.

Our Learning Priorities

Our school learning priorities have three areas of focus: numeracy, literacy, and social emotional learning. Supporting these efforts are the core competencies of the BC Curriculum as well as Indigenous ways of knowing, doing, and being.

Our school takes an inquiry-oriented, evidence-based approach to learning and teaching. Our three learning priorities are guided by these inquiry questions.



Numeracy

NUMERACY

How do we create the conditions for learner agency so that students develop a deeper understanding of numeracy?



Literacy

LITERACY

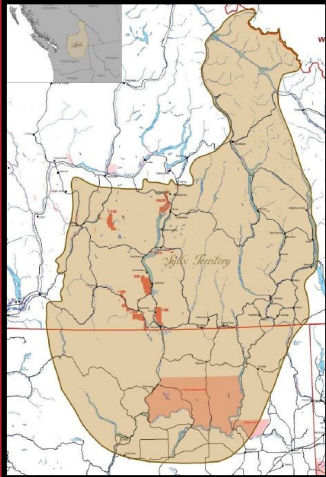
How can we create the conditions for learner agency so that our students can read and write with increased enjoyment, complexity, and depth?



Social Emotional Learning

SOCIAL EMOTIONAL LEARNING

How can we develop our students' self awareness, self-regulation, and willingness to take risks so that they view themselves as lifelong learners who are able to contribute to a positive school culture?



We acknowledge that we are learning together on the unceded Traditional Territory of the Okanagan, Syilx, People.

Reading, writing, and numeracy are crucial foundational skills to a child's present and future academic success.



DAVIDSON ROAD
ELEMENTARY

Social Emotional Learning

PERSONAL & SOCIAL CORE COMPETENCIES

- Teaching students about kindness and how to be a good friend
- Teaching students how to identify and recognize bullying
- Opportunity to reflect on how we can support Truth and Reconciliation
- Sharing and gratitude circles
- Calm place in the classroom – calming chair with fidgets and brain breaks
- Learning growth mindset and goal setting
- Zones of regulation
- Integrated support including: Counsellor, Inclusion Teacher, ARC clinician, Indigenous advocate, RCMP Liaison Officer
- Foster empathy and problem solving skills

SCHOOL CULTURE

- PAC Movie Nights
- Winter Concert Series & Caroling
- School Clubs (Battle of the Books, School Sports, Line Dancing, D&D, Girls Robotics Club, etc.)
- Spirit Days, Harmony Day Activities
- Field Trips
- Davidson's Got Talent
- Community fundraisers (Foodbank, Jump Rope for Heart, Terry Fox Run, Santa Bus)
- Grade 5 Leadership Opportunities & Celebration
- PAC "Break the Rules" Day
- Outdoor learning activities
- Primary Winter Gathering
- Cultural Assemblies

Supporting Numeracy & Literacy

- Access to decodable & good fit reading sources
- Use of phonemic awareness resources such as UFLI and Heggerty
- Inquiry-based learning
- Pedagogical documentation – making student thinking visible
- Loose parts activities & provocation tables
- Collaboration with members of the District Early Learning Team
- Intentional learning in school library
- Using formative and summative assessment to guide and support learning
- Use of math manipulatives to help students learn key concepts in a way that is impactful and long lasting
- Students learning collaboratively and make thinking visible using white boards and technology
- Weave Indigenous ways of knowing and doing into numeracy and literacy activities
- Collaboration with members of the District Instruction Learning Team
- Networking, hosting, and visiting other schools so that educators can learn from each other
- Daily oral reading opportunities

Learner Agency



Learner agency is about connection to self, peers, adults, the community beyond the classroom, and ultimately the world. We can think about agency in relation to four domains: Identity, mastery, belonging, and efficacy (Safir & Dugan, 2021).

Identity

Our students of being, learning, and knowing in the world are valued. We strive to provide learning environments which display inclusion, protection, safety, nurturance, and acceptance.

Belonging

We want our students to be able to say "I see myself, and I am seen and loved here." Developing caring relationships amongst students and staff is key to deeper learning.

Mastery

We seek to create the conditions for our students to explore, construct, reflect, and share their learning. Helping students build upon their knowledge is key.

Efficacy

When students can say, "I can make a difference here," they positively contribute to their school communities. Students have efficacy during project-based learning and when they help their peers and communities.