

School Growth Plan 2026–27

Big White Community School

Principal: Robert (Bo) Macfarlane

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Goal 1: Strengthening Student Writing and Communication

Scanning – What is happening for our learners?

- Students continue to engage in a daily literacy block using multi-grade groupings and differentiated instruction.
- School-wide writing samples indicate growing confidence in written expression, with continued variability in organization, elaboration of ideas, and writing conventions.
- Students are most successful when writing is connected to authentic experiences and audiences.
- Learners demonstrate enthusiasm when given opportunities to share and celebrate their work with peers, families, and the wider community.

Focusing – Where can we make the greatest difference?

- Continue to strengthen idea development and organization in the primary years.
- Enhance sentence fluency, conventions, and revision practices in the intermediate grades.
- Increase student ownership of the writing process through goal setting, self-assessment, and reflection.
- Ensure equitable access to writing supports for diverse learners.

Developing Hunches – What is leading to this situation?

- Students demonstrate stronger growth when instruction includes explicit modeling, guided practice, and timely feedback.
- Opportunities for revision are not always utilized to their fullest potential.

- Learners are more motivated when writing tasks are meaningful, connected to real experiences, and shared with others.

Learning – What do we need to learn more about?

- Effective writing assessment practices using the BC Performance Standards.
- Strategies that support student agency within the writing process.
- High-impact instructional approaches including Writing Workshop, mentor texts, and structured writing frameworks.
- Ways to authentically embed First Peoples Principles of Learning through storytelling and place-based learning.

Taking Action – What will we do?

- Continue a daily literacy block with focused writing instruction and regular opportunities for independent writing.
- Provide explicit mini-lessons on writing craft, sentence fluency, organization, and conventions.
- Expand opportunities for oral language development as a bridge to written expression.
- Implement regular teacher-student conferences and peer feedback opportunities.
- Showcase student writing through seasonal publications, displays, and Writers' Café celebrations.
- Engage in collaborative moderation using BC Performance Standards throughout the school year.

Checking – How will we know we are making progress?

- Collect and review writing samples during the fall, winter, and spring.
- Use classroom-based formative assessment practices to monitor growth.
- Analyze student self-assessments and reflections related to writing goals.
- Review report card proficiency trends and participation in writing celebrations.

- Target: Increase the percentage of students meeting or exceeding grade-level expectations in writing and ensure all students publish multiple pieces of polished writing throughout the year.

Goal 2: Self-Regulation, Belonging, and Well-Being

Scanning – What is happening for our learners?

- Students continue to benefit from a strong outdoor learning environment and a supportive school culture.
- Staff observations indicate that some learners require ongoing support with emotional regulation, problem solving, and peer interactions during less-structured times.
- Students increasingly use regulation strategies when supported by common language and consistent routines.

Focusing – Where can we make the greatest difference?

- Strengthen student capacity to recognize emotions, regulate behaviour, and solve conflicts independently.
- Build consistency in self-regulation practices across all school environments.
- Foster a greater sense of belonging, connection, and psychological safety for all learners.

Developing Hunches – What is leading to this situation?

- Students are more successful when expectations, strategies, and language remain consistent across settings.
- Regular opportunities to practice self-regulation skills improve student confidence and independence.
- Positive relationships with peers, staff, and community members remain foundational to student well-being.

Learning – What do we need to learn more about?

- Continued application of Zones of Regulation principles.

- Trauma-informed and relationship-based practices.
- Self-Reg and resilience-building approaches that support student independence.
- Connections between physical activity, outdoor learning, and emotional regulation.

Taking Action – What will we do?

- Continue daily opportunities for mindfulness, movement, and regulation activities.
- Utilize outdoor experiences including walking, skiing, and nature-based learning to support well-being.
- Maintain a self-regulation space with clearly taught routines and available supports.
- Implement school-wide check-ins, restorative practices, and common regulation language.
- Strengthen family partnerships through ongoing communication and resource sharing.
- Explicitly teach problem-solving and conflict-resolution strategies throughout the year.

Checking – How will we know we are making progress?

- Review behaviour and incident data regularly.
- Monitor student self-reflections related to well-being and regulation.
- Gather staff and family feedback regarding student growth.
- Observe increased use of independent regulation strategies.
- Target: Continued reduction in behavioural incidents while increasing student confidence in identifying and applying effective regulation strategies.

Goal 3: Building Career Readiness Through Core Competencies

Scanning – What is happening for our learners?

- Students continue to participate in authentic, project-based learning opportunities including entrepreneurship and community-focused events.
- Learners demonstrate a growing awareness of the Core Competencies but often require support in describing their growth with specific evidence.

- Communication and collaboration skills continue to be areas of importance for future success.

Focusing – Where can we make the greatest difference?

- Deepen student understanding of Communication and Collaboration competencies.
- Increase student ability to reflect on learning and articulate strengths, challenges, and next steps.
- Connect learning experiences to real-world applications and future opportunities.

Developing Hunches – What is leading to this situation?

- Students develop competency awareness most effectively when reflection is ongoing rather than event-based.
- Authentic projects provide meaningful contexts for practicing communication, teamwork, and leadership skills.
- Clear criteria help students better recognize and describe their growth.

Learning – What do we need to learn more about?

- Effective use of BC Core Competency Profiles and reflective practices.
- Student-friendly assessment tools including single-point rubrics and competency continua.
- Strategies for fostering student voice, leadership, and goal setting.

Taking Action – What will we do?

- Continue competency-based goal setting and reflection throughout the year.
- Co-create success criteria for communication, teamwork, and presentation skills.
- Provide regular opportunities for peer feedback, collaboration, and student-led conferences.
- Participate in inquiry-based projects, entrepreneurial learning, and community showcases.

- Engage families and community members as authentic audiences and feedback partners.
- Highlight student growth through portfolios and competency reflections.

Checking – How will we know we are making progress?

- Compare beginning- and end-of-year competency reflections.
- Review student portfolios and evidence of competency growth.
- Use teacher observations, peer feedback, and self-assessments.
- Gather feedback from community partners and families.
- Target: All students can identify and provide evidence of growth in Communication and Collaboration competencies, with most students demonstrating increasing independence in self-reflection and goal setting.