

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Departure Bay Elementary

Principal: Larry Dean

Our Story/Our Learners

Departure Bay School is a vibrant, inclusive learning community in the Nanaimo Ladysmith Public Schools district. We proudly acknowledge that we learn and work on the traditional territory of the Snuneymuxw First Nation.

We are home to 355 students, organized into 17 divisions, ranging from kindergarten to Grade 7. In addition to our focus on the core subject areas, we emphasize environmental stewardship, outdoor learning, and sustainability – values that are reflected in both our teaching practices and school culture.

- Our students are curious, creative, and compassionate, showing a strong sense of responsibility for each other and the world around them.
- We serve a diverse population, including a significant number of indigenous learners, and we honour indigenous ways of knowing through integrated cultural learning and land-based experiences.
- We have a strong focus on outdoor learning – taking advantage of our local environment.
- We have a wide variety of family backgrounds and languages within our community, bringing rich cultural perspectives to our school.
- We are proud of our commitment to inclusive education, supporting students with diverse abilities through collaboration with families and support staff.
- Our teaching and support staff are dedicated, collaborative, and student-focused, continually working to improve learning outcomes and foster a strong sense of belonging.
- We benefit from engaged families and community partnerships, which helps build a connected, supportive school environment.

At Departure Bay School, learners thrive through connection, curiosity, and care.

What We Notice About Writing:

School-based writing assessments, classroom samples, report card and FSA data, teacher observations, SBT meetings showed that intermediate learners demonstrate strong ideas, but vary in their ability to organize, elaborate, and edit writing.

Intermediate students performing at emerging or developing levels benefit from explicit instruction in voice, conventions, and structure and require continued opportunities to connect writing to identity and lived experiences. Some priority learners continue to experience challenges in demonstrating writing proficiency at the same rate as their peers.

Inconsistent writing skills impact communication of understanding across subject areas. Some learners lack confidence and stamina in writing tasks and priority learners may experience barriers in communicating their thinking through writing.

This matters because strong writing skills are foundational to student success and are directly connected to communication and thinking core competencies. Developing voice and identity in writing supports inclusive and equitable learning environments. A continued focus on priority learners will improve achievement for students who have been historically underserved.

What We Notice About Social-Emotional Learning:

Formal behaviour tracking data, student learning surveys, staff observations, classroom experiences, and SBT Meeting Data indicate that there is an increase in the number of students having difficulty with self-regulation and decision-making. Many students experience challenges with perseverance and peer interactions. Many students benefit from explicit teaching of coping strategies and resilience. Some priority learners require additional support to develop self-regulation, emotional awareness, and positive decision-making skills. Dysregulation impacts learning, relationships, and classroom participation. Our priority learners often experience increased barriers to engagement, belonging, and academic success when social-emotional needs are not adequately supported.

This matters because social-emotional development is essential for learning, well-being, and belonging. Supporting regulation and resilience aligns with NLPS priorities around creating safe, caring, and inclusive schools. Also, ensuring responsive and proactive support for priority populations strengthens belonging, and improves access to learning opportunities.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027, intermediate students at emerging and developing levels will demonstrate measurable growth in writing (voice, organization, conventions, and stamina) while authentically expressing their identities, perspectives, and experiences.

This supports NLPS focus on literacy, equity, and student success and strengthens Core Competencies: Communication, Thinking, Personal and Social.

Implementation Plan:

School-based Action	Strategy Type
Use co-developed (school based) and district-created common writing criteria.	Universal
Regular co-assessment of writing samples.	Universal
Targeted small-group writing support, including priority population learners.	Targeted
Identity-based and authentic writing opportunities.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Writing samples using common rubric	Fall, Spring
Report card data, FSA Data, CFA-W	Each term
Progress monitoring for priority learners	Ongoing

Ongoing Engagement:

We will collaborate and engage with these partners to gain information to help develop our plan and reflect:

- Students - Check-ins, reflection - Improved awareness of emotions
- Staff - Collaboration – Consistency across classrooms
- Families - Communication - Reinforcement at home
- Community/Indigenous partners – Consultation & Culturally responsive SEL practice

School Goal #2

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By June 2027, all students will demonstrate increased ability to self-regulate, make positive decisions, and demonstrate resilience when faced with challenges. Priority learners will continue to be specifically monitored and supported through targeted interventions to ensure growth and connectedness. This supports NLPS commitment to wellness, equity, and inclusion.

Implementation Plan:

School-based Action	Strategy Type
School-wide SEL framework (common language) and school-based pro-d on SEL (Admin, Staff, Pro-D Committee)	Universal
Regular SEL instruction - zones, Open Parachute, Student Wellness Guide (Teachers)	Universal
Targeted regulation support plans	Targeted
Identify priority learners through behaviour, attendance, and student support data and provide responsive interventions (Student Support Team)	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Behaviour and incident data	Ongoing, SBT Meetings
Student self-assessments	Each term
Classroom participation and engagement in learning	Ongoing

Ongoing Engagement:

We will collaborate and engage with these partners to gain information to help develop our plan and reflect:

- Students - Check-ins, reflection - Improved awareness of emotions
- Staff - Collaboration - Consistency across classrooms
- Families - Communication - Reinforcement at home
- Community/Indigenous partners- Consultation- Culturally responsive SEL practice