

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Gabriola Elementary

Principal: Marc Daneault

Our Story/Our Learners

Gabriola Elementary School is school district 68's only Gulf Island school. It is comprised of 145 students, 8 classroom teachers, 1 IST, 1 p/t Counselor and 1 p/t Child Youth and Family Careworker as well as 4 EA's.

Among our 145 students, 11 hold Ministry designations and 8 who identify as Indigenous. We have 3 students in Ministry care. Every morning many students eat at our Breakfast Café and daily, our provided snack bins are eaten until empty. For the last 3 years, we have participated in NETPEA with the following teams: Football, Volleyball, Basketball, Cross Country, Ultimate and Track and Field.

Our staff is committed to both a growth mindset and a holistic approach to learning. Learning opportunities take place both in the classroom and outside in the form of weekly nature walks, gardening across the street at "The Commons" and in field trips to places beyond Gabriola Island.

We believe a welcoming, safe environment is essential for learning. We strive to make sure every child feels a strong sense of belonging. Our satellite data shows our students to be doing well, when compared against district averages, in Literacy and Math.

Based on the June report card marks, the following themes are apparent: Our students across the grades do compare favorably against the rest of the district in the areas of Reading and Writing and Math. Based on FSA scores, our students compare equally against the district in Literacy and Math. Our report card data and FSA results show that a greater number of our students are Proficient in Language Arts than in Numeracy.

2024-2025 report card data as well as Informal Data has led our staff to choose Numeracy as an area of focus. Teachers in intermediate grades have reported regularly hearing negative comments made by the students and witnessing a lack of engagement among students in the Intermediate grades.

Although GES fared comparably with the district average in Numeracy, we showed less success in Numeracy than in Language Arts. It is noted that many students in Grades 4-7 demonstrated a lack of growth mindset towards math, struggled with computational fluency and expressed a dislike towards math.

Students in Grade 4-6 are primarily in the Developing/Proficient range but of particular concern is the general attitude towards math demonstrated by the students of Grades 4-7. Between grades 4-7 (and further grades 8-12), the Numeracy concepts presented in the curriculum grow in complexity and difficulty, so a strong foundation in computational fluency coupled with a positive attitude and growth mindset towards Math is essential.

Field trip destinations from 2025/2026 school year/Transportation bookings show that Gabriola Elementary students did not visit any sites on Gabriola Island to engage in Place Based Learning. Approximately, 90% of the field trips taken by classes on Gabriola involved going to sites in Nanaimo. Only one class took a field trip on Gabriola and that was to do a beach garbage clean-up, not engage in a learning. They are not experiencing deeper learnings about the place they live in (history, geological processes, Indigenous history etc...) Further, they lose instructional hours when commuting only to field trip destinations on the main island. Any field trip to Nanaimo requires over an hour spent on ferries and buses. First People's Principle's of Learning states that learning is holistic, focused on connectedness and a sense of place. To align with this, students on Gabriola would be better served to visit, connect with and learn about places on Gabriola Island.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase numeracy success rates for all.

Focused Improvement Goal:

May 2027

-Improvement in attitude in Math among Gr. 4-7 students: self-talk, confidence, engagement, perseverance.
As well as improved computational fluency.
This will support the district goal of improving Numeracy.

Implementation Plan:

School-based Action	Strategy Type
Establishment of a "Math Studio" room	Universal
Gr. 4-7 teachers will establish a routine of visiting the Math Studio with their classes during their week	Universal
Students in "Emerging" will focus on building grade level fluency through visits to the Math studio with EA, beyond the classroom visits to the Math Studio.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
-Student Survey (either paper based or Google Form) to gauge attitude towards Math	-September, December, March, June
-Computational Fluency Assessment (simple) for Gr. 4-7	-Given in October, and re-given in May

Ongoing Engagement:

-PAC -gather informal feedback about student response to Math Studio

School Goal #2

Board Goal:

Truth and Reconciliation

Board Objective:

Create and share district-wide, Syeyutsus Principles of Teaching & Learning.

Focused Improvement Goal:

By June 2027 students will have strongly increased the number of Gabriola-based field trips for the students of GES. This aligns with district strategic priority of Truth and Reconciliation through implementing the First People's Principles of Learning.

Implementation Plan:

School-based Action	Strategy Type
-Each class will make 4 local field trips on Gabriola Island between Sept and June during the 2026-2027 school year. This number was chosen by the teachers. 2 will be connected to Indigenous learning.	Universal
-Over the course of the year, information will be collected to create a "Local Field Trip Guide" to be used by teachers next year and in the future. We intend to share this with the other schools of the district once it is complete.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Principal observation when approving field trips. Will be keeping a checklist to record that teachers are meeting their collectively chosen goal.	Ongoing. Beginning in September 2026.
A student survey at beginning and end of year to check their general knowledge/connectedness to local places.	September/October 2026. May/June 2027

Ongoing Engagement:

Community Partners-we will reach out to them for guidance on places to visit, perhaps they can guide us.

Indigenous Partners-we will ask them for insight into places to visit and how to do so respectfully.