

School Name:	Georgia Park Elementary- most recent update: May 18, 2026
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Section 1 – Our Context

Georgia Park is an elementary school in Campell River. It has just under 300 students in grades K-5 and feeds into Southgate Middle School. Approximately 70 students identify as indigenous with 17 of these students living at χ^wεmaƙ^wu. The school was built in 1996 and services a diversity of families from the surrounding neighborhood and the χ^wεmaƙ^wu community. Students are proud to be a part of Georgia Park.

Section 2 – School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in <i>Evolving for Tomorrow / Student-Centred Learning Environments – Focus on Social Emotional Learning to help students be ready to learn.</i>		
Part 1: What would we observe students doing and demonstrating?	S1	Students use strategies and tools for self-regulation.
	S2	Students are engaged learners, asking questions, sharing thinking, and collaborating.
	S3	Students show empathy, problem-solving, and perspective-taking.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Model and teach mindfulness practices for managing emotions. *Use a "calm corners" with tools like fidget toys or noise-canceling headphones. *Implement regular check-ins for students to identify and express their current emotions and discuss coping strategies.
	E2	*Use open-ended questions to encourage student voice. *Facilitate collaborative group work and partner activities. *Support student-led activities and choice-based projects to foster curiosity.
	E3	*Use role-playing to help students experience different viewpoints. *Read and discuss stories that showcase diverse perspectives.

		*Teach active listening skills to reinforce understanding others' viewpoints.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	<p>**Emotion Check-Ins**: Complete a regular check-in using a “feelings chart” and record chosen self-regulation strategies.</p> <ul style="list-style-type: none"> - **Calm Corner Usage**: Independently use self-regulation tools when needed, with observation of frequency and effectiveness. - **Role-Playing Scenarios**: Practice self-regulation strategies in role-playing situations.
	T2	<ul style="list-style-type: none"> - **Question Logs**: Maintain a log of questions asked during discussions or activities. - **Group Collaboration Projects**: Demonstrate participation, collaboration, and active listening in group tasks. - **Reflection Journals**: Record learning reflections, including insights and future curiosities.
	T3	<ul style="list-style-type: none"> - **Perspective Journals**: Reflect on how others might feel and suggest supportive actions after reading or discussing scenarios. - **Conflict Resolution Role-Play**: Demonstrate empathy and problem-solving in role-play scenarios. - **Listening and Feedback Exercises**: Actively listen and respond thoughtfully to peers in paired or group activities.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	<ul style="list-style-type: none"> • Professional Development on SEL Techniques: Organize workshops and training sessions on mindfulness, self-regulation strategies, and using calm corners. Provide resources for implementing these practices effectively in the classroom. • Create Self-Regulation Toolkits: Provide classrooms with toolkits containing self-regulation materials (e.g., fidget toys, noise-canceling headphones, mood meters) and guide staff on how to use them. • Model and Encourage Reflective Practices: During staff meetings, introduce brief mindfulness or reflection activities to model the importance of self-regulation and demonstrate the impact on focus and calm.
	L2	<ul style="list-style-type: none"> • Foster a Collaborative Culture: Encourage collaboration by providing time for staff to plan open-ended and inquiry-based lessons. Allow for cross-grade partnerships so educators can share successful engagement strategies.

		<ul style="list-style-type: none"> • Celebrate Student Voice Initiatives: Showcase examples of student-led projects or reflections during staff meetings, emphasizing the importance of encouraging curiosity and engagement. • Provide Resources for Student Reflection: Supply journals, logs, and question charts for students, along with training for teachers on how to integrate reflective journaling and student choice into their lessons.
	L3	<ul style="list-style-type: none"> • Training on Perspective-Taking and Conflict Resolution: Offer professional development sessions on empathy-building and conflict resolution, providing tools for implementing role-playing and empathy exercises. • Diverse Story and Media Resources: Provide classrooms with books and media that showcase diverse perspectives and cultures, allowing teachers to facilitate discussions on empathy and understanding. • Create a Peer Mentorship Program: Implement a peer mentorship or buddy system, where older students can mentor younger students, allowing staff to reinforce empathy, listening skills, and collaborative problem-solving across grades.

Optional: Bracketing Our Work – Our Leadership Impact Statement

“If we...(insert leadership team actions, professional learning actions, calendar, timelines)...

<ul style="list-style-type: none"> • Click or tap here to enter text. • Click or tap here to enter text.
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Then we will observe...

<ul style="list-style-type: none"> • Click or tap here to enter text. • Click or tap here to enter text.
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Educators (leading indicators):

<ul style="list-style-type: none"> • Click or tap here to enter text. • Click or tap here to enter text.
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Tasks/Assessments (leading indicators):

<ul style="list-style-type: none"> • Click or tap here to enter text. • Click or tap here to enter text.
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Students (lagging indicators):

- Click or tap here to enter text.
- Click or tap here to enter text.

And our data/evidence (lagging indicators) will show...”

- Click or tap here to enter text.
- Click or tap here to enter text.

Goal # 1 – Long Term Planning – Monthly Highlights/Syllabus

August:	Professional development day – curriculum mapping with Rachel Frederiech	February:	Jigsaw activity on chapter reviews of Redefining Student Accountability on pro-d day. (2025) Teacher self-directed pro-d mostly occurred in 2026. Some teachers worked together on ELA Learning Progressions (2026)
September:	Click or tap here to enter text.	March:	Identified items teachers would like to have access to in order to help create a calm area in their classroom. Attempt to place order before the break. (2025) Pro-D Day discussion on where we are around our 13 moons learning within each classroom and debrief of morning messages from our Jody Wilson Raybould and Carolyn Robertson. (2025)
October:	Click or tap here to enter text.	April:	Click or tap here to enter text.
November:	Shared out things that were working and areas where we needed ideas at the staff meeting- great sharing and learning.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	Click or tap here to enter text.
January:	Click or tap here to enter text.	July:	Click or tap here to enter text.

Maintaining Momentum – Our Ongoing Check-In/Reflection Plan

In order to ensure we are moving forward, and our staff is receiving the support they need, we will make ongoing staff learning visible by doing the following. **Note:** *What are your checkpoints? What protocols will you use to ensure that the staff is moving forward? This is an opportunity to outline when you will check-on with teams, protocols you will use (i.e., 4S Heat Check, or others), peer learning partners/triads you will set up and how often you will check in)*

Click or tap here to enter text.

Our Internal, School-Based Celebrations of Impact Date(s): Click or tap here to enter text.

Link to learning log(s): Click or tap here to enter text.

Our District Celebration of Impact Date: Click or tap here to enter text.

School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in Honouring Indigenous Worldviews and Perspectives – Focus on Implementing First People’s Principles of Learning.		
Part 1: What would we observe students doing and demonstrating?	S1	Students understand that learning requires patience and time.
	S2	Students recognize the consequences of their actions.
	S3	Students understand that learning is embedded in memory, history, and story.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	<ul style="list-style-type: none"> - Model patience by allowing time for exploration and completion without rushing. - Encourage regular reflection on the learning process to appreciate gradual progress. - Set incremental goals for tasks and celebrate each step.
	E2	<ul style="list-style-type: none"> - Share stories and examples that illustrate how choices impact outcomes. - Emphasize accountability during group activities by assigning responsibilities. - Facilitate reflection sessions where students analyze decisions made during activities.
	E3	<ul style="list-style-type: none"> - Use storytelling to link lessons to memory and narrative. - Involve community members or elders to share cultural or historical stories. - Encourage students to share their own stories, fostering respect for diverse experiences.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	<ul style="list-style-type: none"> - **Long-Term Projects**: Work on a multi-step project over several weeks, observing changes and building on learning. - **Reflective Journals on Progress**: Complete weekly reflections on learning progress, noting patience and persistence. - **Mindfulness or Reflection Sessions**: Participate in mindfulness practices and reflect on the role of patience in learning.
	T2	<ul style="list-style-type: none"> - **Group Responsibility Tasks**: Fulfill assigned role in group work and reflect on the impact of contributions. - **Cause and Effect Exercises**: Engage in activities exploring cause and effect, discussing individual and group outcomes.

		<p>- Decision-Making Reflections: Reflect on personal decisions and their impact during or after activities.</p>
	T3	<p>- Storytelling Circles: Participate in storytelling activities to share or listen to stories with meaningful lessons.</p> <p>- Interviews with Elders or Community Members: Engage in an interview with a family or community member and reflect on the shared story.</p> <p>- Personal and Cultural Story Journals: Record and reflect on personal or family stories, connecting experiences to broader learning themes.</p>
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	<ul style="list-style-type: none"> • Promote a Culture of Growth: Emphasize the importance of process over product in school messaging, encouraging staff to celebrate student growth and learning milestones rather than just final outcomes. • Allocate Time for Long-Term Projects: Design schedules that allow for ongoing projects without rigid time constraints, giving teachers and students the flexibility to work patiently through learning tasks. • Encourage Staff Reflection: Model patience in professional development, providing staff time for reflection on their own growth as educators and emphasizing the importance of a gradual approach to skill development.
	L2	<ul style="list-style-type: none"> • Implement Restorative Practices Training: Offer training on restorative justice and conflict resolution to help staff facilitate discussions that address actions and consequences in a constructive way. • Create a School-Wide Accountability Framework: Develop clear expectations for positive behaviors and consequences that align with the school's values, encouraging staff to help students understand the impact of their choices. • Promote Reflection on Actions in Staff Meetings: Incorporate reflective exercises on decision-making in staff meetings, encouraging teachers to consider how they might help students learn from their choices.
	L3	<ul style="list-style-type: none"> • Incorporate Storytelling Workshops: Bring in Indigenous elders or storytellers for staff training sessions to model storytelling as a learning tool, helping teachers understand its value and impact. • Support Community Connections: Arrange partnerships with local Indigenous communities or cultural organizations, allowing teachers to

	<p>bring in guest speakers or organize field trips that connect students to community memory and history.</p> <ul style="list-style-type: none">• Encourage Staff to Share Their Own Stories: Foster a culture of openness by inviting staff to share meaningful stories or personal histories at meetings, emphasizing the power of storytelling as a way to build community and learning.
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Goal # 2 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	Click or tap here to enter text.	March:	Click or tap here to enter text.
October:	Click or tap here to enter text.	April:	Professional Development Session focused on the knowledge of our local area. Trip to Quadra with staff to learn about the local area and participate in a walk with Luna and Jeanette as they discuss knowledge about plants and local historical sites.
November:	Introduction of the 13 Moons at each assembly.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	Indigenous Day Celebration
January:	Indigenous Focused Pro D Day- Morning for keynote (This Place is Who We Are) and afternoon at Homalco. We learned from Janette Armstrong and Luna about ancient pictographs and medicinal plants as evidence of Coast Salish habitation of these lands pre-contact.	July:	Click or tap here to enter text.

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Regular item for discussion during Staff Meetings.
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School Goals/Observables/Action Plans

School-Wide Observable Vision for Success in : Student-Centred Learning Environments : Students will engage and create authentic pieces of writing.		
Part 1: What would we observe students doing and demonstrating?	S1	Students will be excited to write.
	S2	Students will ask questions about their writing.
	S3	Students will take pride in the process to produce a finished copy.
Part 2: What would Educators be doing and demonstrating to make this happen for each student?	E1	Educators will engage in collaborative planning to find/ create authentic writing opportunities for students (ie- pen pals, school newsletter, etc)
	E2	Educators will engage in professional development in writing (with district leaders and provincially)
	E3	Click or tap here to enter text.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	School-wide/ district wide write.
	T2	Writing contests.
	T3	School newspaper.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Administrators will work with teachers on the creation and promotion of authentic writing tasks. For example- writing contest "If I were principal for a day."
	L2	Use second staff meetings to collaborate and share successes/ stretches.

	L3	Click or tap here to enter text.
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Goal # 3 – Long Term Planning – Monthly Highlights/Syllabus

August:	Click or tap here to enter text.	February:	Click or tap here to enter text.
September:	School wide write- “All about me”	March:	Establishment of this draft goal using evidence from our SWW.
October:	Click or tap here to enter text.	April:	Principal for the Day writing contest open to all grades.
November:	Click or tap here to enter text.	May:	Click or tap here to enter text.
December:	Click or tap here to enter text.	June:	School wide write – “My Favourite thing to do in summer”
January:	School wide write- “My perfect day”	July:	Click or tap here to enter text.

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