

Scanning

Numeracy

Our data indicates several areas of concern in numeracy achievement:

- There is a significant decline in numeracy proficiency between Grade 4 and Grade 7, with proficiency rates decreasing by approximately 20%.
- A proficiency gap exists between Indigenous and non-Indigenous learners in both Grade 4 and Grade 7. This gap widens over time, increasing from 13% in Grade 4 to 20% in Grade 7.
- School-based numeracy screening data suggests that many students are lacking foundational mathematical skills necessary for future success.
- Teachers across all grade levels report that students are demonstrating gaps in basic numeracy skills and concepts.

Social-Emotional Learning

Data from the Student Learning Survey (SLS) and Middle Years Development Instrument (MDI) suggests that many students are experiencing challenges in demonstrating the core competencies:

- 59% of students report that students at their school treat one another with respect.
- 60% of students report having strategies they can use to help themselves feel better when they are stressed.
- 60% of students report that they continue to persevere when faced with difficult tasks.

These results indicate opportunities to strengthen and understand barriers to students' self-regulation, resilience, and relationship skills.

Inclusion

Achievement data for students with designations indicates that they are not yet achieving at the levels we aspire to see:

- 29% of designated students are demonstrating proficiency in numeracy.
- 9% of designated students are demonstrating proficiency in literacy.

This data highlights the need to strengthen inclusive practices and targeted supports to improve outcomes for all learners.

Focusing

Numeracy:

How might a consistent school-wide numeracy framework improve foundational skills and learner achievement?

SEL:

How might increasing opportunities for student voice strengthen students' sense of belonging and connection to school?

Inclusion

How might building staff capacity to support self-regulation improve learning outcomes for designated learners?



2026-2027

Taking Action

Developing a Hunch

Numeracy

We believe that inconsistent instructional approaches and resources may be contributing to gaps in student learning.

- We do not currently have a consistent, school-wide numeracy resource or instructional framework.
- As a result, there is limited alignment in mathematical language, instructional practices, and scope and sequence across grade levels.
- This lack of cohesion may be creating gaps in students' foundational knowledge and contributing to the decline in proficiency observed as students progress through the grades.

Social-Emotional Learning

We believe that limited opportunities for student voice and inconsistent integration of the Core Competencies may be impacting students' social-emotional growth.

- We do not have a consistent structure for gathering and responding to student voice, which may result in decisions being based on adult assumptions rather than student experiences and perspectives.
- The Core Competencies are not consistently embedded across classrooms and school-wide experiences, which may limit opportunities for students to intentionally develop self-awareness, self-regulation, perseverance, and relationship skills.

Inclusion

We believe that staff would benefit from increased knowledge, tools, and confidence to support the diverse needs of designated learners.

- At times, staff might not have sufficient training, strategies, or resources to effectively support designated students.

Checking

Learning

- We need to strengthen our collective understanding of inclusive practices and provide access to evidence-informed tools and supports.
- Building staff capacity in this area will help ensure designated students have equitable opportunities to engage, learn, and achieve success.