

# Saturna Elementary Growth Plan 2025/2026



## Our School

Saturna School (Elementary Program) serves 9 students in grades 2-5 with a capacity for grades K-5. The school is also comprised of an alternative Secondary program, Saturna Ecological Education Centre (SEEC). SEEC equips students in grades 10–12 with ecological literacy to solve real-world problems and build community. Open to SD64 and students across B.C., it fosters independence and a strong sense of place. The school also houses Saturna Strong Start, a 2 day per week offering for local families to build foundational skills to prepare their little ones for formal education.

The facility boasts extensive outdoor spaces including a playground for younger and older students, field, covered outdoor classroom, pickleball and tennis court with basketball hoops, and a large school garden with an intentional learning space.

Saturna School is a *little school with a lotta heart!* We value connection, community, educational equity, engagement, experiential learning, ecological exploration, physical and nutritional health, and collaboration in setting our learning goals.

## Our Story

Saturna Island School is characterized by its multi-age learning environment. Students connect with each other in a variety of programs and learning opportunities. Elementary students are the bridge in our learning community, partnering with SEEC students as younger buddies and with Strong Start participants as older buddies in shared activities.

As islanders, we hold a deep connection to Saturna. Families and staff are proud of their shared experience and history, demonstrating pride in place and creating a community of inclusion for new comers. This is mirrored in the school environment where collaboration between staff, students, and community members helps to shape the themes, events, and projects explored throughout the year.

This year, Saturna Elementary is proud to be designated a Wild School. With a deep-rooted connection to the land at the heart of our identity, this recognition strengthens our commitment to outdoor, experiential learning.

# Goal Statement

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**INQUIRY QUESTION:** *How can we create an equitable school culture that fosters care for self, community and land?*

In 2025/26, our goal is to build students' confidence and skills—both academically and socially—through intentional instruction, practice, and reflection. Guided by the Four Cs of Care, Curiosity, Compassion, and Community, we aim to nurture learners to BE and BECOME curious, capable, confident, and connected.

**GOAL:** *All students can articulate their commitment to self, community and the land with curiosity, care and compassion through their actions and reflective presentations.*

**CONNECTIONS TO:**

**Curriculum:** *Science, Language Arts and Physical and Health Education*

**Core Competencies:** *Critical and Reflective Thinking; Personal and Social Competencies*

**FESL:** *Human, Social and Career Development*

**Gulf Island School District Strategic Plan:** *Relationships and Belonging; Truth, Reparations and Restoration, Integrity and Responsibility*

**Enhancement Agreement Connections (2020-2025):** *Belonging, Culture, Community, Success*

# Areas of Strength/Growth

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**Based on our Spring data from the Equity Tool, we have determined the following:**

- Reading is an area of strength, with most students On Track, as Proficient or Extending
- Writing and Numeracy are areas for growth
- Writing will be addressed through strategic lessons connected to journal writing and real world application
- Number sense and calculations will be a focus in routine Number Talks next year.

**Additionally, and anecdotally, we:**

- demonstrate strength in observation and problem-solving skills
- are strong in our sense of community and collaboration
- enjoy opportunities to create story, perform and play act
- are service oriented
- prefer experiential learning outdoors
- are growing in our ability to demonstrate, communicate, or present our ideas constructively

# Focusing Direction

**SATURNA  
ELEMENTARY  
SCHOOL  
2025/2026**

**9 STUDENTS**

**A DIVERSE  
LEARNING COMMUNITY  
OF GR 2-5 STUDENTS**


**0% INDIGENOUS  
ANCESTRY**

**3 STAFF**


AT SATURNA, we are working to support our students to **BE** and **BECOME** what they hope to be: **Curious, Confident, Capable** and **Connected** to each other and the land.

**INQUIRY QUESTION:**  
*How can we create an equitable school culture that fosters care for self, community and land?*


**Compassion**




**Care**



**Curiosity**



**Community**



**GOALS:** All students can articulate their commitment to self, community and the land with curiosity, care and compassion through their actions and reflective presentations.

**Measures of Growth:** Dramatic, Digital, and Storytelling Presentations; Journaling; Podcasting; Hosting and Volunteering; student and community feedback.

**Relationships and Belonging**

**ACTIONS:**

- Support students in feeling safe, welcome and connected
- Explicitly teach strategies supporting students' SEL, decision making; and problem solving
- Implement inclusive practices for all
- Differentiate for diverse learners

**Truths, Reparation & Restoration**

**ACTIONS:**

- Incorporating Indigenous ways of knowing and being in teaching and assessment practices through the FPPL and Outside Learning
- Connecting with elders and knowledge keepers on Saturna and surrounding communities
- Learning together: SENĆOTEN and Hul'qumi'um'
- Connecting students with the land

**An Ethic of Learning**

**ACTIONS:**

- Nurture curiosity by engaging students in deeper learning, hands-on experiences, and inquiry projects
- Engage in student collaboration and discussion to co-create themes and activities for deeper learning
- Provide regular opportunities for student reflection: journal, circle, class discussion, etc
- Continue to provide opportunities for learning in community and with various education partners

**Integrity and Responsibility**

**ACTIONS:**

- Engage in ongoing reflective pedagogy through weekly conversations with education and community partners
- set deeper learning intentions with community partners
- Engage in professional development related to Literacy, Numeracy and Outdoor Learning
- Engage in Compassionate Systems practices including *Aspiration Awareness, Ladder of Inference* and *Social Generative Fields*

## Process for Reviewing/Revising/Determining

In 2025/2026, we will increase usage of the Equity Tool to record concerns and successes as well as strategies for supporting students. Staff will continue to engage in robust conversations with our learning support teams, including the Provincial Support Outreach Team. We will continue to implement Dibels and Numeracy assessment tools as we strategically support student growth.

## Associated Actions

To foster reflective skills and students' abilities to present their thinking we will:

- differentiate through small group and individualized lessons
- co-develop criteria for the 4 C's- what does it look like? sound like? feel like to be caring, curious and compassionate?
- conduct student surveys reflective of the 4 C's, three times a year (Fall, Winter, Spring)
- support students in setting personal academic and social emotional goals through individual student generated profiles (S. Moore Seed Packets)
- support students in self-reflecting using the Core Competencies

## Staff / Shared Work

**In the classroom, staff will support students in developing reflective skills by:**

- creating a culture of care and belonging through inclusive class practices.
- explicitly teaching strategies supporting students critical thinking and self-reflection skills
- promoting student reflection through journal writing, and alternate modes of representation
- promoting the reciprocity of feedback by inviting students to share: *What's working? What's not? What's next?*

**School-wide, staff will work together to support students in developing their reflection skills by:**

- creating a culture of care and belonging through inclusive activities and events.
- establishing a shared understanding of related concepts (e.g. Care, Curiosity, Compassion, and Community) by engaging students in the process of *Aspiration Awareness*.
- engaging in ongoing reflective pedagogy through monthly staff meetings.
- enlisting student voice through school wide survey.

# Deeper Learning



**To Lead/Perform This Work, Staff Will Need to:**

- explore place- based opportunities for outdoor learning
- create a culture within the classroom and beyond that supports students in feeling a sense of belonging and connectedness
- understand and apply the strategy, *Aspiration Awareness*, in developing a shared understanding of Care, Curiosity, Compassion, and Community
- ground assessment practices in the Learning Pathways of the BC Curriculum

**Skills We Will Foster in Students:**

- daily review of prior learning to reinforce understanding of learning outcomes
- developing a growth mindset in reviewing and critiquing work
- peer assessment and self-assessment skills

# Accountability



**Success Criteria**

**We will use the following data to help assess our progress:**

- Core Competency self-reflections
- Co-developed criteria for the 4 C's using *Aspiration Awareness*
- Anecdotal observation of students self-regulating and interacting in respectful and responsible ways.
- Informal conversations
- Feedback through student journal writing.

- Check-in with staff at the end of the day.