



Davis Bay Elementary

GROWTH PLAN



Principal Jean Janzen

2024-2025 School Year

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Davis Bay Elementary School Growth Plan

School Year: 2024-25

School Demographics

- 197 students (as of January 31, 2025)
- 9 divisions in grades K-7
 - Four divisions form the basis of the Nature Education for Sustainable Todays and Tomorrows Program (NEST) including: a grade K/1, grade 2/3, grade 4/5, and a grade 6/7 class.
 - Five divisions make up the Davis Bay Environmental/Naturalist classes (DEN) which consist of: a grade K/1, grade 2/3, grade 3/4, grade 5/6 and a grade 6/7 class.
- At DBES we believe that all DBES students benefit from Experiential/Nature-Based learning and that lessons from the natural world are important and necessary in the current global climate. While we operate two programs, we also actively work to integrate students from both programs. For example, this year our Grade 6/7 Music, ADST and PE classes are combined by grade and are comprised of both NEST and DEN students. Clubs and athletic programs are also opportunities for NEST and DEN students to collaborate.
- 27 students have Indigenous ancestry
- 8 students are English Language Learners (ELL)
- 46 students have specific identifications for which individual education plans have been created to meet their unique learning needs
- Students attending DBES are diverse. We have students whose families come from Australia, China, Iran, Korea, Mexico, Nigeria, Philippines, South Africa, United Arab Emirates, United Kingdom, and the United States.
- The school has enjoyed a long tradition of solid academic performance as indicated by provincial and classroom assessments. The acquisition of solid reading skills, complimented by skills in the areas of writing and oral language provide DBES students with a balanced literacy foundation to support them in their future success.
- Several of the staff members at DBES hold specialized training for Nature-Based programming and have presented at conferences and/or been recognized for their expertise.
- We also have a strong group of community volunteers who support our programming with a vast array of knowledge and skills.



Community Context

At Davis Bay Elementary School we acknowledge with respect and gratitude the unceded lands and waters of the swiya of the shíshálh Nation where we learn, collaborate, and journey together. We are grateful for the incredible beauty and richness of the land whereupon DBES is situated and for the ancestors who have come before us and all those who will come after us. We promise to do our best to minimize harm and to develop habits, skills, and knowledge that will support a healthy future for all.

Nature-Based learning is a central value to the DBES community. While our NEST program is rooted in Nature-Based learning, the DEN also embraces outdoor learning.

We are fortunate to have a 1500 square foot Greenhouse where each class can grow and harvest food. With the help of our school Greenhouse Team, our Community School Co-ordinator, and our amazing Community Volunteers, we harvest food for the school, the local food bank, and the Davis Bay Farmers Market.

This year we hosted a Community Garden Networking Session and a Regional Seed Sharing Event and will again be ending the year with our annual Spring Harvest Festival which is a whole-school and community-wide event.

Trends

- While our literacy achievement levels have remained strong, there are indicators that the level of student achievement for senior students in numeracy may be trending downwards. We believe this may be due to the ongoing impact of the pandemic.
- Focussing on the Core Competencies, we are looking to new Student Voice initiatives this year that will help us measure growth and change over time.
- We have observed at DBES that students have a strong connection to playing in the natural world and living in a predominantly low-tech environment. Although our students have access to a wealth of digital devices and opportunities to expand their online and digital skills with a focus on Nature-Based learning, there is a natural deepening of connections between individuals and with nature that supports deep learning and opportunities for developing intra- and inter-personal skills.

Strengths

- Students at DBES have demonstrated a strong ability to read and write, and a natural desire to connect.
- The intrinsically Experiential Hands-On approach of DBES programming and the Nature-Based learning it is known for create a strong foundation for students. We



tend to make strong connections to Authentic Real-World learning and are leaders in creating Flexible Learning Environments.

- With a strong staff who are committed to improving their practice and a highly involved community who regularly volunteer to work with students, we are fortunate to benefit from a wide base of expertise and intergenerational support.
- Sports at the school include Cross Country Running, Volleyball, Basketball, Track & Field, Ultimate Frisbee, Mountain Biking, and Badminton.
- Clubs at the school include Arts & Craft (Intermediate & Primary), Chess, Leadership, Announcements, Garden, Book, Dungeons and Dragons, Lunch Monitors, Primary Sports, SOGI and Band.
- All students have access to the Greenhouse and garden beds which grow food for the school and community and include activities for all school classes and a variety of community volunteers.
- Our reading program is supported by volunteer readers.
- We offer animal therapy and animals in the classroom as needed.
- Kindergarten and Grade 7 students are supported through transition opportunities.
- We offer through Community Schools: breakfast club, snack and lunch trays.
- Students enjoy buddy classes fostering mixed peer relationships and increased communication skills.
- Parent and community volunteers present weekly to students on particular topics and teach hands-on skills in a program we call 'Swirls'.
- Our TETT teacher supports staff and students with technology learning and support.
- Teachers involved in LSAs collaborate with fellow professionals (i.e. Environmental, Inclusion, Garden) and work with the Inspiring Leaders Program.
- Some of our teachers are participating in the UBC literacy and AI initiative.
- We are currently a pilot school in the Early Learning Profiles (ELP) program.
- We have an Intermediate and Primary music program with spring and winter concerts for the community.
- Two Indigenous support teachers visit with students weekly.
- An ELL support teacher and other professionals (SLP, PT, OT) work with students on a weekly or as needed basis.
- We have a new playground with features supporting the development of risk assessment and gross and fine motor skills.

Stretches (Areas for Growth)

- Through assessments such as the Foundation Skills Assessment (FSA), a trend towards slower growth and development in the intermediate grades in Numeracy and mathematical thinking has been observed. This has impacted students



overall learning in which the gap has been growing wider through the intermediate years which also may be impacting the Core Competencies.

- Through consultations with staff, parents/caregivers, and students a need for increased socio-emotional learning to form habits that support the mental health and well-being of students and their ability to communicate their needs and wants has emerged.
- Through the Parent/Caregiver Strategic Plan survey, some parents and caregivers expressed a desire to see higher motivation and curiosity for learning from students.

Reflections on Past Initiatives

Last year the school created goals for DBES using the Core Competencies specifically our desired goals for learners walking across the stage in Grade 12. We focused on supporting and building student capacity in Numeracy and Literacy through strengthening school-based teams and focusing on primary Literacy and Numeracy skills. For example, we expanded the use of LexiaCore with the young readers and explored the use of reading groups. DBES also focused on integrating Indigenous Ways of Knowing and Being to enhance students' sense of Well-being, Identity, and Belonging.

This year based on the new Sunshine Coast School District Strategic Plan and data from a variety of sources (i.e. SLS, FSA, Student Achievement, Attendance Reports, and Focus Group Conversations), we have determined to focus on developing two core competencies and two strands.

Vision for Growth

At Davis Bay we are a community focused on belonging, joy, experiential learning and growth while embracing the natural world and creating a positive legacy for the future.

Mission

Our mission is to nurture each learner's academic, physical, social, and emotional growth; inspiring joy in learning; and strengthening their sense of personal and cultural identity, dignity, and purpose for their lifelong journey.

Core Values

Belonging

- Equity and Inclusion



- Our students' voices will be respectfully heard and acted upon (gathering Street Data, MDI, SLS).

Outdoor and Experiential Learning

- Nature-Based Learning
- Transformative Learning
- Our students will engage in ongoing reflection, experiential learning, and personalized inquiry through the application of the Core Competencies.
- Our students will have the knowledge and skills to contribute to the care of our planet and its changing climate (Greenhouse, Farm to School Animator, Community Schools, Growing Green Committee, Feast Celebration, NEST).

Joy

- Compassionate Systems
- Our students will develop and apply social and emotional skills to successfully live, work, and play together. They will have the resilience and attitude to deal with life's challenges.

These values align with the new SD46 Strategic Plan and its values of Learning, Belonging, Integrity and Equity.

Equity Considerations

We believe that all DBES students share and reflect diverse perspectives that enrich our school community.

All students at DBES have benefitted from the work done by SD46 to support and reflect the identity of our students with Indigenous ancestry. For example, some of our students last year met and learned from the author, scholar and activist Kevin Lamoureux and spent time paddling in the big canoe on our coastal waters. Moving forward we as a staff are committed to incorporating First Peoples Principles of Learning into daily school life in our quest to decolonize education. We are striving to deepen the learning for all students through integrating Indigenous Worldviews and Ways of Knowing and Being into our daily teaching and learning practices. We are striving for what Dr. Dustin Louie calls Transformative Reconciliation through relentless incremental steps towards positive change and Reconciliation.

For students with disabilities and/or diverse abilities we are committed to ensuring high expectations and inclusion for all. We have chosen the strand of Inclusion to be a focus as we are committed to the principles of Universal Design of Learning: optimizing teaching and learning for each student based on their learner profile. We are committed to working collaboratively as a team to strengthen our impact on students' growth and achievement.



For Children and Youth in Care we are committed to building Authentic Relationships that will support them in every way we can. We know that relationships and social-emotional learning are foundational to students' ability to be ready to learn and excel.

We believe that student and community voice is critical. For the past several years, the district has hosted a student forum, attended by trustees, senior staff and teachers which historically has been for secondary students only. Beginning last year, the DSLT implemented having grade 6 and 7 students also part of the consultation process. The impact of this work has inspired a District Elementary Leadership Initiative, and it has inspired us at DBES to form our own student, parent and staff voice initiatives to ensure we are hearing the voices of our community and taking our direction from them.

Strategic Goals and Objectives

The new Strategic Plan Vision and Mission statements are at the heart of our plan as we work to ensure every child at DBES knows they matter and belong and that their unique gifts and abilities are integral to our success and achievement as a community. We have embedded the strands from the Strategic Plan throughout our initiatives to build joy, passion and respect into our school-wide actions as we work together to engage students, staff, families and community members on a journey together.

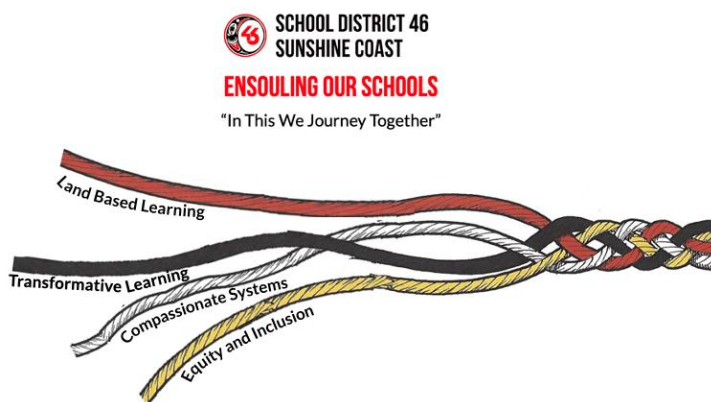
We will focus on the following Core Competencies:

- Personal Awareness and Responsibility
- Communicating

Selected Strands for Core Competency Development

Strands:

- Authentic Relationships
- Personalized Learning
- Nature-Based Learning
- Experiential Hands-On Learning
- Inclusion
- Authentic, Real-World Learning
- First Peoples Principles of Learning
- Transformative Assessment
- Flexible Learning Environments



If we are attuned educators who build connections with joy, passion, and respect, we can design an irresistible future for all learners through weaving the following strands...

1. Authentic Relationships



2. Inclusion

...Then we believe students will authentically connect to and develop their core competencies; thus, nurturing their personal deep engagement, joy, and learning over time.

1. Core Competency Goals: Personal Awareness and Responsibility & Communicating

We will develop students' ability to demonstrate self-respect, persevere in difficult situations, and exercise responsibility, and their understanding that there are consequences for their decisions and actions.

We will support students to take steps to ensure their well-being, that they are setting goals and monitoring their progress, regulating their emotions and managing their stress, and recognizing and advocating for their rights.

We will develop students' ability to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Students will communicate in an increasing variety of contexts, for a variety of purposes, and with multiple audiences.

2. Evidence Analysis and Interpretation: See appendix A for Data and Evidence

- Direct Evidence: Grade 4 & 7 Learning Survey, Grade 4 & 7 FSA, Grade 5 MDI
- Indirect Evidence: Attendance

3. Rationale

We are cognizant that "Traditional schooling was imagined for a world that no longer exists" (Will Richardson) and that we as a school team need to adapt and stretch to ensure we are offering students what they need in a quickly changing world. We desire to:

- Increase sense of connection and mattering and belonging as we build Authentic Relationships
- Increase sense of identity and efficacy as we focus on Personal Awareness and Authentic Relationships
- Increase Literacy levels as students focus on Communicating
- Increase sense of efficacy with increased opportunities for Student Voice
- Increase sense of identity as we ensure actions are Culturally Responsive and Reflective
- Increase attendance as barriers are identified and mediated or removed



- Increase achievement with increase in motivation and connection
- Increase Numeracy and mathematical thinking as staff explore Universal Principles of Design and Transformative Assessment

4. Implementation Plan

Actions:

Connection Crew: Create an advisory group developed by staff team focusing on Authentic Relationships & Communicating.

Discovery Days: School wide initiative developed by school team with activities that promote inclusion, wellness, connecting, and engaging with others.

Wellness Initiative: Integrate social-emotional learning through sustainable teaching and learning practices that will be embedded throughout the school year to enhance Personal Awareness, Responsibility, and Well Being.

Voice Initiative: Staff team to create plan/activities that ensure all voices are being heard and driving our actions.

- Timeline:
- September-December: Data gathering and Review of past practices
- January – March: Goal development, Committee formation and Planning
- March – June: Launch of Action and Implementation of Initiatives
- June – Reflection and analyzing work completed and development of next steps
- June – Celebration of growth and transformative change
- Responsible Parties: DBES staff (administration, learning guides, initiative committees, and whole staff), and community partners and volunteers

5. Resources Required

- Release time for teachers to work in teams to plan events
- Resources for activities (i.e. school wide art project or other activities as part of Discovery Days & Wellness Initiatives, expert presenters)
- Student Voice Day/Voice Initiatives (i.e. looking into CSS students coming to run activities as they did for the regional DELI Day, focus groups, etc.)
- Parent/Guardian Voice Initiative(s)
- Purchase of texts/resources for book clubs and or connection groups (possibly for staff *Valley of the Birdtail* - building Cultural Knowledge). Also, texts for school-based student and/or community book clubs.



6. Success Indicators – consider staff, students and families

- Student & Parent/Guardian Focus Groups that identify growth and reflect on ongoing needs
- Student Learning Survey (SLS) to review student perception of mattering and belonging
- Student & Staff Survey for Core Competency development
- Attendance Data from prior to and post SGP Initiatives

7. Reflection and Evaluation of the Plan: Seasonal Round

- Student and family surveys / focus groups in March/April and June
- Visual Representations (Arc Diagrams) of Inclusion and Authentic Relationship actions and progress
- Learning guides analyzing results
- Staff teams to review data and look for stars, wishes, and next steps

Engagement and Communication Plan

DBES has been informing the PAC at their meetings about the development of the School Growth Plan and will be presenting the completed plan during the April PAC meeting. The plan will also be shared through the DBES Family Newsletter and the SD46 website. The school will also be sharing more information to the community through our consultation process as part of our Parent/Guardian VOICE initiatives.

Professional Learning

Professional learning activities planned to support staff in implementing the Growth Plan and fostering the Core Competencies:

DBES joined the new ELP (Early Learning Profile) pilot project. The primary teachers have been participating in the professional learning with the District Early Learning Team and are using the new tool with their classes.

DBES is working with the District Math Consultant and the Intermediate teachers on the use of the Coastal Math Resource, Math Up, and use of AI to support planning and delivery of mathematics curriculum.

The DBES teachers and support staff are focussing on the practices of a Responsive Teacher as they work to develop Flexible Classrooms and Transformative Assessment. Staff learned about and are integrating Culturally Reflective and Responsive Pedagogy



such as that described by Carolyn Roberts in her Keynote presentation at the recent District Pro D Day and in her text *Re-storying Education*. The learning guides were fortunate to hear Dr. Dustin Louie speak about Transformative Reconciliation and look forward to working with staff to advance action towards Reconciliation. One initiative we are planning as a group is to do a professional Book Club on the text *Valley of the Bird Tail* by Andrew Stobo Sniderman and Douglas Sanderson.

As part of our work to increase Inclusion our teachers have been learning about how Artificial Intelligence can support their teaching practice and meeting the needs of ALL learners. For example, our Teachers Empowering Teachers Through Technology (TETT) teacher is leading a session with staff on the tool Book Creator which can be used by all teachers to increase access of students to digital tools for reading and writing. The staff have been learning from Pam Kaatz and most recently from Dan Amos about the new tools and ways of using them with students.

In addition, several staff members will be reviewing: *The Age of Identity: Who Do Our Kids Think They Are...and How Do We Help Them Belong?* by Andy Hargreaves as we continue to build our actions focussing on ensuring all students see themselves in our learning environment and feel that they matter and belong.

Budget Considerations

\$3060 - Release time for teachers to work in teams to plan events

\$1500 - Resources for activities (i.e. school wide art project or other activities as part of Discovery Days & Wellness Initiatives, expert presenters)

\$400 - Student Voice Day / Initiatives

\$240 - Parent/Guardian Voice Initiative (s)

\$300 - Purchase of texts/resources for book clubs and or connection groups (possibly for staff and community group the text *Valley of the Birdtail* - building Cultural Knowledge). Also texts for school-based student book clubs.

Conclusion

The DBES community is a small and interactive one that thrives on community-based activities and connections. We look forward to continuing to build our authentic relationships with students and student-centred inclusive learning environments that promote the Core Competencies to inspire belonging, joy, and irresistible futures for all learners.



APPENDIX A: DAVIS BAY ELEMENTARY SCHOOL - DATA for School Growth Plan 2024-25

As of January 31, 2025: Students who have missed more than 10 days of school since Sept 5, 2024.

| ATTENDANCE INFORMATION | # of students (198 total students) | Total # Students in Grade | % of students with more than 10 days absent on January 31st |
|------------------------|------------------------------------|---------------------------|---|
| Grade 7 | 5 | 26 | 19% |
| Grade 6 | 7 | 31 | 23% |
| Grade 5 | 4 | 25 | 16% |
| Grade 4 | 3 | 28 | 11% |
| Grade 3 | 0 | 26 | 0% |
| Grade 2 | 2 | 22 | 9% |
| Grade 1 | 3 | 19 | 16% |
| Kindergarten | 4 | 20 | 20% |
| Total students | | 197 | |

Analysis/Interpretation: We are looking at monitoring attendance closely moving forward for students with higher rates of absenteeism to see if through school-based interventions we can reduce the rate of absenteeism and increase the amount of time spent in class actively learning.

SLS

STUDENT LEARNING SURVEY (SLS)

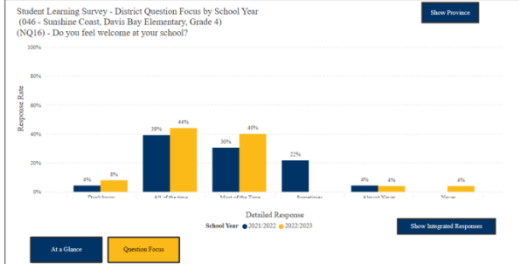
Considerations for Data Set:

- CY1C Resident Student data is masked (<10)

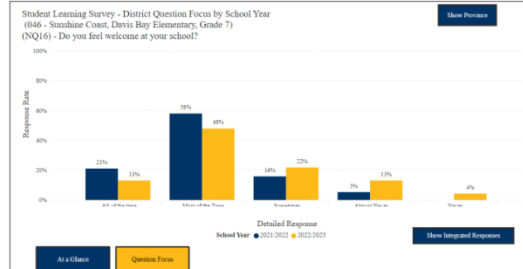
RESULTS

SLS: NQ16 – DO YOU FEEL WELCOME AT YOUR SCHOOL?

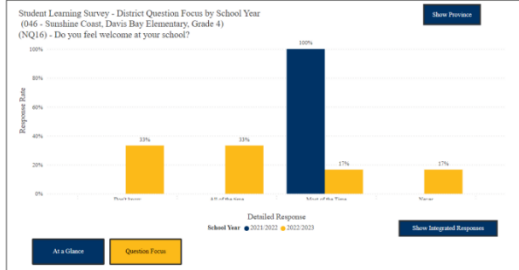
Grade 4 – Resident Students



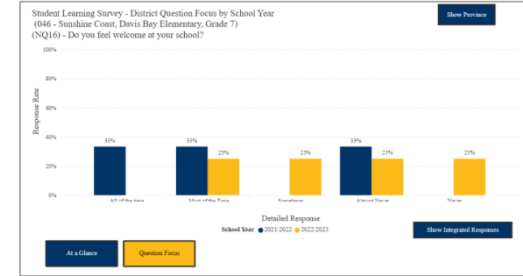
Grade 7 – Resident Students



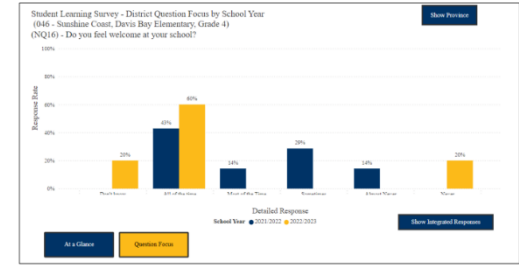
Grade 4 – Indigenous Students



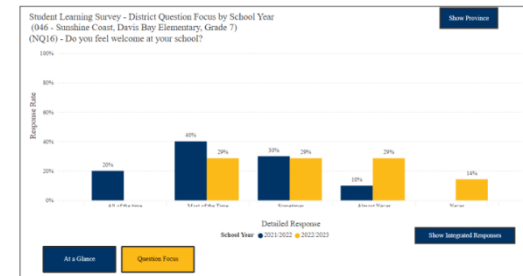
Grade 7 – Indigenous Students



Grade 4 – Designated Students



Grade 7 – Designated Students



FSA RESULTS

2024/2025 Grade 4 Results:

Literacy

- ▶ 2/25 Emerging 21/25 On Track 2/25 Extending
- ▶ 92% of Grade 4's are On Track or Extending

Numeracy

- ▶ 1/25 Emerging 23/25 On Track 1/25 Extending
- ▶ 96% of Grade 4's are On Track or Extending

2023/2024 Grade 4 Results:

Literacy

- ▶ 5/24 Emerging 16/24 On Track 3/24 Extending
- ▶ 79% of Grade 4's are On Track or Extending

Numeracy

- ▶ 6/24 Emerging 17/24 On Track 1/24 Extending
- ▶ 75% of Grade 4's are On Track or Extending

2022/2023 Grade 4 Results:

Literacy

- ▶ 14/24 Emerging 2/24 Extending
- ▶ 67% of Grade 4's On Track

Numeracy

- ▶ 11/24 Emerging 0 Extending
- ▶ 54% of Grade 4's On Track

2024/2025 Grade 7 Results:

Literacy

- ▶ 3/26 Emerging 21/26 On Track 2/26 Extending
- ▶ 89% of Grade 7's are On Track or Extending

Numeracy

- ▶ 11/25 Emerging 12/25 On Track 2/25 Extending
- ▶ 56% of Grade 7's are On Track or Extending

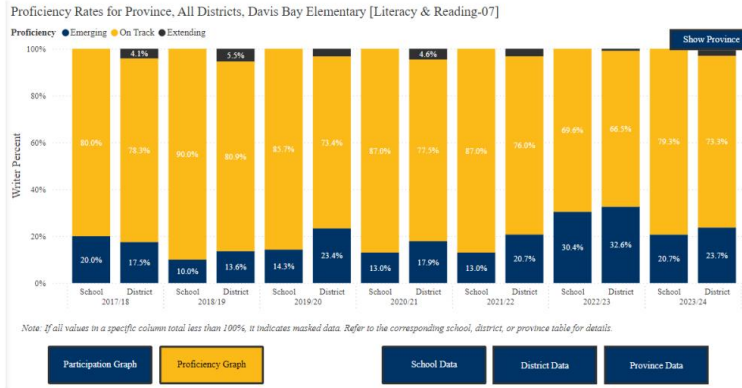
Analysis/Interpretation:

During the past two years the improvement in reading and writing skills of the Grade 4 students has been significant. This year's Grade 4 students are currently at 92% in Literacy and 96% in Numeracy on track or extending. The Grade 7s are also currently doing well in Literacy at 89% on track or extending; however, in numeracy they are currently at only 56% on track or extending. This is an area that needs our focus to improve outcomes.

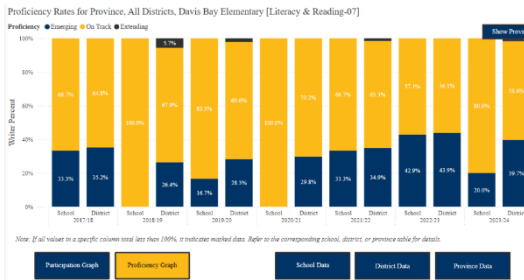
DBES FSA Data from 2023/2024

Grade 7s

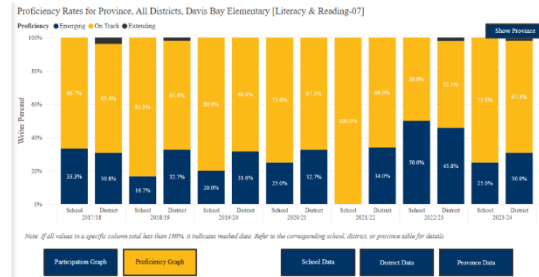
FSA LITERACY & READING ASSESSMENT / GRADE 7 / RESIDENT STUDENTS



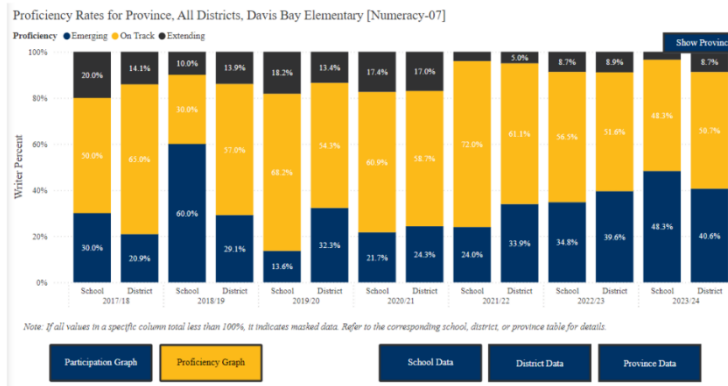
FSA LITERACY & READING ASSESSMENT / GRADE 7 / DESIGNATED STUDENTS



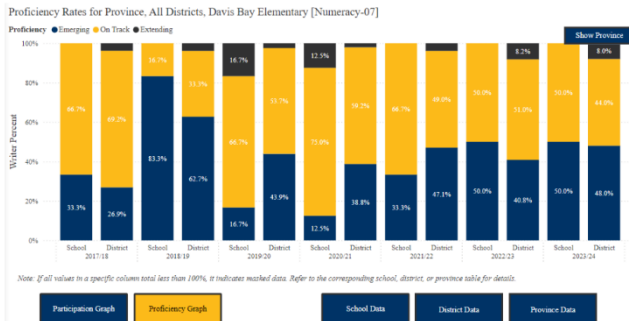
FSA LITERACY & READING ASSESSMENT / GRADE 7 / INDIGENOUS STUDENTS



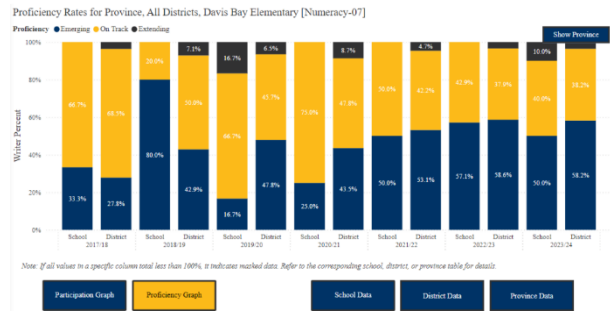
FSA NUMERACY ASSESSMENT / GRADE 7 / RESIDENT STUDENTS



FSA NUMERACY ASSESSMENT / GRADE 7 / INDIGENOUS STUDENTS



FSA NUMERACY ASSESSMENT / GRADE 7 / DESIGNATED STUDENTS



DBES FSA Data from 2023/2024

Grade 4s

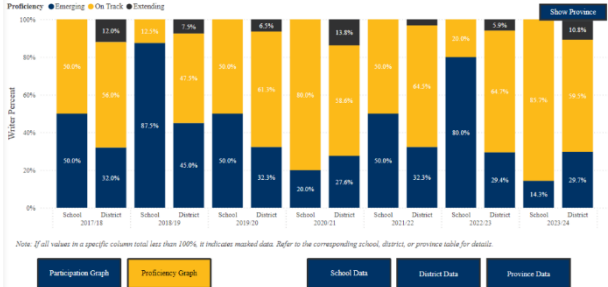
FSA LITERACY & READING ASSESSMENT / GRADE 4 / RESIDENT STUDENTS

Proficiency Rates for Province, All Districts, Davis Bay Elementary [Literacy & Reading-04]



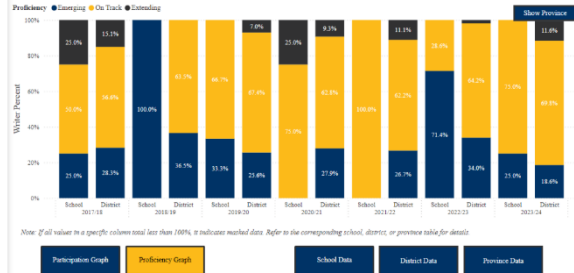
FSA LITERACY & READING ASSESSMENT / GRADE 4 / DESIGNATED STUDENTS

Proficiency Rates for Province, All Districts, Davis Bay Elementary [Literacy & Reading-04]



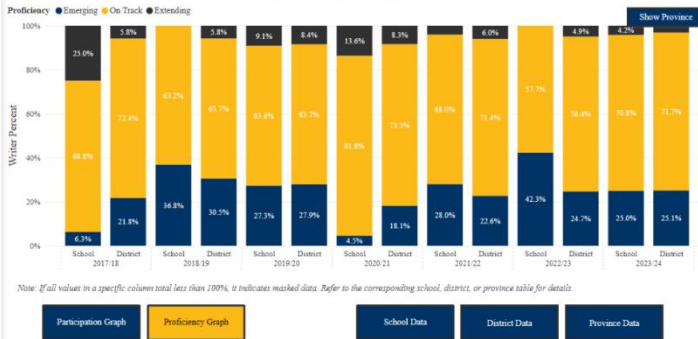
FSA LITERACY & READING ASSESSMENT / GRADE 4 / INDIGENOUS STUDENTS

Proficiency Rates for Province, All Districts, Davis Bay Elementary [Literacy & Reading-04]



FSA NUMERACY ASSESSMENT / GRADE 4 / RESIDENT STUDENTS

Proficiency Rates for Province, All Districts, Davis Bay Elementary [Numeracy-04]



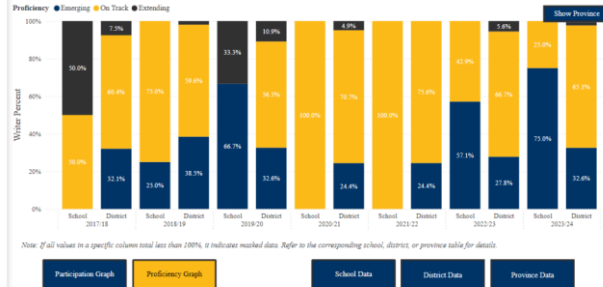
FSA NUMERACY ASSESSMENT / GRADE 4 / DESIGNATED STUDENTS

Proficiency Rates for Province, All Districts, Davis Bay Elementary [Numeracy-04]



FSA NUMERACY ASSESSMENT / GRADE 4 / INDIGENOUS STUDENTS

Proficiency Rates for Province, All Districts, Davis Bay Elementary [Numeracy-04]



MDI DATA from 2023/24

WELL-BEING INDEX

The Well-being Index combines MDI measures relating to children’s physical health and social and emotional development that are of critical importance during the middle years. These are: Optimism, Happiness, Self-Esteem, Absence of Sadness and General Health.

Scores from these five measures are combined and reported by three categories of well-being, providing a holistic summary of children’s mental and physical health.

- MEASURES**
- Optimism
 - Happiness
 - Self-Esteem
 - Absence of Sadness
 - General Health



High Well-being (Thriving)
Children who score in the high range on at least 4 of the 5 measures of well-being and have no low-range scores.

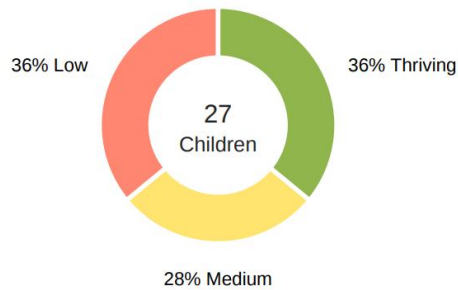


Medium Well-being
Children who score in the high range on fewer than 4 of the 5 measures of well-being, and have no low-range scores.

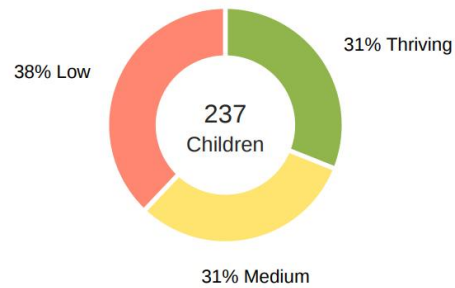


Low Well-being
Children who score in the low range on at least 1 of the 5 measures of well-being.

DAVIS BAY ELEMENTARY



SUNSHINE COAST



ADULT RELATIONSHIPS
Adults at School
Adults in the Neighbourhood
Adults at Home



PEER RELATIONSHIPS
Peer Belonging
Friendship Intimacy

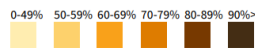


NUTRITION & SLEEP
Eating Breakfast
Meals with Adults in Your Family
Frequency of Good Sleep



OUT-OF-SCHOOL ACTIVITIES
Organized Activities

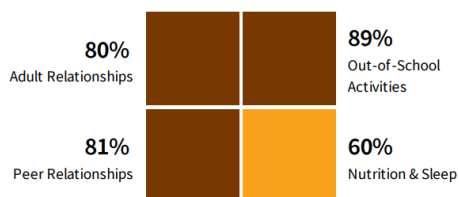
Percentage of children reporting the presence of an asset



DAVIS BAY ELEMENTARY



SUNSHINE COAST

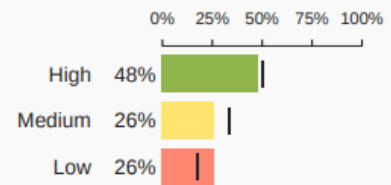


RESULTS FOR DAVIS BAY ELEMENTARY

| School District Average

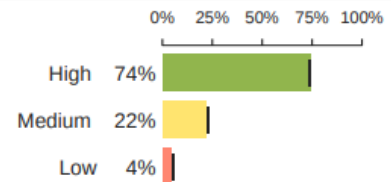
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g., "I have more good times than bad times."



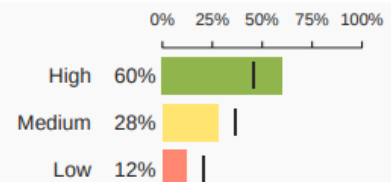
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



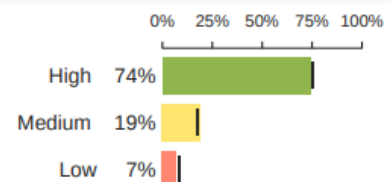
PROSOCIAL BEHAVIOUR

Prosocial behaviour refers to actions that benefit others. e.g., "I helped someone who was hurt."



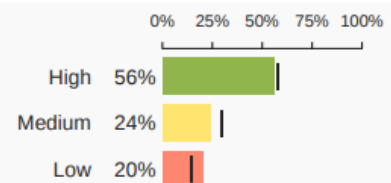
SELF-ESTEEM

Self-esteem refers to a person's sense of self-worth. e.g., "A lot of things about me are good."



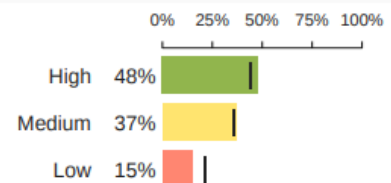
HAPPINESS

Happiness refers to how content or satisfied children are with their lives. e.g., "I am happy with my life."



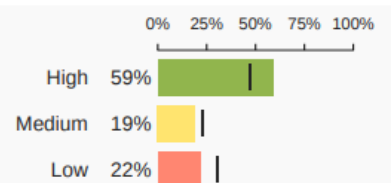
ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



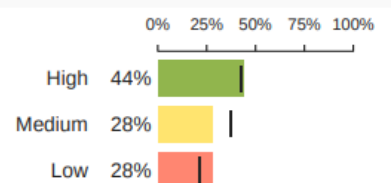
ABSENCE OF WORRIES

Worries measure the beginning symptoms of anxiety. e.g., "I worry a lot that other people might not like me."



SELF-REGULATION (SHORT-TERM)

Short-term self-regulation is about impulse control. It requires adapting behaviour or emotions to meet an immediate goal. e.g., "I can calm myself down when I'm excited or upset."

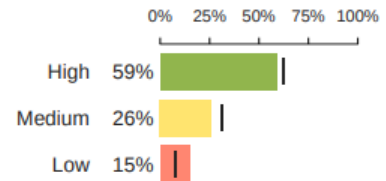


| School District Average

CONNECTEDNESS WITH ADULTS

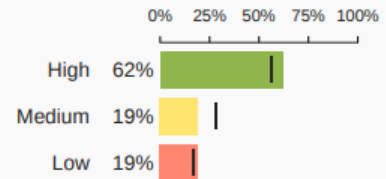
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



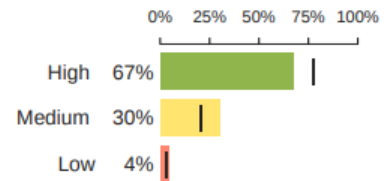
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."



Analysis/Interpretation:

The Well Being Index (including ratings on Optimism, Happiness, Self-Esteem, Absence of Sadness, and General Health) in the 2023-24 MDI survey of Grade 5 students shows students at DBES are thriving at a higher level than the district (36% DBES vs 31% District Wide). The Well Being Index (including Adult Relationships, Peer Relationships, Nutrition & Sleep, and Outside of School Activities) for the survey shows DBES students' ratings almost identical to the district levels with DBES just slightly lower in Peer Relationships (77% DBES vs 81% District Wide). The fact that these are comparable to other schools we see as positive; however, when looking at the level of Connectedness with Adults at School it is measured at 59% through this survey. We feel that indicates an area where we have lots of room to improve. We also see improvement needed in the area of nutrition and sleep and daily exercise.