



# Carlin Elementary School

## School Learning Plan 2026-2027



### School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

Carlin Elementary School is located West of Salmon Arm, off the Trans-Canada Highway. It is 20 minutes outside of Salmon Arm. Carlin Elementary School currently has 254 students for the 2026-2027 school year. We are in the initial stages of transitioning from an elementary/middle school to an elementary school. This is the last year we will have grade 8 students. Next year we will be a kindergarten to grade 7 school. Currently, there are 11 divisions, one music/band room, a foods/science lab, and a woodwork shop (hand tools only) and a library Learning Commons and a gym.

The school grounds are extensive and considerably forested; these areas can be used for outdoor learning and for students to play in. There are two large fields and two playground areas (one with a primary focus and one for the intermediate students). The playground is dated, and we are hoping that it will be replaced in the coming years. October 2024 and in the summer of 2026 some of our playground equipment was removed due to safety concerns and we are hopeful to be part of a grant and to work with our PAC to improve our playground areas to better suit the needs of all our students as well as being safe play areas.

Staffing at Carlin consists of 1.2 administration (1.0 principal/0.2 vice principal), 35 hours/week of clerical, 55 hours/week of custodial, four lunch hour supervisors, one meals worker and 13.7 FTE of teaching time. We have 6 CEAs on staff. We have a 0.4 Literacy Support Teacher position and a 0.4 Inclusion Resource Teacher position. We have a 1.0 Indigenous Education Worker, who works in all our classrooms and at lunch times to make connections with students. We have a 0.4 counsellor. We have two learning resource teachers (1.6 FTE), who share responsibilities across the whole school population. Speech-Language Pathology visits Carlin for 3 months of the school year. 98% of our student population rides a bus to school and we are lucky to have nine caring bus drivers who help all these students get to and from school safely. All these services are vital to the productive and successful days of all Carlin students, including the 35 students on IEP's and 43 who identify as Indigenous.

The Carlin PAC is extremely supportive of the school, staff, and students. These volunteers are visible members of our school community, coming regularly to serve hot lunch (two times/month paid lunches and two times/month lunches from Feeding Futures Grant). Each year, the PAC gives money to classroom teachers to help support the purchase of classroom resources. They also provide funds to support field trips, which are costly as we are a rural school some distance from any activities and always require busing. The PAC's major fundraiser is the Carlin Country Market which runs in May of each year.

The Carlin community believes in belonging, safety, respect, being responsible, and learning. We value teamwork, doing your best, honesty, understanding, and having fun. In a rural community like Tappen, there is no community hub/center. We like to believe that the school serves that purpose. Many of our staff members live in the area making Carlin truly a community school.

**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| Strategic Priority: Intellectual Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Intellectual Development</b> goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.</i></li><li>Goals must be specific, measurable, achievable, informed by and supported by data.</li><li>Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...</li></ul>                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Literacy Goal:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Numeracy Goal:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Each student will develop their literacy skills and competencies to become their most capable selves. Students at Carlin will see themselves as readers and writers and be able to use their literacy skills across a multitude of subjects and settings</p> <p>50 % of our students will be proficient in writing demonstrating their ability to communicate ideas clearly. Students will focus on meaning, style, form and conventions.</p> <p>This is a first year goal at Carlin. Our students will be participating in a fall and spring School Wide Write and our staff will be marking the Writes in teams, utilizing District created rubrics. Our grade 7 and 8 teachers will be piloting a rubric for those grades.</p> | <p>Each student will develop their numeracy skills and competencies to become their most capable selves. Students at Carlin will see themselves as capable mathematicians. They will be able to use math competencies and problem-solving skills when encountering math across a variety of settings.</p> <p>60% of primary students at Carlin will be proficient in subtraction questions, as evidenced through the SNACC assessment and grade 4 FSA’s.</p> <p>60% of intermediate students at Carlin will be proficient in division questions, as evidenced through the SNACC assessment and grade 7 FSA’s.</p> <p>For both goals, we hope to see an increase in the numbers of students performing at a proficient level as indicated by questions 3, 8, and 9 (division) and questions 1, 3, (subtraction) in the SNACC assessment</p> |
| Strategies and Actions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Strategies and Actions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Implement school wide writing assessments in both the fall and spring.</p> <p>Use common language of writing traits</p> <p>Daily writing opportunities</p> <p>Osmo in primary classrooms</p> <p>UFLI lessons in primary classrooms</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Vertical learning spaces ·</p> <p>Manipulatives ·</p> <p>Math-based wall charts/posters ·</p> <p>iPad and Pen for math delivery (teacher-directed) ·</p> <p>Daily routines in line with district suggestions ·</p> <p>Critical concepts ·</p> <p>Encouraging a mathematical growth mindset ·</p> <p>Relevant and relatable problem-solving tasks · “Low floor, high ceiling” open-ended tasks to ensure entry point and accessibility for all teachers ·</p> <p>Blending guided, experimental, and action-learning pedagogies ·</p> <p>District daily math problems ·</p> <p>Mini whiteboard work ·</p> <p>Math stations/games ·</p> <p>Guided math ·</p> <p>Osmo in primary classrooms</p>                                                                                                                                             |

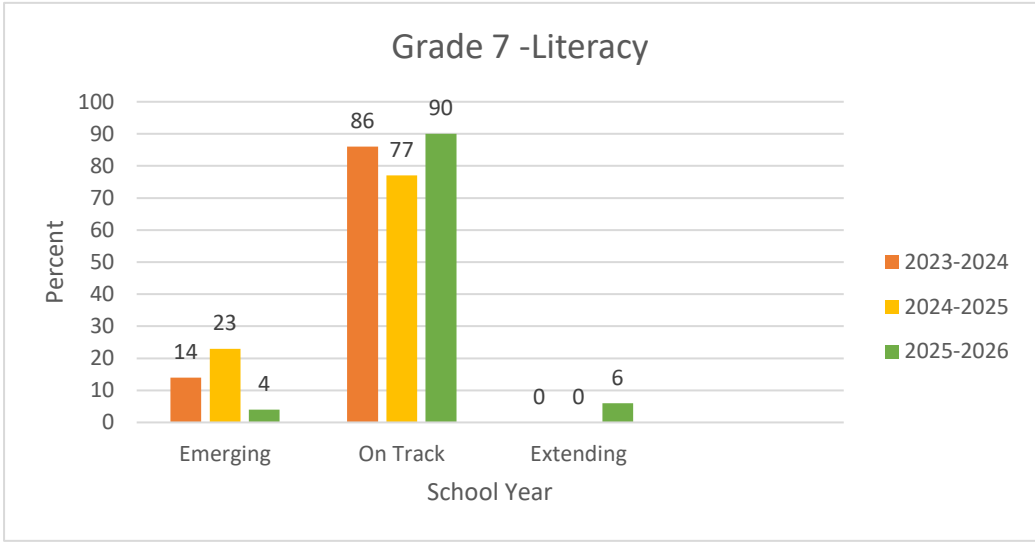
**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

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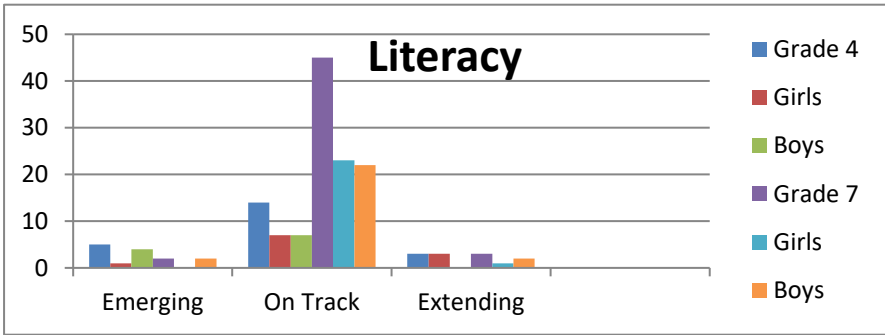
**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

Data to Inform/Support Literacy Goal:

FSA writing scores  
Fall and spring School Wide Writes data when available

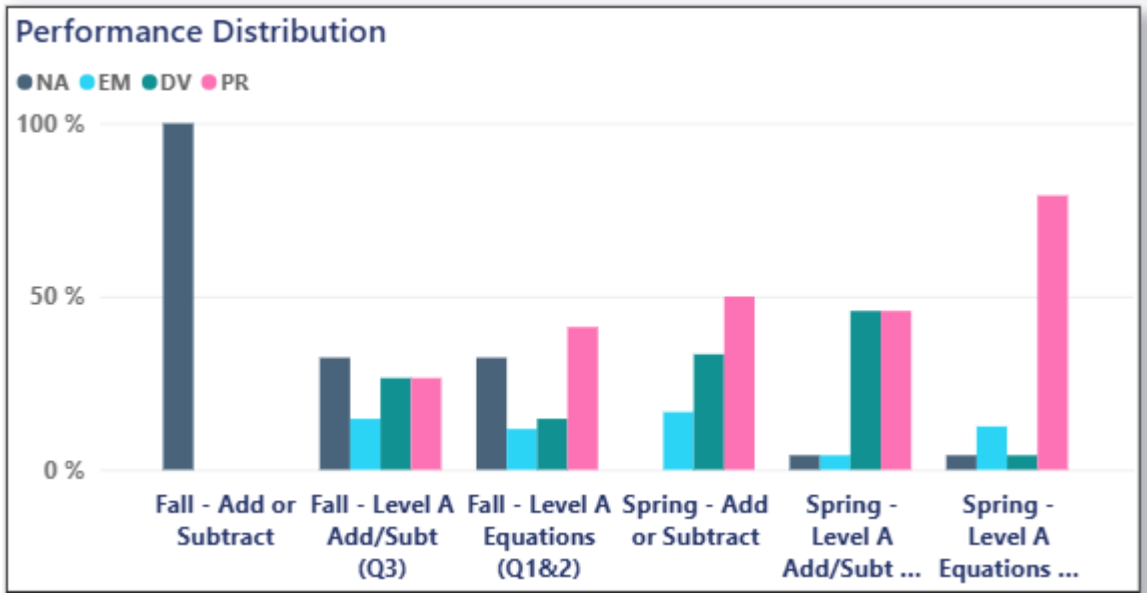


2024-2025 FSA Data

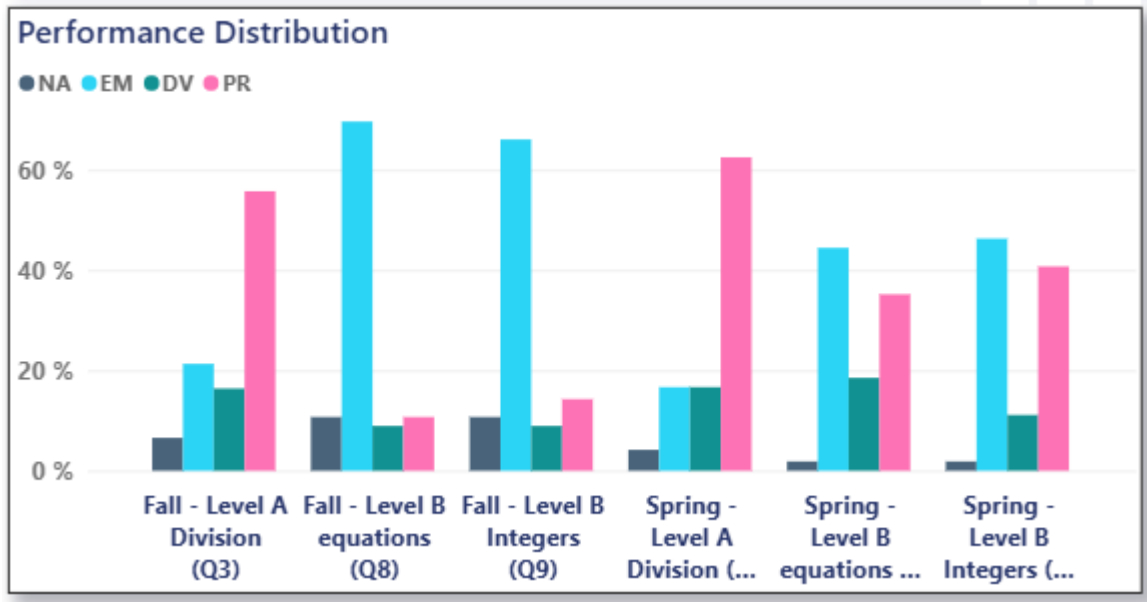


Data to Inform/Support Numeracy Goal:

SNACC Data Spring 2025 (Primary School – Addition and Subtraction)



SNACC Data Spring and Fall 2026 (Elementary School – Multiplication and Division)



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| <div><div><h3>Grade 4 - Literacy</h3><table><tr><th>School Year</th><th>Emerging</th><th>On Track</th><th>Extending</th></tr><tr><td>2023-2024</td><td>57</td><td>38</td><td>5</td></tr><tr><td>2024-2025</td><td>27</td><td>73</td><td>0</td></tr><tr><td>2025-2026</td><td>23</td><td>63</td><td>14</td></tr></table></div><div><h3>Grade 7 -Literacy</h3><table><tr><th>School Year</th><th>Emerging</th><th>On Track</th><th>Extending</th></tr><tr><td>2023-2024</td><td>14</td><td>86</td><td>0</td></tr><tr><td>2024-2025</td><td>23</td><td>77</td><td>0</td></tr><tr><td>2025-2026</td><td>4</td><td>90</td><td>6</td></tr></table></div></div> <div><p>FSA data for grade 4 &amp; 7, shows that students need to be encouraged to push their thinking to the extending level. This may also involve teachers exploring how what “extending” looks like in mathematics. We will utilize all available district resources and professional development to do this.</p><div><div><h3>Numeracy</h3><table><tr><th>Category</th><th>Emerging</th><th>On Track</th><th>Extending</th></tr><tr><td>Grade 4</td><td>10</td><td>15</td><td>2</td></tr><tr><td>Girls</td><td>8</td><td>12</td><td>2</td></tr><tr><td>Boys</td><td>15</td><td>10</td><td>2</td></tr><tr><td>Grade 7</td><td>35</td><td>20</td><td>2</td></tr><tr><td>Girls</td><td>5</td><td>22</td><td>2</td></tr><tr><td>Boys</td><td>5</td><td>10</td><td>2</td></tr></table></div><div><div><h3>Grade 4 - Numeracy</h3><table><tr><th>School Year</th><th>Emerging</th><th>On Track</th><th>Extending</th></tr><tr><td>2023-2024</td><td>24</td><td>76</td><td>0</td></tr><tr><td>2024-2025</td><td>36</td><td>64</td><td>0</td></tr><tr><td>2025-2026</td><td>23</td><td>77</td><td>0</td></tr></table></div><div><h3>Grade 7- Numeracy</h3><table><tr><th>School Year</th><th>Emerging</th><th>On Track</th><th>Extending</th></tr><tr><td>2023-2024</td><td>41</td><td>59</td><td>0</td></tr><tr><td>2024-2025</td><td>61</td><td>35</td><td>4</td></tr><tr><td>2025-2026</td><td>30</td><td>52</td><td>18</td></tr></table></div></div></div></div> | School Year                                                                                                                                                                                                                                                                                                                                                                                                                                       | Emerging | On Track  | Extending | 2023-2024 | 57 | 38 | 5 | 2024-2025 | 27 | 73 | 0 | 2025-2026 | 23 | 63 | 14 | School Year | Emerging | On Track | Extending | 2023-2024 | 14 | 86 | 0 | 2024-2025 | 23 | 77 | 0 | 2025-2026 | 4 | 90 | 6 | Category | Emerging | On Track | Extending | Grade 4 | 10 | 15 | 2 | Girls | 8 | 12 | 2 | Boys | 15 | 10 | 2 | Grade 7 | 35 | 20 | 2 | Girls | 5 | 22 | 2 | Boys | 5 | 10 | 2 | School Year | Emerging | On Track | Extending | 2023-2024 | 24 | 76 | 0 | 2024-2025 | 36 | 64 | 0 | 2025-2026 | 23 | 77 | 0 | School Year | Emerging | On Track | Extending | 2023-2024 | 41 | 59 | 0 | 2024-2025 | 61 | 35 | 4 | 2025-2026 | 30 | 52 | 18 | <p><b>Data Analysis/Narrative:</b></p> <p>Our Elementary students show large numbers of emerging and developing in both “level A” and “level B” subtraction questions. Our elementary teachers are working with students to increase knowledge and fluency of this critical concept To support in subtraction, we have added multiplication goal. Students need to have a strong understanding of multiplication prior to being able to be strong in division.</p> <p>As is evident from the above graphs, Grade 5 students struggled with division concepts at “level B” in questions 8 and 9. However, we do have a larger number of proficient students working at “level A.” This early data indicates that students need continued practice with division concepts and teachers at Carlin are working on this in several ways, including, but not limited to, flash cards, real world problem solving, work with manipulatives and use of supports such as multiplication charts, calculators, etc. To support in division, we have added multiplication goal. Students need to have a strong understanding of multiplication prior to being able to be strong in division.</p> | <p><b>Strategic Priority: Human and Social Development</b></p> <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Human and Social Development</b> goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i></li><li>Goals must be focused on measuring a sense of belonging.</li></ul> | <p><b>Strategic Priority: Organizational Development</b></p> <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Developing a Culture of Well-Being</b> goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i></li><li>The goal must be focused on STUDENT well-being.</li></ul> |
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                                           | Emerging                                                                                                                                                                                                                                                                                                                                                                                                                                          | On Track | Extending |           |           |    |    |   |           |    |    |   |           |    |    |    |             |          |          |           |           |    |    |   |           |    |    |   |           |   |    |   |          |          |          |           |         |    |    |   |       |   |    |   |      |    |    |   |         |    |    |   |       |   |    |   |      |   |    |   |             |          |          |           |           |    |    |   |           |    |    |   |      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| <p><b>Data Analysis/Narrative:</b></p> <p>Our Elementary students show large numbers of emerging and developing in both “level A” and “level B” subtraction questions. Our elementary teachers are working with students to increase knowledge and fluency of this critical concept To support in subtraction, we have added multiplication goal. Students need to have a strong understanding of multiplication prior to being able to be strong in division.</p> <p>As is evident from the above graphs, Grade 5 students struggled with division concepts at “level B” in questions 8 and 9. However, we do have a larger number of proficient students working at “level A.” This early data indicates that students need continued practice with division concepts and teachers at Carlin are working on this in several ways, including, but not limited to, flash cards, real world problem solving, work with manipulatives and use of supports such as multiplication charts, calculators, etc. To support in division, we have added multiplication goal. Students need to have a strong understanding of multiplication prior to being able to be strong in division.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |           |           |           |    |    |   |           |    |    |   |           |    |    |    |             |          |          |           |           |    |    |   |           |    |    |   |           |   |    |   |          |          |          |           |         |    |    |   |       |   |    |   |      |    |    |   |         |    |    |   |       |   |    |   |      |   |    |   |             |          |          |           |           |    |    |   |           |    |    |   |           |    |    |   |             |          |          |           |           |    |    |   |           |    |    |   |           |    |    |    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Strategic Priority: Human and Social Development</b></p> <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Human and Social Development</b> goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i></li><li>Goals must be focused on measuring a sense of belonging.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Strategic Priority: Organizational Development</b></p> <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Developing a Culture of Well-Being</b> goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i></li><li>The goal must be focused on STUDENT well-being.</li></ul> |          |           |           |           |    |    |   |           |    |    |   |           |    |    |    |             |          |          |           |           |    |    |   |           |    |    |   |           |   |    |   |          |          |          |           |         |    |    |   |       |   |    |   |      |    |    |   |         |    |    |   |       |   |    |   |      |   |    |   |             |          |          |           |           |    |    |   |           |    |    |   |      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**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

| <ul style="list-style-type: none"><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"><li>Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
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| <b>Sense of Belonging Goal:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Student Well-Being Goal:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| <p>Students will feel a sense of ownership and attachment to the school. This refers to both the inside and outside of our building, a sense of connection to staff members, and a sense of belonging in the school community.</p> <p>Each student will feel safe and welcome while at Carlin. This starts with teachers welcoming them to class in the morning, and office staff welcoming parents, late students, and other visitors.</p> <p>Student Learning survey and locally developed school specific questionnaire will see 80% of our students reporting that 2 or more adults care about them at Carlin.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Each student at Carlin will develop strategies to support themselves when they are feeling anxious/stressed</p> <p>Students at Carlin will learn strategies that they can use to support themselves with self regulation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| <b>Strategies and Actions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Strategies and Actions:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| <p>Classroom teachers, LRTs, and counsellors are working on several programs based in social-emotional learning and problem-solving. Our primary students have adopted the language of The Zones of Regulation. Some of our classrooms use mindfulness programs to support whole class and individual student regulation. These programs work to support students’ development overall and give them skills and strategies to be successful in life beyond the school walls.</p> <p>In 2025-2026 our grade 6-8 students have 2 opportunities to take part in school wide leadership. One was through explorations as a class and one as a lunchtime club. These students organized several fun days and other play-based activities for our school.</p> <p>Tree of thanks recognizing student Panthers Pride</p> <p>Extra-Curricular opportunities include a D and D Club, chess club, Floor Hockey intramurals, and Sports teams.</p> <p>We have monthly school wide assemblies to promote good citizenship and to celebrate Panthers Pride</p> <p>Moving forward, we would like to see all students taking on a sense of ownership in the school (even in small ways like picking up garbage, keeping classrooms clean, and respecting equipment). We are also working on helping staff model these behaviours and stressing the importance of school ownership and pride.</p> | <p>Staff are working on implementing Open Parachute and Zones of Regulation within their classes</p> <p>Inclusion Resource Teacher and counsellor will support direct instruction in the classroom.</p> <p>Student Learning Survey Grade 4: When I Am Stressed, There Are Things I Can Do To feel Better</p> <div><p>2026/27</p><p>When I Am Stressed , There Are Things I Can Do To Feel Better</p><p>Grade 4</p><table><thead><tr><th>Response</th><th>Count</th></tr></thead><tbody><tr><td>Never</td><td>0</td></tr><tr><td>Almost Never</td><td>31</td></tr><tr><td>Sometimes</td><td>12</td></tr><tr><td>Most of the time</td><td>38</td></tr><tr><td>All of the time</td><td>12</td></tr><tr><td>Don't know</td><td>6</td></tr></tbody></table></div> <p>Student Learning Survey Grade 7: When I Am Stressed, There Are Things I Can Do To feel Better</p> | Response | Count | Never | 0 | Almost Never | 31 | Sometimes | 12 | Most of the time | 38 | All of the time | 12 | Don't know | 6 |
| Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| Never                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| Almost Never                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 31                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| Sometimes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| Most of the time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 38                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| All of the time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |
| Don't know                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |       |       |   |              |    |           |    |                  |    |                 |    |            |   |

**Our Vision:** Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

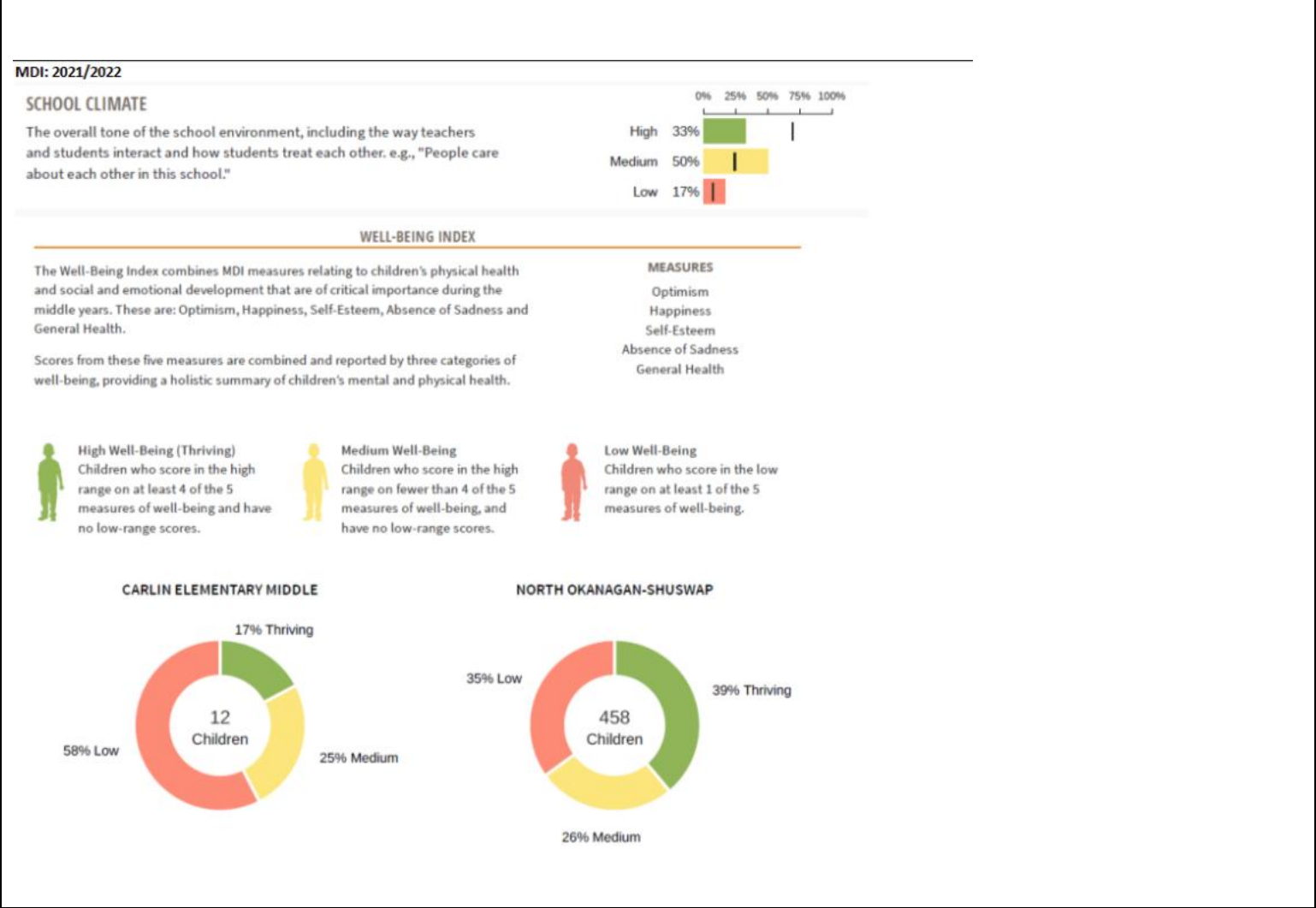
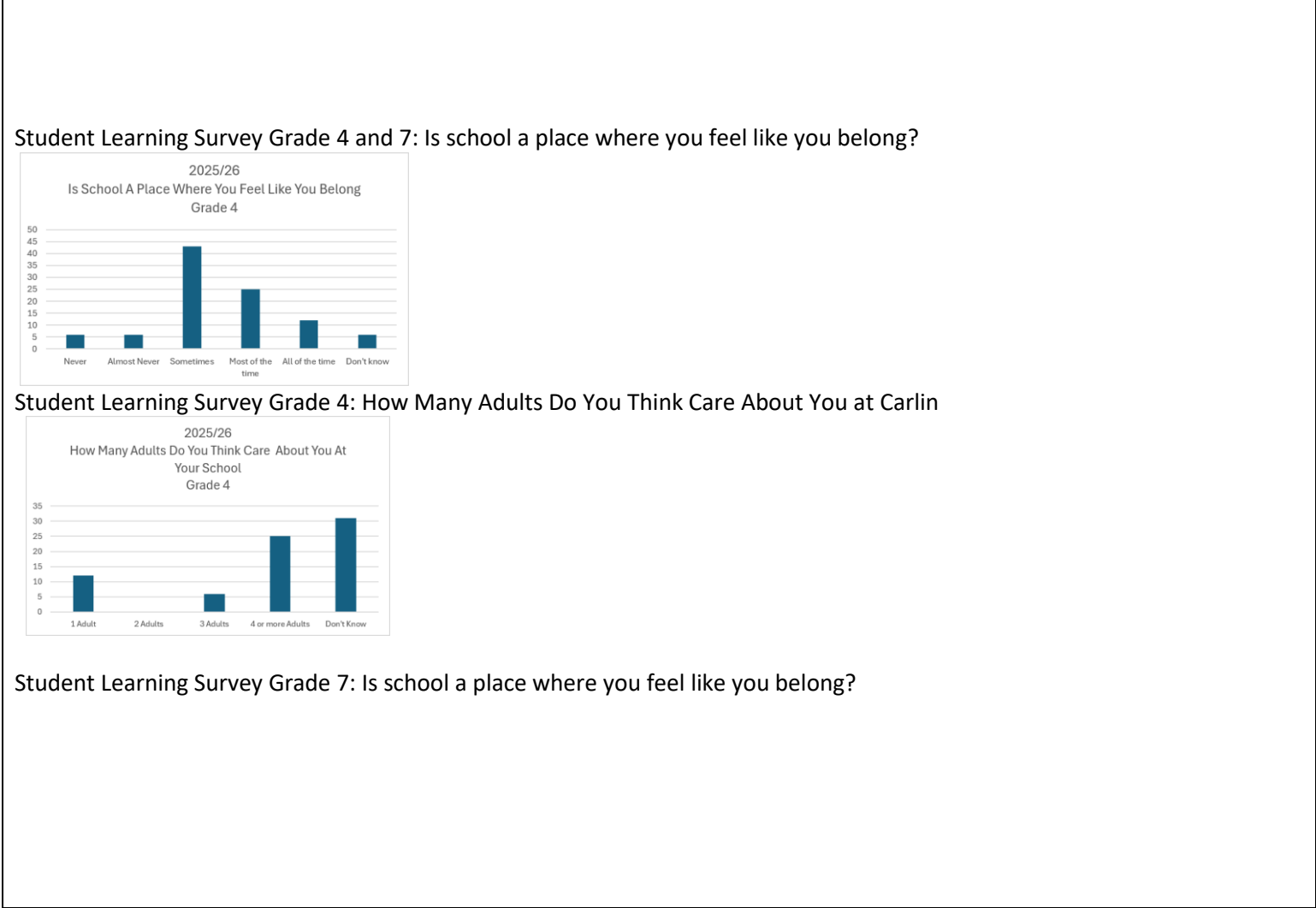
**Our Mission:** Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

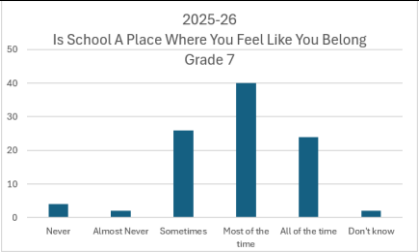
**Our Values:** Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation



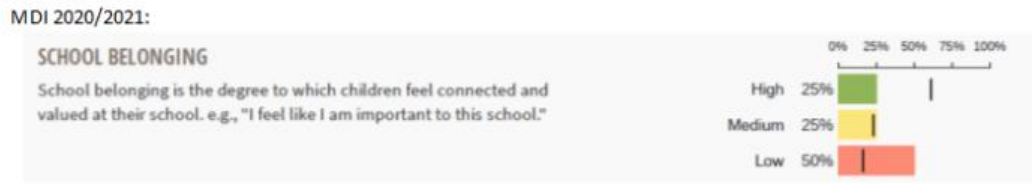
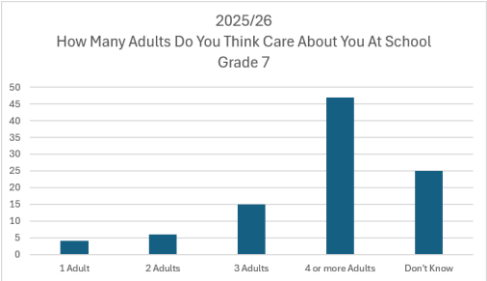
Data to Inform/Support Sense of Belonging Goal:

Data to Inform/Support Student Well-Being Goal:





Student Learning Survey Grade 4: How Many Adults Do You Think Care About You at Carlin



Data Analysis/Narrative:

These results reflect at approximately 10% increase in belonging among both grade 4’s and grade 7’s since the last collection of Student Learning Survey data in 2021/2022. Interestingly, these averages are in line with MDI data from 2021/2022, which showed 45% of students feeling that two or more adults cared about them. This may be related to different wording of the MDI questions or due to the different ranges available to select on the MDI verses the Student Learning Survey. The MDI asks, “I feel like I am important at to this school” verses “School is a place where I belong” in the Student Learning Survey. While these are different questions, they both provide a sense of student connection to the school and the adults who work there. Thus, providing a more diverse span of responses and possibly a clearer indication of student feelings on the Student Learning Survey

Data Analysis/Narrative:

Student Learning Survey results from 2024/2025 indicate that students at Carlin feel “welcome at school” =‘most of the time’ at an above district average. Our Grade 7’s feels less welcome than district average. We are also working to improve staff’s sense of belonging and camaraderie at the school (although we will have no formal data to show our success). We have a teacher on staff who is working extremely hard to create social activities for the staff (and their families) that bring us together as a group. Most recently we have had Candy Apple Making and our first book club is about to begin. These collective staff activities also contribute to the overall sense of belonging. Research into mindfulness and how human brains work shows that feelings of happiness, belonging and self-worth are reflected in people when they are felt as a collective (mirror neurons). Our school district has not participated in the MDI since 2021/2022 it would be interesting to be able to directly compare this data in the future. However, increased staff involvement in the school and increased student connection would indicate that we are trending towards improvements in feeling welcome, feeling safe, and students feeling that they are important at school. Student Learning Survey 2024/2025 (Feel Welcome)

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| Strategic Priority: Career Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>In the School Learning Plan, the <b>Human and Social Development</b> goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop the skills and competencies to be successful in a career pathway of their choice.</i></li><li>In the elementary/middle years, schools should be implementing strategies to help student learn about potential career pathways and providing opportunities for career exploration.</li></ul>                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Strategies and Opportunities for Career Development:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Students at Carlin will have the opportunity to learn about and develop an understanding of the skills and competencies necessary to be successful in a variety of career pathways. This may include opportunities to look at a variety of careers, experience a variety of different “explorations” which may open minds to career opportunities (woodwork, foods, textiles, photography, coding, artistic endeavors), classroom visitors from a variety of people with different careers, and reading about different career pathways.                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Resources and Professional Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | School Learning Plan Consultation Process                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>In May 2026 all grade 8 students attended a careers fair at Okanagan College where they explored careers and programs offered through the college. Later that month Indigenous students in grade 7+8 attending a career experience at Okanagan College, supported through the district.</p> <p>In 2026-207 our grade 7 and 8 students will have a final year of Explorations, and our primary and intermediate students have regularly scheduled ADST classes.</p> <p>Carlin will participate in Career programs from the district as they as they become available.</p> <p>George Richard, District Career Teacher will be hosting a Pro D Day in January 2027 at Carlin to support teachers in learning about Career Education in an Elementary school</p> | <p>During the 2025-2026 school year committed to setting aside time during our staff meetings to discuss and adjust this School Learning Plan so that as a “live” document it accurately reflects the activities and work being done at our school. We will continue to do this for the 2026-27 school year. We continue to engage with teacher leaders who are taking on active roles in our school community, including (but not limited to) leadership, athletics, team leaders, lunch and learn hosts, and taking responsibility for various parts of the school.</p> <p>Parent representatives and our Indigenous partners will be invited to participate in the development of the Learning Plan</p> <p>A copy of this report in draft/PDF form is posted on our school website, will be shared with our Indigenous partners and shared with our PAC.</p> |

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