



District Overview

Vision

Together We Learn.

Purpose

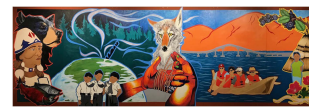
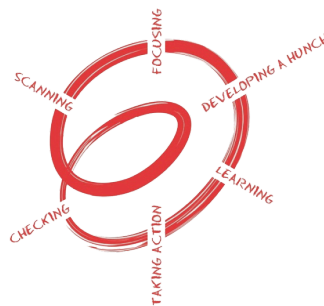
To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.

Overarching Goal

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources

- Central Okanagan Public Schools Strategic Plan 2021 - 2026
- Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
- SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025



Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

Watson Rd Elementary

School Year

2024-2025

School Level

Elementary School

School Type

English

Family of Schools*

Central Family of Schools

Overall Student Population

620

Student Population Indigenous

66

Student Population, Children in Care

1

Student Population, SPED

75

Student Population, ELL

55

Additional School Information

10% Indigenous Population

12% SPED, Inclusive Ed

9% ELL Population

Principal

Janet Williams

Vice Principal

Vice Principal

David Johnson

Grade

K Gr.1 Gr.2 Gr.3 Gr.4 Gr.5
 Gr.6 Gr.7 Gr.8 Gr.9 Gr.10 Gr.11
 Gr.12

Number of Administrators

2

Number of School-Based Teachers

39

Number of School-Based Support Staff

29

Additional Staff

Staff	#
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School Learning Story

School Learning Story

Background

Watson Road Elementary is a vibrant and inclusive learning community dedicated to embracing diversity, anti-racist values, and promoting a sense of belonging for all. We empower our students to succeed, ensuring they feel safe, connected, and valued in every aspect of their educational journey. Our dedicated and knowledgeable staff work collaboratively to build meaningful relationships and support each child's personal and academic growth. Through an inclusive and differentiated approach to learning, we meet the diverse needs of every student. Guided by the principles of the Circle of Courage*, our community emphasizes the core values of belonging, independence, mastery, and generosity. This shared vision fosters self-esteem, self-worth, and inclusivity, uniting all members of our community. Our motto, "A school where every student matters and every moment counts," reflects our commitment to providing a supportive, enriching, and empowering environment for all learners.

Supporting Documents and Media

[Equity Summary.pdf](#)

1.71MB

[Circle.pdf](#)

99.98KB

Online Resources

Please ensure each URL has "https://" at the beginning

Title

URL

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

Our school's data collection process, including learning updates, ELP data, PM Benchmark data, student scans, and staff scans, is comprehensive and varied. This approach ensures we gather a broad range of information to better understand and address the diverse needs of our school community.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Description of Evidence	Describe Trends and Patterns
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We gather and share information to improve student learning through a variety of methods, ensuring that all perspectives are heard and valued in the decision-making process. This includes analyzing student learning evidence, conducting staff consultations, surveys, and engaging in discussions during staff meetings. Additionally, during our recent Implementation Day in October 2024, we completed an Equity Audit to further guide our practices and ensure ongoing improvement with our Intercultural Competency Learning Priority.

At the heart of our approach is a commitment to collaborative decision-making. We actively listen to our team's perspectives and make decisions together. For instance, in June 2022, we surveyed our teachers to identify key student learning priorities. Results showed that 56% of teachers considered writing a priority, while 28% selected reading. Furthermore, 73% expressed interest in professional development focused on Social-Emotional Learning (SEL), and 28% expressed a desire for professional growth in Equity-Informed Practice.

Our survey in May 2025 shows that our staff wants to continue our student writing learning priority.

Our staff is indicating that they feel comfortable with their learning around Anti-Racism and would like more opportunities to learn about Student Led Passion Projects, and dig deeper into SEL and Trauma Informed Practice again.

Over the past few years, the percentage of students reporting positive responses to key questions has consistently increased, providing valuable insights that continue to guide our work. This year, with the four questions we've tracked, we remain consistently higher than the district average:

i) Do you feel welcome at school?

District: 90% ('24)

85% ('19) - 92% ('22) - 91% ('23) - 93% ('24)

ii) Do you feel like you belong at school?

District: 84% ('24)

73% ('19) - 87% ('22) - 86% ('23) - 95% ('24)

iii) Do adults treat all students fairly?

District: 83% ('24)

85% ('19) - 90% ('22) - 84% ('23) - 84% ('24)

iv) Do you feel safe at school?

District: 91% ('24)

77% ('19) - 91% ('22) - 91% ('23) - 94% ('24)

Our 2024 SLS indicators show that our students are consistently above the district average in feelings of wellness and connectedness. These positive trends highlight the success of our ongoing efforts to create a supportive, inclusive, and safe school environment for all.

Empathy Interviews

All Students

STARs (Student Advisory Reps)

Discussions in 2023, 2024, and 2025

After each term, the administration conducts interviews with two students from each division, focusing on school culture, safety, writing priorities, and learning preferences. These interviews provide valuable insights into student experiences and guide our ongoing efforts.

Summary of Common Answers from Student Interviews:

Writing Enjoyment: Many students enjoy writing stories, particularly creative or adventurous ones. They like writing about topics they find interesting, such as family, hobbies, and experiences.

Writing Frequency: Most students write in class nearly every day, with some writing 3-5 times a week.

Learning and Improvement: Common themes include improved creativity, punctuation, sentence structure, and spelling. Students have also developed better stamina for writing longer pieces. They value learning about descriptive words, adjectives, and using more detail in their writing.

Feedback: Positive feedback, especially about improvement and specific details like adding adjectives or correcting punctuation, is appreciated. Many students also enjoy when teachers provide constructive criticism.

Preferred Writing Styles: While students appreciate both fiction and non-fiction, many express a preference for creative writing, such as making up stories or writing about imaginative topics. Non-fiction writing is also valued for its factual basis and research.

Sense of Belonging at Watson Road: Students feel that Watson Road is a kind, inclusive school where it is easy to make friends. They enjoy the supportive and welcoming atmosphere, with many noting how the school values diversity and kindness.

and kindness.

Opportunities for Creativity and Sharing:
Many students have opportunities to choose their own writing topics or choose from a list. Sharing their work with peers and teachers is common, and some students share their writing with their parents or friends.

Teacher Support: Students appreciate their teachers' help in improving their writing, whether through conferences, feedback on drafts, or guidance on grammar and writing structure.

What can you count on each day at Watson Road Elementary?
Consistent support and kindness from teachers and staff
Friendship and a sense of belonging
Fun and engaging learning activities
Safety and a positive environment

Worries about coming to school:
Friendship-related concerns (not having friends, friends not being at school)
Bullying or unkind behavior
Academic pressure (e.g., fear of not doing well)
Occasional anxiety after breaks or early mornings
Minimal worries overall and many worries diminish as they move up the grades; many students feel secure

Two stars and a wish:

Stars:

Friendly, helpful teachers and staff
Safe, inclusive environment
Great gym equipment, fields, playgrounds, and outdoor activities
Fun extracurriculars (clubs, hot lunch, music, assemblies, STEM nights)

Wishes:

Longer gym time
More playground features (e.g., red spinners)
Decor for school areas (e.g., Indigenous colors)
A class about paleontology or new learning topics

Student Achievement
Data

Learning Updates/Report Cards
EdPlan Insight

No bullying or teasing
This data plays a crucial role in
informing and shaping our support and
learning experiences at school.
instructional strategies. Evidence is
Mostly positive — students enjoy math,
consistently gathered and analyzed
art, science, and project-based learning
with regular discussions surrounding the
Appreciate when learning is fun, visual,
hands-on, or presented as a game
our instructional decisions. These
Some mention increasing difficulty, but
enjoy the challenge not only guide our
teaching approaches but also support
Passion projects, Genius Hour, and
the work of our Response to
Intervention (RTI) team, enabling us to
tailor interventions and support to meet
What helps students learn?
the diverse needs of our students. By
Supportive teachers and CEAs
utilizing data-driven insights, we can
Quiet spaces and group work
refine our practices and better support
Fun, step-by-step instruction and games
student growth and achievement across
tools like Brain Pop, tech, and at-home
all areas of learning.
practice

Passion and choice in learning
Medication or strategies for ADHD (for
some students)

Best days at school include:
Field trips (e.g., Science Center,
O'Keefe Ranch, McMillan Farm)
Special events (e.g., assemblies, hot
lunch, pajama day, pancake breakfasts)
Genius Hour, art, music, and gym
Being announcer at assemblies or
having responsibilities
Fun, low-stress days with friends and
learning

Overall Sentiment about Watson Road:
Students consistently express positive
feelings about the school environment,
emphasizing inclusivity, kindness, and
the variety of activities available,
including sports and clubs. They feel
supported by teachers and peers,
making it an ideal place for learning.

Over the years, our MDI Index has shown positive growth in several key areas:

Adults Who Students Perceive as Caring: In 2018, 74% of students rated this as 2+, increasing to 76% in 2022, and 78% in 2024 reflecting a consistent sense of care and support from school adults, which is linked to higher optimism and mental health.

Student Self-Esteem: Self-esteem increased from 68% in 2022 to 87% in 2024, with students feeling proud of who they are and confident in their worth.

School Belonging: Students reporting a sense of belonging rose from 59% in 2022 to 71% in 2024, highlighting the importance of connectedness for well-being and success.

Student Empathy: Empathy grew to 83% in 2024, reflecting stronger emotional understanding and compassion among students.

Student Optimism: Optimism increased to 60% in 2024, showing a more positive outlook on the future.

Overall, our 2024 MDI indicators show that students continue to surpass the district average in wellness and connectedness, demonstrating a strong sense of emotional and social well-being in our school community.

Our 2025 MDI data shows an increasing gap between our school and the district when it comes to the measurement of student connections to adults and their sense of belonging. We are also working with an increased number of vulnerable students and families.

Focusing

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

We prioritize collective efficacy among our staff to advance our students' writing skills. Our actions are aligned with our core belief that writing is a powerful tool for self-expression and active engagement in daily life. It helps children solidify their thoughts, refine their ideas, and deepen their learning. Beyond developing technical writing skills, it encourages critical thinking and intellectual growth. We recognize that strong writing skills enhance communication, foster emotional growth, and support academic achievement. For these reasons, we advocate for early and consistent engagement in writing to cultivate these essential developmental areas in our students.

School Learning Priority 1 (?)

Students will develop a clear understanding of what constitutes "good" writing and the purpose behind it. They will build confidence in their writing abilities, using the writing process to track and demonstrate progress in their individual writing journeys.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)

- Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- Triangulated - involves collecting a variety of evidence to inform our progress

Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026

Foundational Skills

Literacy

Curricular Competencies

English Language Arts

Core Competencies

Communication

- Connect and engage with others
- Acquire, interpret, and present information
- Collaborate to plan, carry out, and review constructions and activities
- Explain/recount and reflect on experience and accomplishments

Creative Thinking

- Novelty and value
- Generating ideas
- Developing ideas

Critical Thinking

- Analyse and critique
- Question and investigate
- Develop and design

Positive and Personal Cultural Identity

- Relationship and cultural contexts
- Personal values and choice
- Personal strengths and abilities

Personal Awareness and Responsibility

- Self-determination
- Self-regulation
- Well-being
- Explain/recount and reflect on experience and accomplishments

Social Awareness and Responsibility

- Contributing to community and caring for the environment
- Solving problems in peaceful ways
- Valuing diversity
- Building Relationships

C **Communication**

1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
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T **Creative Thinking**

1. Novelty and value
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2. Question and investigate
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PS **Positive Personal & Cultural Identity**

1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

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1. Self-determination
2. Self-regulation
3. Well-being

PS **Social Responsibility**

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
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4. Building Relationships

Evidence of Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Qualitative	STAR (Student Advisory Reps) empathy interviews Staff Meeting carousel activities	How can we create entry points for writing, so that all writers feel confident and motivated to share their stories and feel like an author? What we believe? Writing allows children a vehicle to express who they are. Writing allows children to actively engage in daily life. Writing makes children's thinking and learning visible and permanent. Writing provides children with opportunities to explain and refine their ideas to others and themselves.
2 Qualitative	STAR (Student Advisory Reps) empathy interviews Staff Meeting discussions	How can we establish a classroom community of beginning writers where equity, empathy, and compassion become part of the process and vital by-products of story writing?

How do we enable students to see the value of writing, and use writing flexibly and effectively to help them learn and communicate their ideas?

During our interviews, students shared:

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Teacher Support: Students appreciate their teachers' help in improving their writing, whether through conferences, feedback on drafts, or guidance on grammar and writing structure.

4 Quantitative Student Learning Survey Data
Learning Update Data
FSA Data (gr. 4)
SWW - Overall/Final Marks

Disaggregating our data provides valuable insights into the writing and learning experiences of our ELL, Indigenous, and SPED students.

By identifying specific areas of need, we can better target our efforts to positively impact the experiences and outcomes of all learners, particularly those who face challenges in writing.

In Nov. 2024, 76.5% of students are on track or extending in literacy, as measured by the FSA. At the end of Term 1 Dec. 2024, 56% of Grade 4 students were proficient or extending in their Learning Updates, surpassing the district average of 48%. Among our Indigenous learners, 50% were proficient or extending, while 30% of ELL learners reached proficiency in literacy. In comparison, 67% of Grade 6 students were proficient or extending, compared to the district average of 51%. Notably, 100% of our Indigenous learners in Grade 6 were proficient or extending, while only 17% of our ELL students reached proficiency.

The June 2024 School-Wide Write (SWW) data reflects steady growth over the school year, with consistent improvement among students meeting, fully meeting, and exceeding expectations. For example, when comparing the final overall results from 2023–2024 to the previous year for our current Grade 5/6 students, the percentage of students meeting expectations increased from 60% to 65%, indicating positive progress in writing achievement. Note: At the time of this report, final marks for the 2024–2025 school year had not yet been entered into the database for comparison.

This year, our staff learning sessions have been highly attended and well-received. We were fortunate to have Adrienne Gear lead five impactful sessions for our teaching staff. Adrienne Gear's approach emphasizes tools and graphic organizers to support a more consistent writing process, which fosters a more dynamic and comprehensive approach to writing instruction. Her use of visual tools helps students structure their ideas and develop critical thinking skills, enhancing their writing abilities. Additionally, Gear connects reading and writing and her methods promote engagement, differentiation, and reflection, creating a student-centered approach that adapts to individual needs.

Furthermore, Nichole Crane shared her expertise on "Story Workshop/Loose Parts" with 24 staff members, promoting creative instruction across all classrooms. This practice sparks creativity by allowing students to physically manipulate objects, helping them generate unique story ideas. The hands-on nature of story workshops supports students' understanding of story structure and sequencing, making it easier for them to organize their writing. The collaborative and engaging activity not only boosts motivation but also leads to higher-quality writing.

As a team, we've also discussed 'vertical collaboration' and the creation of a 'shared writing folder' for our students, which will help align our efforts and strengthen our collective efficacy. Our focus now is on identifying where we can concentrate our efforts to have the most significant impact on the experiences and outcomes of all learners. This approach is not about identifying deficits but about nurturing our curiosity for consistency and agreement on classroom strategies that will lead to the best results for our goal. Our focus for 2025/26 will continue to dive into vertical collaboration/planning to help achieve more writing success.

Taking Action and Learning

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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Leading Professional Learning (?)

To deepen our collective practice, we offered a five-session professional learning series led by Adrienne Gear, which was attended by 23 teachers. On February 25, we also hosted a Story Writing with Loose Parts workshop facilitated by Nichole Crane. This hands-on session, also attended by 23 teachers, generated enthusiasm for integrating creative, play-based strategies into writing instruction.

To support ongoing collaboration, we embedded dedicated release time into our weekly schedule, allowing up to four teachers to focus on advancing our school-wide writing goals. Our monthly staff meetings continue to serve as "learning meetings," intentionally designed to foster reflective dialogue and strengthen professional capacity in areas such as collaboration, Universal Design for Learning (UDL), and responsive student support.

School Level Strategies and Structures (?)

To support our school-wide writing priority, we have implemented a range of intentional strategies and structures. These include offering ongoing professional development opportunities throughout the year, such as lunch-and-learn sessions, a staff book study, and regularly scheduled collaboration time embedded into the weekly timetable.

We also provided each staff member with a copy of Adrienne Gear's professional resources to support instructional practice. In addition, we engaged Adrienne Gear to lead a five-session professional learning series, which was attended by the majority of our classroom teachers. This series deepened our shared understanding of effective writing instruction and supported alignment across classrooms.

Classroom-level Instructional Strategies (?)

Our 26 teachers are trained in a variety of effective writing instruction methods, including:

"Story Workshop" by Susan Harris Mackay

"6 + 1 Writing Traits" by Ruth Culham

"Powerful Writing Structures" by Adrienne Gear

Heggarty Program

UFly Program

"Daily 5" by Gail Boushey and Joan Moser

"Primary Writing Success Program"

Powerful Writing strategies - Adrienne Gear

These diverse approaches equip our educators with a range of strategies to foster student success in writing.

Connections to the priorities in the District Strategic Plan and/or Equity in Action Agreement

District Strategic Plan - Priorities

Description

District Strategic Plan - Equity & Excellence in Learning

We will continue to use collaborative inquiry to design engaging, powerful and purposeful learning tasks for our students so each learner develops the attributes and competencies to flourish in a global community.

Equity in Action Agreement - Pedagogical Core

We will continue to use collaborative inquiry to design engaging, powerful and purposeful learning tasks for our students so each learner develops the attributes and competencies to flourish in a global community.

Budget Allocations

Resource Type	Resource Description	Estimated Budget
Professional Learning	Adrienne Gear Presentations	6.500.00
Learning Resource	Texts - fiction/non fiction for all grades	4000.00

Other

Writing Collaboration
Blocks

\$11,000

Checking for Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

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Reflection on our collected evidence on our impact for this School Student Learning Priority (?)

Our data does not fully demonstrate the academic progress towards this goal as we had hoped, yet, it also presents us with a valuable opportunity to have rich conversations so we can be responsive to the needs of our students. It also forces our staff to ask how else writing performance can be measured? Moving forward, we are committed to collectively analyzing our approach, identifying areas for enhancement, and implementing targeted strategies to better align with our objectives. This process will involve collaborative efforts, continuous monitoring, and adjustments to ensure we effectively address the identified priority. We understand the importance of holding ourselves accountable and remaining dedicated to this priority and our students' learning outcomes.

Recommendations for next steps for this School Student Learning Priority (?)

We'll continue with the structured collaboration time for our grade group teams, ensuring they have dedicated opportunities to work together effectively throughout the 2025/2026 year. Moreover, we'll reserve time during each monthly staff meeting to delve into our learning priority.

Our focus is on cultivating collective efficacy to address the question: "Where should we concentrate our efforts to significantly impact the experiences and outcomes of all learners?" Central to this is our pursuit of consistency and alignment among classroom strategies to optimize outcomes for our goal.

Drawing from our scan and leveraging diagnostic data from the School-Wide Write, we'll encourage our team to reflect on key questions:

"What change do we aim to achieve?"

"How will we observe this change in students' learning experiences?"

"What additional learning opportunities will deepen our understanding?" (including organizing future Lunch n' Learns/book studies)

"Which new learning partners should we collaborate with?"

"What school-level strategies, pedagogies, or practices should our team explore in relation to this priority?"

Plan Reflection

Date

7/17/2024

Assistant Superintendent's Reflection and Next Steps

I commend Watson Road Elementary for its unwavering commitment to improving students' writing skills and the numerous professional development opportunities extended to staff. The emphasis on students' development of intercultural competencies, the dedication to providing explicit instruction, and the integration of social-emotional learning, anti-racism, trauma-informed practices, and opportunities for students to experience belonging and community is exceptional. Watson Road is a leader in this area, and the staff, students, and community involvement have been exceptional. I look forward to observing the ongoing development of Watson Road in your learning priorities next year. Your dedication to revisiting and contemplating thought-provoking questions to steer your growth and plans is commendable.

Date

5/16/2025

Principal Reflection

As a leadership team, we are proud to share this combined administrator reflection on our school's journey and growth throughout the 2024–2025 school year at Watson Road Elementary. At Watson Road Elementary, we are proud to be part of a diverse, vibrant, and caring community. This year, we continued to focus on deepening inclusion, strengthening literacy, and fostering a culture where every student feels safe, supported, and inspired to grow.

Our staff's commitment to ongoing professional learning—particularly in the areas of Writing, Reconciliation, Equity, Diversity, and Inclusion—remains central to our work. We believe meaningful change is only possible through strong collaboration, and we are deeply grateful to our students, families, and staff for their shared dedication and support.

As one of the only schools in the district to lead our learning community with the development of Intercultural Competencies as a key priority, we have seen transformative shifts in our school's climate and culture. Our work in Anti-Racism, DEI, Trauma-Informed Practice, and Social/Emotional Learning has taken root. These efforts are evident in our Grade 4 Student Learning Survey and Grade 5 MDI results, which show that Watson Road continues to exceed district and provincial averages in areas of student safety and connectedness. Students consistently report feeling a strong sense of belonging, and a notable decline in incidents involving racism or microaggressions. Our learners are increasingly able to articulate and embody the values of inclusion, kindness, and equity. In short, our students are learning to walk the walk of anti-racism.

Student voice continues to be a driving force in our school. Each term, administrators meet with our STARS (Student Advisory Reps) to engage in meaningful dialogue about writing, belonging, and equity. These conversations offer deep insight into student experiences and help guide our direction. Similarly, our ELL team meets regularly with newcomer students to better understand their unique journeys and ensure they feel safe, seen, and supported.

In March 2025, parent survey results affirmed our efforts. Families expressed overwhelming appreciation for the dedication of our staff and the warm, welcoming atmosphere of our school. One parent shared, "This school is like a second home for my daughter... they pay attention to each child and find an individual approach depending on the child's needs." Another noted, "We appreciate the care and commitment of the entire Watson staff. It's a positive learning community." We also received thoughtful suggestions for growth, including more opportunities for in-person academic feedback and expanded extracurricular programming in science and physical health—ideas that are shaping our next steps.

2024–2025 Highlights:

*Writing remained a central learning priority. Across all grades, students explored what makes writing powerful and purposeful. While we've seen progress, we recognize that writing continues to be an area of growth. We're now working to deepen our alignment across classrooms with clearer goals, common language, and stronger assessment practices. Vertical collaboration is a key focus as we plan our next phase of professional development.

*Student scans indicate that a growing number of learners feel connected to caring adults and see themselves as valued members of the school community.

*10% of our students identify as Indigenous, and 7% were born outside of Canada, enriching our school with diverse perspectives and experiences.

*Our Equity Team continued professional learning to advance equitable practices across all areas of school life.

*The alignment of our staff's commitment to equity and literacy is deeply embedded in our school culture—reflected in our classrooms, our conversations, and the day-to-day lived experiences of our students.

As the province and district advance Anti-Racism Action Plans, we remain committed to asking important, guiding

questions:

*What barriers still exist when teaching for equity?

*How do we ensure all learners feel seen and supported?

*What does equity look like in practice—in our classrooms, our school, and our broader community?

*What more can we do, together?

We are proud of the growth and success we've seen this year. The sense of belonging and connectedness across our school is palpable. With the continued support of our families, staff, and students, we look forward to building on this momentum and deepening our work in the years ahead.

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