

Update: September 2025



Pinantan Elementary Annual School Learning Plan 2024-2025

Final Draft Due: **September 17**



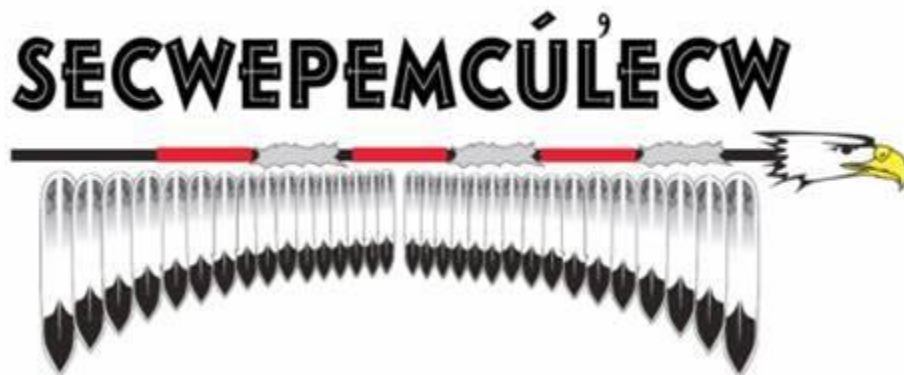
Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emplú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emplups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emplúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school is generally considered associated with the Tk'emplúps te Secwépemc First Nations through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#)



CONTEXT

Pinantan Elementary has the feel of a small, rural school with welcoming staff, students and families. Having four classrooms and supported by 9 staff, 70 students (up 20 students in one year) and families get the personalized attention that is sometimes harder to get in larger schools. Our kids have access to ski hills just minutes away, a lake in which to swim, fish, and boat in the summer and ice fish, skate, and snowmobile in the winter. We also have a forest in which to build forts in, an amazing new playground and an awesome play structure to stretch, swing and slide on in a park-like setting. Each of these opportunities connects our students to the land and ensures they have outdoor environmental education experiences.

During the lead up to Christmas the school and its PAC (Parent Advisory Council) hold a combined Christmas Concert, raffle and dinner that brings the whole community together. This event is one of the highlights of the year. We may be a small community, but we are not without plenty of personality.

Pinantan Elementary School is connected with the Westsyde Family of Schools and includes four other elementary schools: Arthur Stevenson Elem., David Thompson Elem., Westmount Elem., and Westsyde Elem. Each of these schools' feeds into our secondary school, Westsyde Secondary. While we do not send many students on to Westsyde Secondary every year (between 5 - 6 on average), our students come with a unique set of skills and experiences that represent our strong, rural community.

Pinantan means 'shoe' or 'moccasin' in traditional Aboriginal language. The lake was given this name because its shape resembles a moccasin. The community of Pinantan Lake offers a wide range of outdoor experiences throughout all four seasons. The community is close knit and works together to support one another.

The 2022-2027 School Learning Plan is not the work of one individual but one in which the entire school community has voice and input. From our students to the parents, to the community, and the staff, we will meet to formulate what WE want our school to focus on in meeting the needs of our children. WE will also lean on our Aboriginal parents and partners, district coordinators and many other valuable resource people to further enhance our children's opportunities to grow and develop into positive, contributing members of society. Focus will begin to take shape this year around incorporating the Seven Grandfather Teachings into our curriculum to honor and respect the knowledge that our Indigenous peoples bring to Pinantan Elementary.

With a further focus on the four pillars within School District 72's [District Strategic Plan](#), Pinantan Elementary will look to make connections and foster sustainable growth in building connections/relationships, equity, well-being and sustainability.

Like our learning updates, we will regularly look at the progress we have made and reevaluate what we need to do to continue to make steady improvement. Looking to build the use of data

to drive learning initiatives will become a focus while revisiting our journey for continual school improvement.

Learning Partner Engagement Process

Throughout the coming years, we will look to engage our learning partners in further developing and refining our school plan in the following ways:

- Through regular communication with our Parent Advisory Council, highlighting strategies used to support our goals.
- Providing opportunities for parents/guardians to provide feedback and suggestions.
- Sharing highlights and activities along with ideas that connect to Literacy, Numeracy and Well Being.
- Accessing the wealth of support that our district has to ensure our staff development continues.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

****Of note, with very small cohorts of students, data analysis at Pinantan Elementary can prove challenging when looking at sets of students. For example, with four (4) grade 7 students this year, our data set can be difficult to interpret.*

NUMERACY:

With a school wide focus on Numeracy, current data suggests areas of celebration and growth along with some areas for focus moving into the next school year. FSA data (2024 - 2025) for our Grade 4 cohort suggests a decrease of 25% (11 students wrote FSAs this year with 3 students not on track and 8 students on track), bringing our three-year average to 83%. Within this data set, we also saw a decrease in our indigenous learners who are on track from 100% the year previous to 67% this year. When looking at the Grade 7 cohort, we see that 100% of our students are meeting or exceeding expectations (on track), bringing our three-year trend to 39% above district averages for grade 7. Within this data, we also see in class examples of students demonstrating their thinking using models, drawings, and numeracy language.

For further analysis, please see linked:

- [Data Appendix for Pinantan Elementary](#) (2024 - 2025) - pgs. 5 - 8

As we look to data to drill down further and better understand our students strengths and areas for growth (aside from our FSA data), we pull data from an overall look at Numeracy proficiency (through Learning Update Information) along with District Numeracy Assessment (Grade 5/6) and the Primary Number Sense Assessment (Grades 1 - 3):

[Learning Update Data - Numeracy \(March 2025\)](#)

Grade Level (# of Students)	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
<i>K (6)</i>	0	1	5	83
<i>1 (10)</i>	0	2	8	80
<i>2 (11)</i>	0	2	9	82
<i>3 (9)</i>	0	3	6	67
<i>4 (11)</i>	0	2	9	82
<i>5 (6)</i>	0	1	5	83
<i>6 (9)</i>	0	1	8	89
<i>7 (4)</i>	0	1	3	75
<i>Total (66)</i>	0	13	53	80

Learning Update Data - Numeracy (June 2025 Final Grades)

Grade Level (# of Students)	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
<i>K (6)</i>	0	0	6	100
<i>1 (10)</i>	0	1	9	90
<i>2 (11)</i>	0	0	11	100
<i>3 (9)</i>	0	0	9	100
<i>4 (11)</i>	0	3	8	73
<i>5 (6)</i>	0	1	5	83
<i>6 (9)</i>	0	1	8	89
<i>7 (4)</i>	0	1	3	75
<i>Total (66)</i>	0	7	59	89

Analysis of Learning Update Indicators:

In looking at the learning update proficiency results, we see that 80% of our schools are demonstrating proficiency in Numeracy for the 2024 - 2025 school year mid-year, which

increased to 89% when looking at our final averaged learning updates. However, our current Grade 4 students (11 students in total) is an area for focus with only 73% proficiency.

District Numeracy Assessment - Grade 5 & 6 Students:

<i>Grade Level (# of Students)</i>	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
5 (6)	1	3	2	40
6 (9)	0	3	6	67
<i>Total (15)</i>	1	6	8	53

Analysis of District Numeracy Assessment:

Looking at our District Numeracy Assessment Data (April 2025), we do see some areas of strength/growth. With only 53% of our students proficient, it was important to look deeper into the assessment data. Areas of strength from within the assessment include **Application** and **Solving**, while areas of growth include **Interpretation, Analysis** and **Communication** of understanding. This will be an area that we focus more on as we move forward into the 2025 - 2026 school year. We will look to include opportunities for real world data analysis, teach the vocabulary of a lesson or topic explicitly, encourage estimation and reasoning before calculations to ensure justification of thinking, and focus on visual literacy within numeracy-based tasks. As example of an opportunity to interpret, analyze and communicate could be to look at and interpret a graph of school attendance trends. Further to this, we will continue to pose open-ended questions and implement opportunities for math journaling and peer discussion.

Primary Number Sense Assessment - Grades 1 - 3:

<i>Grade Level (# of Students)</i>	EMERGING	DEVELOPING	PROFICIENT	% PROFICIENT
1 (10)	1	1	8	80
2 (11)	1	1	9	82
3 (9)	2	1	6	67
<i>Total (30)</i>	4	3	23	77

Analysis of Primary Number Sense Assessment:

Looking at our Primary Number Sense Assessment Data (February - April 2025), we see some areas of strength/concern. With only 77% of our students proficient, again, it remains important to look deeper into the assessment data. As broken down by grade, we see the following:

<i>Grade Level</i>	STRENGTHS	AREAS FOR GROWTH
1	<ul style="list-style-type: none">- Cardinality- Using Number Paths- Decomposing #'s- Addition to 20	<ul style="list-style-type: none">- Skip Counting Forward- Composing #'s 11 - 20
2	<ul style="list-style-type: none">- Ways to Build #'s- Even/Odd #'s- Decomposing #'s to 100- Writing Equations	<ul style="list-style-type: none">- Skip Counting by 2- Subtraction with 2 Digits
3	<ul style="list-style-type: none">- Fraction Representation- Fluency with Subtraction- Addition with 3 Digit #'s	<ul style="list-style-type: none">- Subtraction with 3 Digit #'s- Division with Single Digit #'s

As we move into the 2025 - 2026 school year, it will be important to implement a more focused approach within these Areas for Growth. As we see skip counting within two grades as an area of growth, we will plan to implement strategies that access concrete visual tools, anchor charts, movement games, real life contexts and the encouragement of critical thinking through asking of questions. Continued opportunities for professional development from our external Numeracy team will support implementation within these growth areas.

Overall:

Given the current analysis of our school data sets and disaggregating the data based on certain assessment data and cohort groups (whole school, grade leveled, indigenous and non-indigenous, diverse and non-diverse learners), we as a staff believe our focus for the 2025/2026 school year will continue to be around development in the area of numeracy, in particular, the development of critical and reflective thinking practices for our students.

SCHOOL GOAL:

Focusing on developing critical and reflective thinking within numeracy (math) skills, students will meet or exceed expectations.

AREAS TO CELEBRATE:

- Indigenous students perform above district averages in grade 4 and 7.
- 100% of our indigenous students are meeting or exceeding grade level in

grade 7 using the FSA data as our metric. Although not the same cohort of students, this is a 50% increase in our indigenous population as being on track or extending.

- Our student population overall in grade 7 is 100% meeting or exceeding expectations. For the 2024 - 2025 school year this is 39% greater than district data suggests.
- Students have shown growth in their abilities to solve problems using different strategies (ex. number lines, base ten blocks, decomposing numbers)
- We have incorporated student based self-assessment as measures of their confidence and abilities in numeracy. These include exit tickets, number talks, math journals, observations through manipulative use. Students also participate in self-reflections after each math lesson using a 1 - 4 scale to share their thoughts around the lesson.

AREAS TO GROW:

- We continue to need to focus on strong pedagogical instruction to support our upper intermediate grade levels.
- Use of the Number Sense Assessment (NSA) at the Grade 1 - 3 level will support areas of growth indications for our primary aged students. We will then be able to look at strategies and support for students as these subpopulations move through their formal school years.
- As the District Numeracy Assessment (Grade 5 & 6) supports indicators of both Critical and Reflective Thinking, working with this sub population to better understand how they can best share their thinking and examine their thinking and reasoning skills is a work in progress.
- Ensuring that we are doing our best as members of staff to support a wide range of abilities across multi split level classrooms.
- Building stamina and independence within our students around numeracy-based tasks and their ability to reflect on their thinking.
- Continued growth around fluency and quick math fact opportunities - friendly numbers, benchmark numbers
- Use of LART to support learners in numeracy

OBJECTIVES:

Developing an understanding of where each student is at in terms of mathematical knowledge remains paramount. Once we can gauge where students are at, which skills they demonstrate strengths and stretches with, targeted instruction/interventions can be put in place to support growth. This should ensure an increased proficiency in both critical and reflective mathematical reasoning and its translation to numeracy tasks for all students. Upon looking at our data sets, while we continue to see growth in numeracy successes for all of our learners, a central focus (objective) for the school staff will be in addressing the what impact our instruction has within our numeracy classrooms and addressing low leverage/low engagement activities and replacing those

with higher level critical thinking tasks. As we see where each of our students are early in the year, we will look in September to build groups of students based on abilities, which should support meeting the challenges faced within multi grade level classrooms.

SCHOOL STRATEGIES:

To improve in numeracy, we will (classroom practices):

- ❖ Building a 'where we would like to see each grade level of learners be' continuum throughout the school
- ❖ Encourage a mathematical mindset for our learners
- ❖ Implement a fall and spring school-based math assessment to support needs and instructional practices (we will utilize the Number Sense Assessment as a roll out activity in September to assess where each of our students are at and what interventions or areas of support are needed. This will help guide our practice for strong foundational skills in numeracy in our primary grade levels)
- ❖ Utilize the District Numeracy Assessment (DNA) (to inform areas of concern and leverage areas of strength when developing curricular planning and supports)
- ❖ Numeracy/math will be highlighted within our parent community through newsletters, student work and our very successful numeracy days where the community is invited in to work with students in a variety of numeracy related tasks
- ❖ Continuing to look at what we have/what we need to support our learners (ex. manipulatives, hands on learning opportunities, whiteboards) - and to purchase more of the items that will support the learning process
- ❖ Incorporate First Peoples Principles of Learning & the Seven Grandfather Teachings into daily math and numeracy lessons
- ❖ School wide access to the Matific online math program. We will look to ensure this program is embedded as an opportunity to further enhance numeracy planning, instruction and practice (use as a support not a strategy)
- ❖ Accessing the use of visuals to encourage a deeper understanding
- ❖ Embedding Growth mindset into math lessons
- ❖ The use of visuals to encourage a deeper understanding
- ❖ Strategies from Peter Liljedahl "Building Thinking Classrooms"

To improve classroom practices, we will (PD strategies):

- ❖ Continue to access our district numeracy coordinators to support classroom instructional methodologies surrounding numeracy and mathematical skill sets
- ❖ Provide staff meeting collaboration time to build common practices, common language, resource exploration/sharing
- ❖ Offer opportunity to take part in professional development using Peter Liljedahl's work: *Building Thinking Classrooms in Mathematics* (we plan to continue to develop and utilize the learning from Peter Liljedahl work)
- ❖ Ensure we are utilizing our non-instructional days to support numeracy

- ❖ Utilize mathematical tasks for the thinking classroom in each classroom

To improve in grade-to-grade transitions, we will:

- ❖ Through data collection, develop targeted small group intervention within the classroom and using LART supports
- ❖ Ensure we are utilizing our data to support and guide instructional practices
- ❖ Accessing the K - 4 Numeracy Continuum as a foundation to build upon

To improve Aboriginal student learning, we will:

- ❖ Continue to ensure we bring the seven grandfather teachings into our math and numeracy instruction
- ❖ Make connections to real life math problems within the context of these teachings
- ❖ Utilize our AEW in classroom settings to support improvements in numeracy and mathematical mindsets for all our learners

To improve in learning, we are ensuring that our resources meet our students' needs:

1. Curriculum Resources

- a. Math and numeracy inventory within the school to see what we have/what we might need to achieve success
- b. Target learning resources for math and numeracy for the year
- c. Ensure classrooms have complete sets of the necessary tools and manipulatives

2. Human Resources

- a. Invite district personnel to support students and staff moving forward

3. Field Trips

- a. Invoke opportunities to learn on the land where mathematical and numeracy concepts can be practiced (building a focus of learning on the land into our academic areas of focus)

Within these strategies (Classroom, Professional Development), we will continue to access the data collections available to us along with using the following (Formative Assessment, Performance Tasks and Work Samples) to develop sound pedagogical practice. We will continue to analyze patterns and gaps both in student representation of their learning and within current assessments used. We will look for common misconceptions, skill gaps and trends across groups. From this we can develop and plan targeted instruction through opportunities such as guided math groups and opportunities for students to set specific numeracy-based goals that we can circle back to throughout the school year. Effective interventions can take place with regular frequency and can include short and quick snapshots of students learning on a given topic through opportunities such as exit tickets.

The strategies mentioned above are in alignment with and support Numeracy strategies as laid out in the District Strategic Plan.

Evidence and Next Steps:

Opportunities to have a look at how strategies are being used, and their effectiveness/impact will be planned throughout the year. As the school leader, I will continue to ensure that I am bringing together discussions around numeracy instruction and its effectiveness. I will look to ensure that I spend time as often as possible in classroom supporting instruction. I have built into my schedule opportunities for push in support where I am in classrooms for specific times throughout the week that align with numeracy. We are looking to ensure we are providing high engagement and high-level learning activities and weeding out any low level, low engagement tasks. Further to this, we would like to ensure we are providing critical and reflective thought tasks that challenge our students to share their learning with us. Utilizing staff meeting time (at least once a month), review of goals with our PAC, sharing of current data, we will revise and revisit our numeracy goal. Evidence will be obtained through Provincial Data (FSA), District Data (DNA/NSA), and School Developed Assessments (Foundational Math Assessment) among other forms of evidence collected through classroom activities. Looking ahead to the 2025 - 2026 school year, information surrounding our numeracy plan, objectives (for sub populations) and strategy successes will be analyzed early in the school year with staff and our PAC. This will be done in September with regular follow up on how we are progressing on a two or three month cycle. We will also look to establish with our student groups some understanding of how they believe they learn best within the lens of numeracy. We will look to build more structured small-group numeracy rotations to best meet the needs of the wide range of abilities that our students possess. We will integrate student goal setting and self-assessment within numeracy instruction to help students feel a stronger sense of ownership in their progress. Further to this, we will focus more on quick math fact fluency year-round. Finally, with the newly developed K - 4 Numeracy curriculum, we will look to implement this within our primary classrooms and leverage support from other schools who are engaged in similar implementations.

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

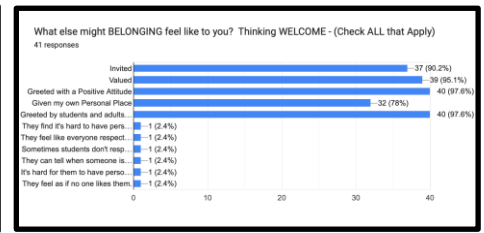
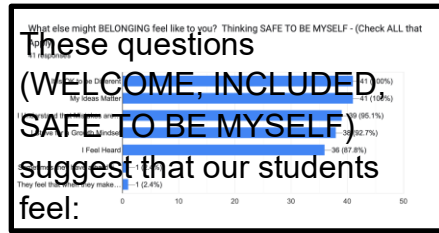
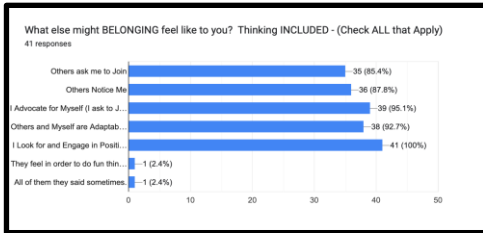
DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

It is imperative that we support all students in feeling a sense of belonging, which includes feeling welcome, safe and valued by ensuring that all students feel connected to the adults in the school. We are currently waiting for updated data sets from our Student Learning Survey. This information will help to support our movement forward in regard to a sense of belonging.

With data sets such as our Provincial Student Learning Survey not yet available currently, much of the referenced information below is based on the 2023 - 2024 Student Learning Survey. When analyzing this school-based data, we find that 75% of our students feel welcome, safe, and that the adults care about them. This moves 9% higher for both feeling welcome and adults caring and 4% higher for feeling safe when compared to district data. A goal moving into 2025 - 2026 will be to have a continued school wide focus of BELONGING. As a staff, we will continue this work by re-addressing with our students what they think the word BELONGING means to them.

From a school lens this year, we have developed two identical empathy interview surveys around Belonging, one of which focuses on our Inquiry Question around our indigenous learners (as shared later in this plan) and one that focuses on the remainder of our student population. From this empathy interview which was conducted with each non-indigenous learner in our school, our learners shared some of the following surrounding their sense of belonging (WELCOME, INCLUDED, SAFE TO BE MYSELF):



These questions
(WELCOME, INCLUDED,
SAFE TO BE MYSELF)
suggest that our students
feel:

WELCOME	INCLUDED	SAFE TO BE MYSELF
<ul style="list-style-type: none"> - Invited - Valued - Sense of Personal Place - Greeted in Positive Ways by Staff and Other Students 	<ul style="list-style-type: none"> - Others Notice Me - Can Advocate for Myself - Engage in Positive Interactions - Others Include Me 	<ul style="list-style-type: none"> - OK to be Different - My Ideas Matter - Mistakes are a Part of my Learning - Strive for a Growth Mindset

For further analysis, please see linked:

- [Data Appendix for Pinantan Elementary](#) (2025 - 2026) - pgs. 9 - 19

SCHOOL GOAL:

To create a positive, respectful, inclusive environment where all students feel a strong sense of belonging.

AREAS TO CELEBRATE:

- Within our learner population (both Indigenous and Non-Indigenous, many of our students) from our in-school empathy interviews, students indicated that they felt a sense of belonging, feeling welcome, safe, and that adults cared about them.
 - 97.6% feel a sense of belonging
 - 100% feel seen and loved
- From students, we are hearing the following:
 - Students felt included when others asked them to join activities, noticed them, and accepted them. They also appreciated it when their ideas were heard and respected.
 - Students felt safe to be themselves when they were allowed to express their ideas, understood that mistakes were part of learning, and strived for a growth mindset. They valued positive interactions and being adaptable and fair.
 - Feeling seen and loved was linked to having friends who cared about them, receiving help from teachers, and being included in activities. Students appreciated it when others paid attention to their emotions and supported them in times of need.

- Many students felt a strong sense of belonging due to the supportive and inclusive environment at Pinantan Elementary. They valued the friendships they had made and the positive interactions with teachers and peers.
- Many students see our school counselor/ participate in worry bugs/ dragons
- Many students participate in body breaks
- Two key strategies—*Little Spot* resources and daily journal check-ins—have played an essential role in this success.

AREAS TO GROW:

- The need for a sense of belonging (while this was an area to celebrate, redefining what belonging means at Pinantan Elementary will be further explored for best understanding. How this correlates to feeling welcome and how we can leverage that welcoming feeling will be explored).
- For the upcoming 2024 - 2025 school year, we will be looking school wide to define what belonging means and how each student feels we can support this feeling
- Within our non-diverse student population, the feeling that adults care (only 71% felt adults care)
- Monthly school wide gatherings (possibly gathering in a circle) in the gym to build a sense of community and belonging with a focus on student achievements through seven grandfather teachings and shout outs
- Consistency Across All Learners
- Transferring SEL Skills Across Contexts within the classrooms and school
- Balancing Academic and Emotional Support

STREET DATA STRATEGY:

Pinantan Elementary's EQUITY CENTERED QUESTION is as follows:

- ***How can Pinantan Elementary create a sense of belonging that supports equitable conditions for our indigenous learners?***

The learners (at the margins) the staff is prioritizing:

- Our indigenous learners within the school (we currently have 19 students who identify, or self-identify as indigenous (this represents 29% of our student population)

One or two actions taken by staff to understand these learners' school experience:

- We have developed a survey which was implemented and shared in a one-on-one empathy based interview with each of our indigenous students by our Indigenous Education Worker. This information provided staff with a wide range of information that supports how our indigenous students are feeling about their experiences here at Pinantan Elementary.

Share how you have used, or plan to use, this information to create positive change:

- From the above-mentioned empathy-based interview, we have learned a great deal of information surrounding which suggests a positive experience for our indigenous learners. ***Some examples of this include:***
 - Many students feel a strong sense of belonging due to the welcoming and supportive environment at the school.
 - Students feel acknowledged when their cultural heritage and personal identities are recognized and respected.
 - Activities related to Indigenous culture, such as art and teachings from elders, help students feel seen and valued.
 - Students enjoy expressing themselves through art, music, sports, and other creative activities.
 - They appreciate it when their talents and efforts are recognized and praised.
- Some examples of how this has created a positive change include:***
 - Individualized land acknowledgments along with weekly staff shout outs (which are framed and, in the library, - one for each student in the school).
 - Use decorations that reflect the diverse backgrounds and cultures of the students.
 - 7 Grandfather Teachings shout outs.
 - Culture club led by our Indigenous Education Worker (IEW).
 - Whole school Indigenous luncheon.

SCHOOL STRATEGIES:

To improve in well-being (belonging), we will (classroom practices):

- ❖ Foster and curate healthy learning environments using SEL practices (WITS), Health Literacy, and Trauma Informed Practice
- ❖ Honor all learners and their differentiated learning requirements
- ❖ Embed the Seven Grandfather Teachings and First Peoples Principles of Learning throughout the classroom
- ❖ Make connections with students a priority (examples of connections include meeting students and greeting all individually in the morning - with a small school this can be accomplished)
- ❖ Promote and encourage extra-curricular activities at lunch, after school
- ❖ Use of Active Kids Canada, Little Spot of Emotion, and building a growth mindset will be central to the 2025 - 2026 school year
- ❖ Focus on teaching self-regulation strategies and using Zones of Regulation
 - Using the same language and program school wide
- ❖ Student-Led Strategies for Emotional Regulation (breathing, body breaks etc.)

- ❖ Focused Classroom Discussions on Inclusion and Empathy (often using a talking stick to facilitate)
- ❖ Daily Emotional Check-Ins through Journaling/circle share (older students on book creator)

To improve classroom practices, we will (PD strategies):

- ❖ Devote non-instructional time to exploring different SEL practices (staff collaboration to utilize Little Spot of Emotion & Growth Mindset for 2025 - 2026 school year on a more school wide level)
- ❖ Invite SEL district leads to support our staff (being a small school, perhaps joining another school for such opportunities)

To improve in grade-to-grade transitions, we will:

- ❖ Develop a RTI model to support students
- ❖ Ensure staff have a chance to connect and share what works/what does not work with students within tier 2 & 3 of the RTI model
- ❖ Create a school-based student learning survey that focuses on our learning goal as well as our well-being goal

To improve Aboriginal student learning, we will:

- ❖ Utilize the welcome song over the PA system on Mondays
- ❖ Create an aboriginal bulletin board to celebrate
- ❖ Indigenize the learning environment (Accessing the Seven Grandfather Teachings through a PBIS approach, Personalized Land Acknowledgements)
- ❖ Access for students to a culture club
- ❖ Promote connections to the Seven Grandfather Teachings

To improve in learning, we are ensuring that our resources meet our students' needs:

- 1. Curriculum Resources**
 - a. Work with staff to ensure they are trained in an agreed upon SEL resource to support students (Little Spot of Emotion, Zones of regulations and WITS). This will ensure we have a common language/approach with all our students.
- 2. Human Resources**
 - a. Access district personnel to support developing a sense of belonging for our students.
- 3. Field Trips**
 - a. Invoke opportunities to learn on the land

Strategies mentioned above are in alignment with and support the Human & Social Development strategies as laid out in the District Strategic Plan.

Evidence and Next Steps:

Evidence this year suggests that many of our students feel a strong sense of belonging here at Pinantan Elementary. However, as mentioned, having a clear definition of what belonging means may suggest that not all students are feeling this belonging in the same way. We continue to build and redefine with our staff and students BELONGING as our next step. We are putting together a working group of students and staff to curate BELONGING at Pinantan as a small rural school community. As such, further opportunities to have a look at how strategies are being used, and their effectiveness will be planned throughout the year. In alignment with our school-based question and collection of street data here at Pinantan, we will also look to break down further areas where BELONGING may or may not be felt by our students. The focus for this coming year will be on developing a better understanding of how our Aboriginal students are feeling in relation to this goal. Evidence will be obtained through Student Learning Surveys (School Based), School Based SEL Student Survey, Student Core-Competency Self-Reflection, and other forms of evidence collected through classroom activities.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES:

While not a direct goal within our growth plan, cultural and identity development is paramount for all learners as individuals. When we focus on this area, students feel safe and welcome, which will elicit a strengthened sense of belonging. As such, some activities that we will take part in and celebrate will include:

- Orange Shirt/National Truth and Reconciliation Day
- Pink Shirt Day
- Equity Month
- Black Shirt Day
- Day of Suwentwecw
- Pride Day

Evidence and Next Steps

Not applicable for the 2025 - 2026 school year