



Respecting the beautiful unceded ancestral lands, culture and people of the Lheidli T'enneh First Nation, and the traditional territories of the McLeod Lake Indian Band, and Simpcw First Nation.

Peden Hill Elementary School Plan For Student Success 2025/2026



Clayton Carter
2023

Nestled at the base of Peden Hill, our school is the hub of the community. 266 students and 33 staff work and learn in our school every day. We are a thriving learning community with extraordinary opportunities for our students.

Peden Hill Elementary is a school with vast diversity, students of all cultures and abilities thrive in the inclusive environment and welcoming culture that we have created. Celebrating student diversity is a strength at Peden Hill. We expose all students to the First Peoples Principles of Learning.

In the last year we have had numerous parent nights and social events hosted by our staff and our Parent Advisory Committee. We also have a Community Schools Coordinator who liaises with community groups and creates partnerships around the city which allows our students to access opportunity. Our Parent Advisory Council is active and last year was able to fully fund every student in the school to participate in exciting year end celebrations.

At Peden Hill we support the development of the whole child and have a number of programs to help students understand their emotions and regulate their behaviour. We utilize the Zones of Regulation and Mind Up curriculum across the school to help students identify emotions and develop tools to get themselves into the state of mind where optimum learning can occur. Peden Hill ROCKS is more than a statement about the school, it is our school wide system of supporting positive behaviour. Respect/Responsibility, Ownership, Cooperation, Kindness and Safety are concepts that we go over in all settings. Once a month, we gather as a school community to celebrate the things students are doing and to go over our ROCKS expectations. We also teach students to have a Growth Mindset and this language can be found throughout our school. Students understand that we learn by trying and that mistakes are simply learning opportunities. In addition to all of this support, we have both a breakfast and lunch program to ensure students are nourished and ready to learn.

Students at Peden Hill work hard to do their best in academic subjects and they are very well supported with 11 Classroom Teachers, 5 Support Teachers, a Music Teacher, 11 Educational Assistants, a Community Schools Coordinator, and a full time Indigenous Education Worker. We are also excited to add a full time Youth Care Worker position to our school this year to support student growth in social emotional development. We are focussed on raising literacy and numeracy success rates and have many school wide structures in place to achieve this. We have a new program in our primary grades called Math Path which integrates the BC Curriculum and places problem solving at the heart of mathematical learning. In addition to focusing on skills, concepts, and processes, the framework also emphasizes the need for students to develop positive attitudes towards math, have the confidence to persevere, and develop the ability to monitor their own thinking.

One of our central aims is to have students working at or above Grade level in numeracy and literacy in their early years by providing targeted and structured interventions in a timely

manner and based on assessment data. We also have targeted English Language Learning supports for 111 students to allow them receive instruction at their level in smaller groups.

Beyond Academics, we offer a full slate of athletic activities including Cross Country Running, Volleyball, Basketball, and Intramural Lunch Hour activities. We also offer a variety of after school and evening programming through our Community Schools Coordinator. Peden Hill also offers students a hockey program where equipment and coaching are provided free of charge.

Our school's proximity to the John McInnis Centre allows us to offer cooking and hands on building activities in a teaching kitchen and shop. We also utilize the gym for large activities. Students at Peden Hill will be prepared for the challenges of the future by working on projects that combine curriculum, problem solving and hands on activities. Students have access to an abundance of technology including laptops, classroom projectors, document readers, robotics and coding using Lego Mindstorms.

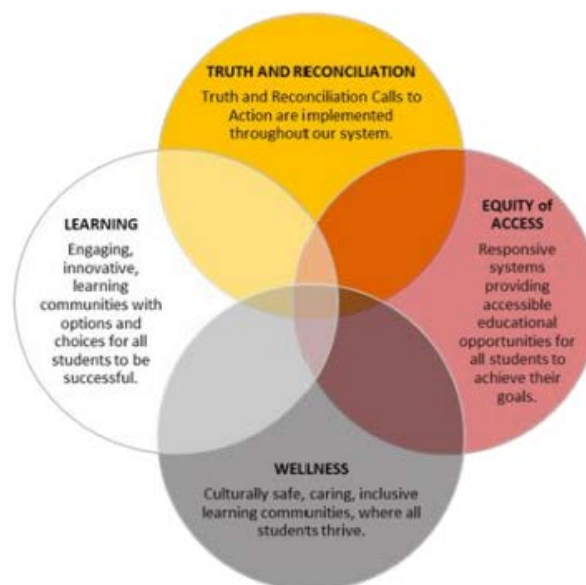
Our Vision at Peden Hill promotes the intellectual, physical, emotional and social development of each student within a safe, healthy, respectful and caring environment. We foster an inclusive environment that nurtures confident, engaged and proud life-long learners through innovation, high standards and culturally responsive care. Our Values at Peden Hill are Responsibility, Respect, Ownership, Co-operation, Kindness and Safety. These values have been a long-standing foundation for the school community...**Peden Hill R.O.C.K.S!**

Our school values align with our District's values.

First People's Principles of Learning are integral in all we do.

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Our District Directions



SCHOOL GOALS

Learning

Goal: To increase literacy and numeracy success rates for all students.

Strategies:

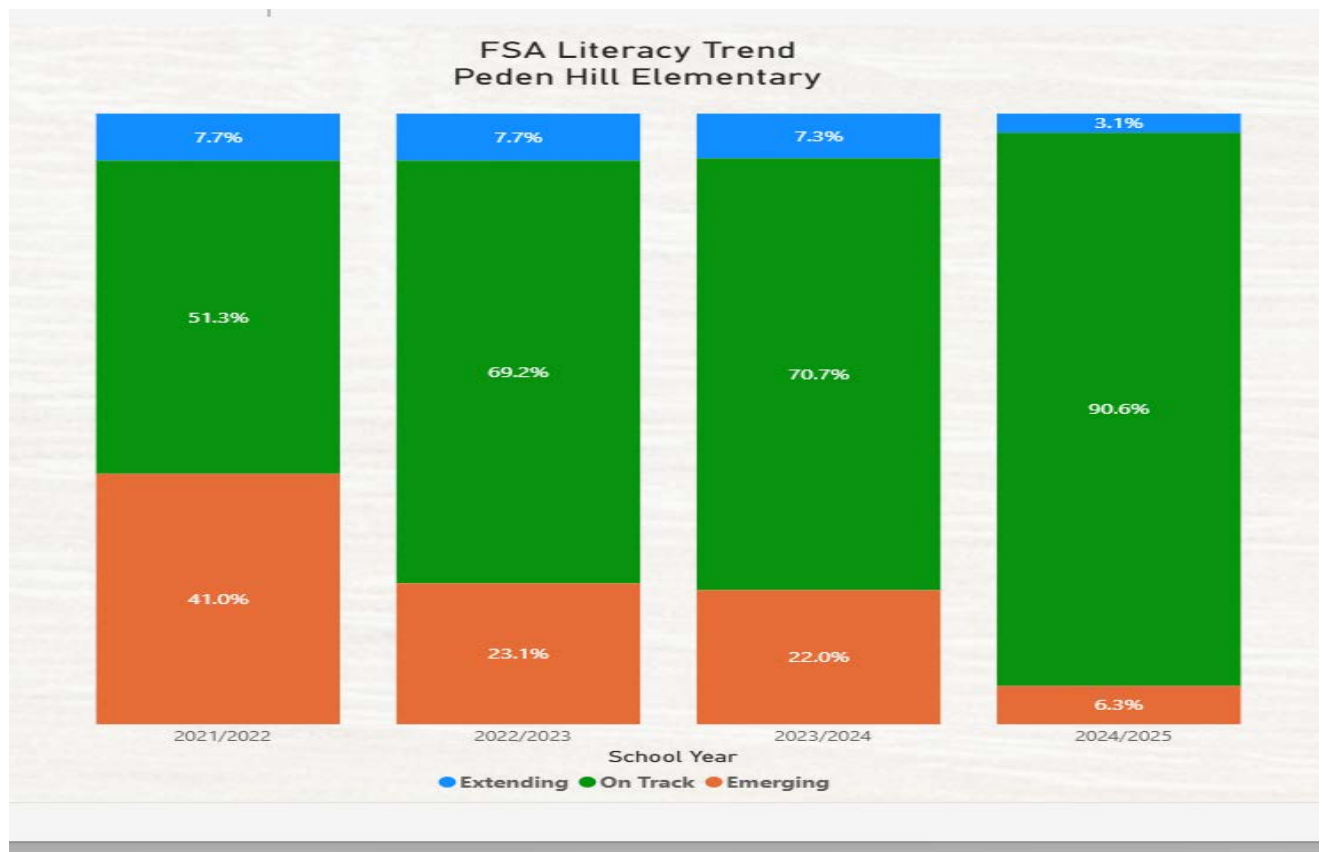
- K-7 use of My Math Path Resource- which integrates the BC Curriculum and places problem solving at the heart of mathematical learning. In addition to focusing on skills, concepts, and processes, the framework also emphasizes the need for students to develop positive attitudes towards math, have the confidence to persevere, and develop the ability to monitor their own thinking.
- K-7 use of BAS Reading Assessment to help inform appropriate instructional level for each student, as well as information related to reading fluency and comprehension.
- K-7 Dibels Pilot Project with SD57 Curriculum and Innovation. This assessment is a universal screening tool which aims to identify students at risk of reading difficulties, monitors student growth over time and effectiveness of interventions.
- Staff focus on assessment data and how the assessments inform instruction.
- English Language Learning teachers and Learning Assistance teachers focused on reading and numeracy skills identified in assessments.
- 2025/2026 staff meetings focused on literacy and numeracy goal development and refining our focus in these areas for the 2026/2027 school year.

Success Measures:

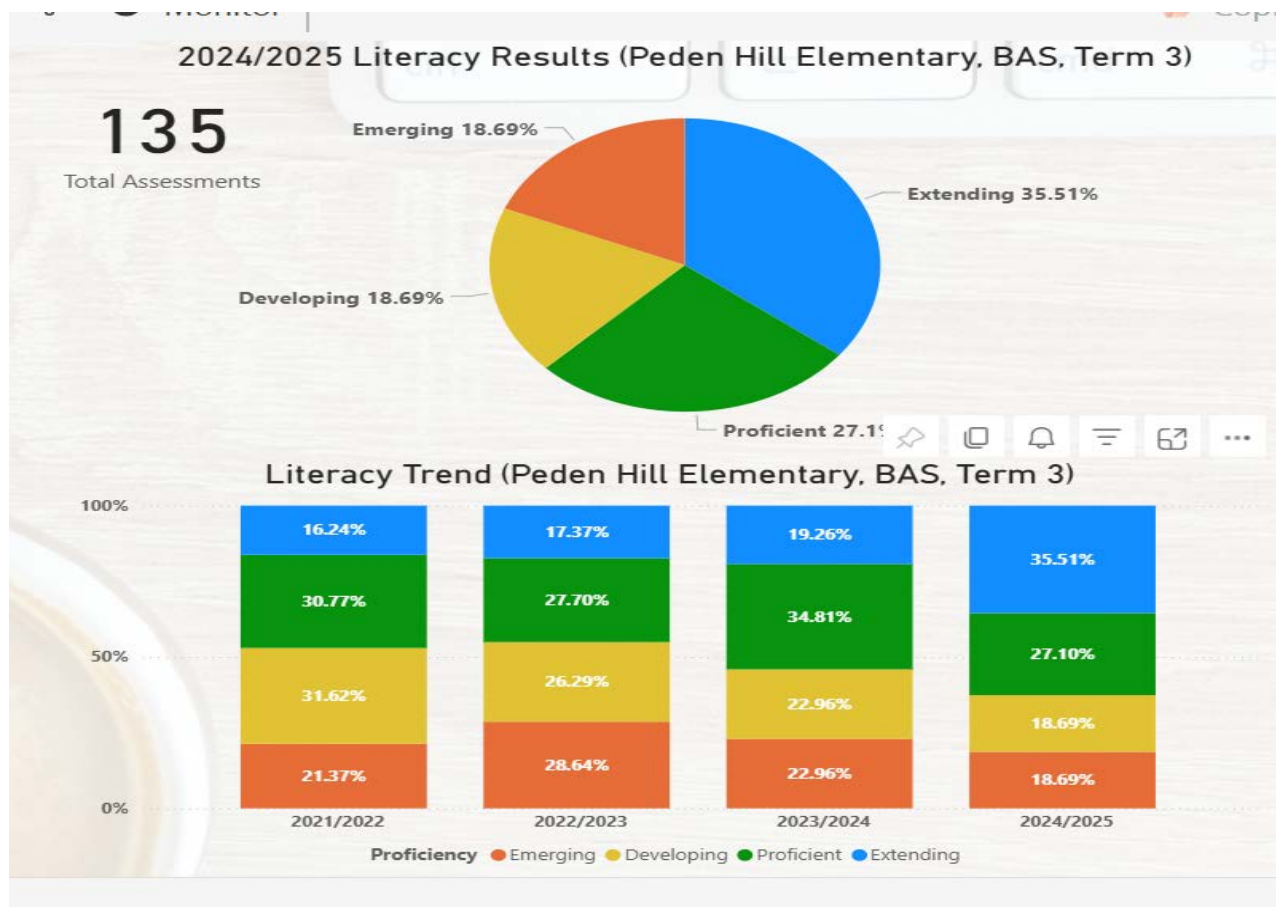
Foundational Skills Assessment (FSA) in Literacy and Numeracy- Grades 4 and 7

BAS Reading Assessments- All students

SNAP Math Assessment- All students

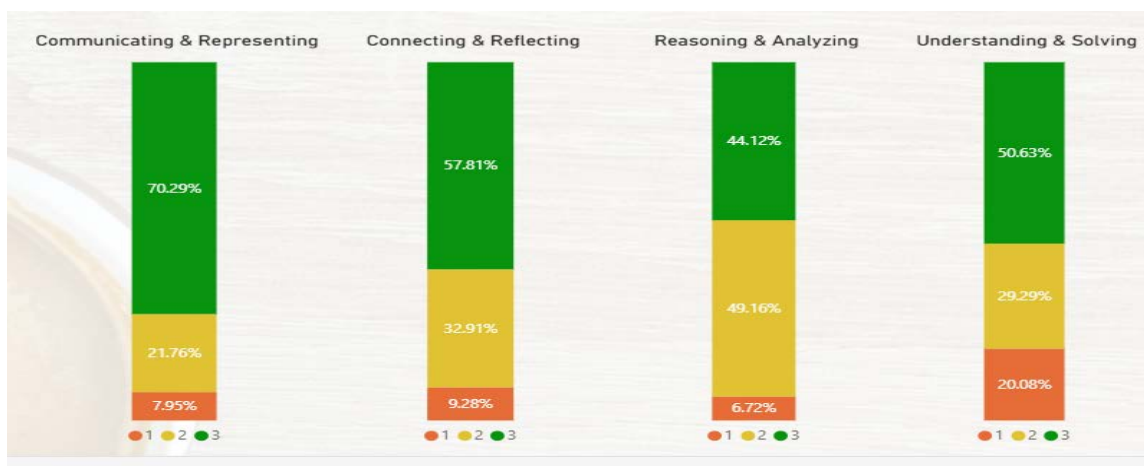


Data Interpretation: Our FSA data for the years 2021-2024 show a steady increase in the percentage of our grades 4 and 7 students who are “on track” or “extending” in literacy. For the 2024/2025 school year, 93% of students who wrote the FSA were “on track” or “extending”. This year we hope to continue to steadily increase this success rate, with a specific focus on increased supports for our English Language Learners so they are more able to participate in the assessments meaningfully.

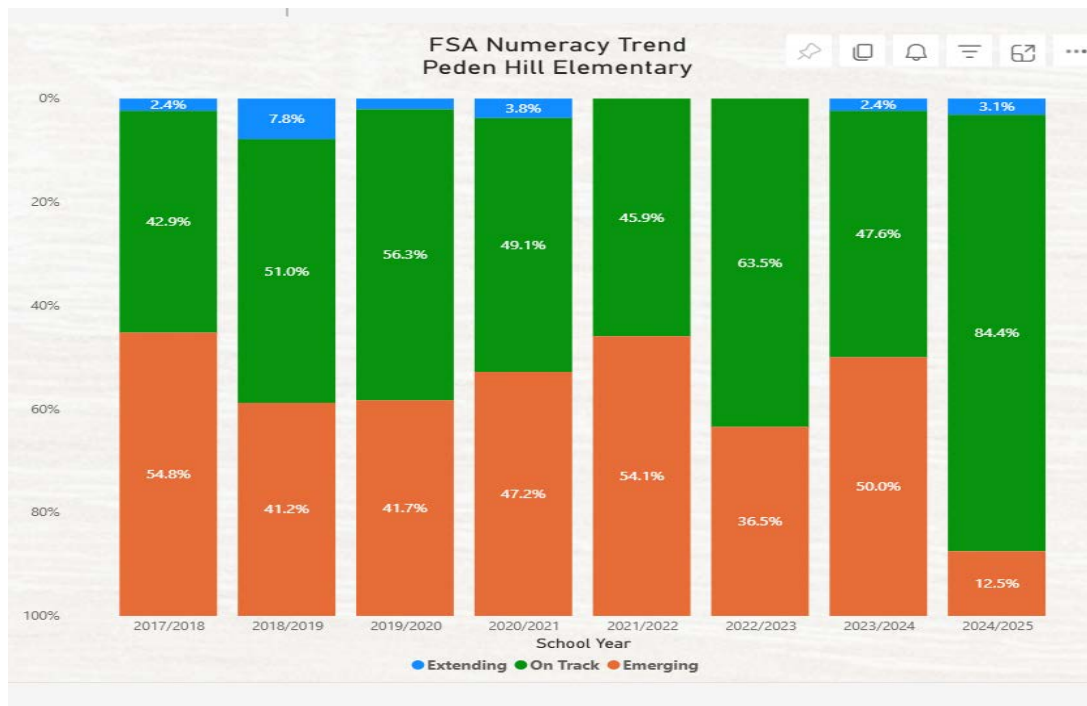


Data Interpretation: For the 2024/2025 school year, the BAS reading assessment showed that 62% of students in grades K-7 are “proficient” or “extending” in reading. This is an achievement increase of 18% from the previous year. With the strategies mentioned, above we hope to increase the percentage of learners who are “proficient” or “extending” to 72%.

SNAP Numeracy Assessment



Data Interpretation: For the 2024/2025 school year, the SNAP numeracy assessment showed that 70% of our students were proficient with communicating and representing, 58% were proficient with connecting and reflecting, 44% were proficient with reasoning and analyzing and 51% were proficient with understanding and solving. While these results were improvements from previous years in most skill areas, the school community has identified numeracy as an area of growth and My Math Path was chosen to use school-wide as this resource specifically targets these areas of numeracy development. We hope to see a 5% increase in proficiency in all four numeracy skill domains by the end of this year.



Data Interpretation: For the 2024/2025 school year, there was a significant increase in the amount of students who achieved “on track” or “extending” in numeracy on the FSA. This year, we hope to maintain this high level of achievement, while also improving our supports for English Language Learners so they are able to participate in the assessments more meaningfully.

Truth and Reconciliation

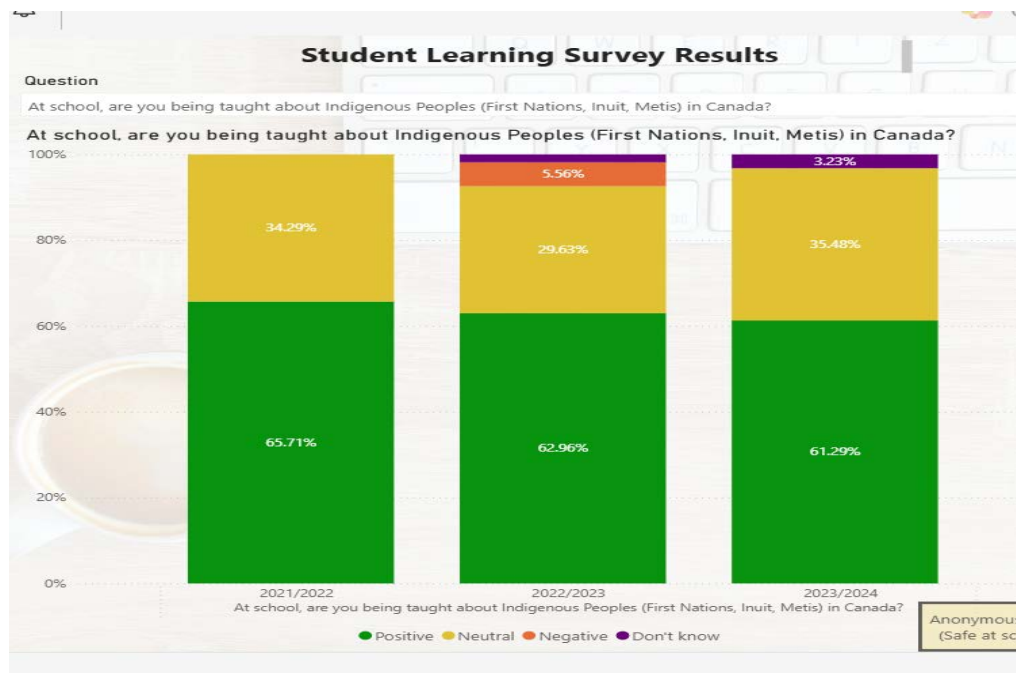
Goal: To ensure that all students are learning about Indigenous language, culture, and knowledge which are embedded in lessons, activities, and practices.

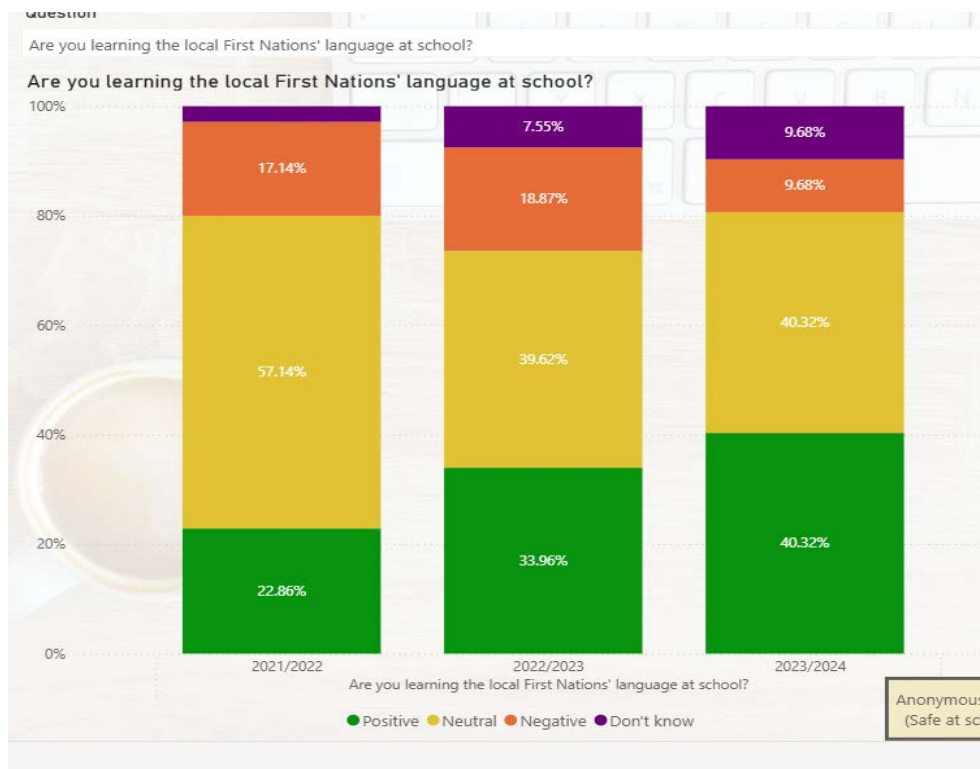
Strategies:

- Staff to incorporate Dakelh words/phrases into our day. These will be reinforced during our daily morning announcements.
- Inclusion of Dakelh language and land acknowledgements during monthly assemblies
- Field Trips with land-based learning
- Use of Talking Circles as a practice to express feeling, resolve conflict, and share stories
- Presentations from Elders
- Learning Resources that have accurate Indigenous Content (novels, short stories, science, etc.)
- After school clubs centered on Indigenous activities
- Increase Indigenous content in our library collection
- Indigenous learning resource sharing at monthly staff meeting by our Indigenous Education Worker

Success Measures:

Data from our Student Learning Survey (see below): Please note 2024/2025 Student Learning data will be added, once received.





Data Interpretation: The Student Learning Survey is completed by all students in grades 4 and 7. The graph above includes both grade 4 and grade 7 responses. The 2021-2024 data may suggest a slight decrease in students indicating positive answers related to exposure to learning about Indigenous groups, but there appears to be a steady increase in positive answers related to exposure to local Indigenous language. As a school, we are renewing our commitment to increased focus on Indigenous language, culture, and knowledge in the classroom and around the school. We aim to increase our percentage of students reporting positive answers to both of these questions by 10%.

Equity of Access:

Goal: To enhance our learning environment to build diverse supports and remove barriers so all students feel connected, engaged, and safe to take learning risks.

Strategies:

- Use of a drop-in center for students to connect with our Indigenous worker and Community Schools Coordinator.
- Increased inclusion of SOGI resources and supports for students.
- Increased use of language translation technology to support families to access our school communication.
- Creation of alternative sensory space to support students who may need additional sensory-based support.

- Addition of Youth Care Worker position to focus on social emotional development
- Ensuring all students have what they need to be successful including nutritious meals through our breakfast, lunch and classroom snack program, school supplies, assistance with transportation, and clothing appropriate for outdoor learning experiences.
- Continued exploration of anti-racist learning resources in the school.
- Enhanced use of positive behavioural interventions, as opposed to exclusionary discipline methods which reduce student access to learning opportunities.
- To review our systems of support in our school to ensure all students have access to personalized learning including EA support, intervention programs, School Based Team protocols, methods of differentiation, and RTI (responses to intervention).
- Engaging in strengths based Individual Education Plans with goals which reflect student and parent input.

Success Measures:

- Data from parent satisfaction survey
- Data from Student Learning survey (particularly questions related to getting the help students feel they need at school and access to nutritious food, and experiencing racism at school).
- Office referral behavioural data related to students feeling overwhelmed and needing access to social emotional supports.

Wellness:

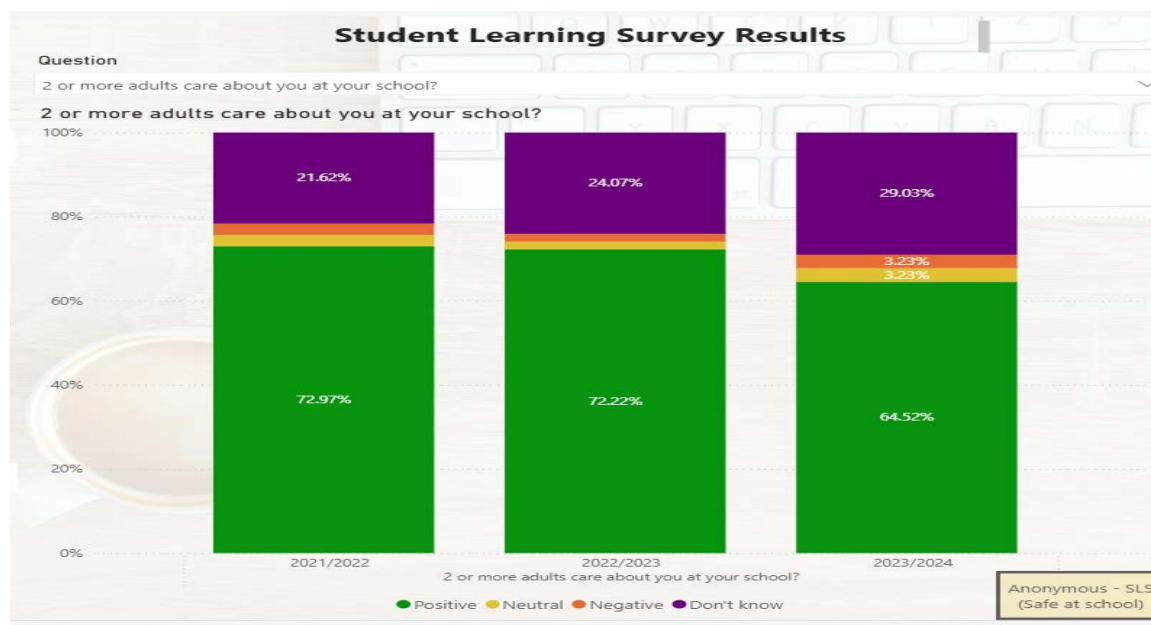
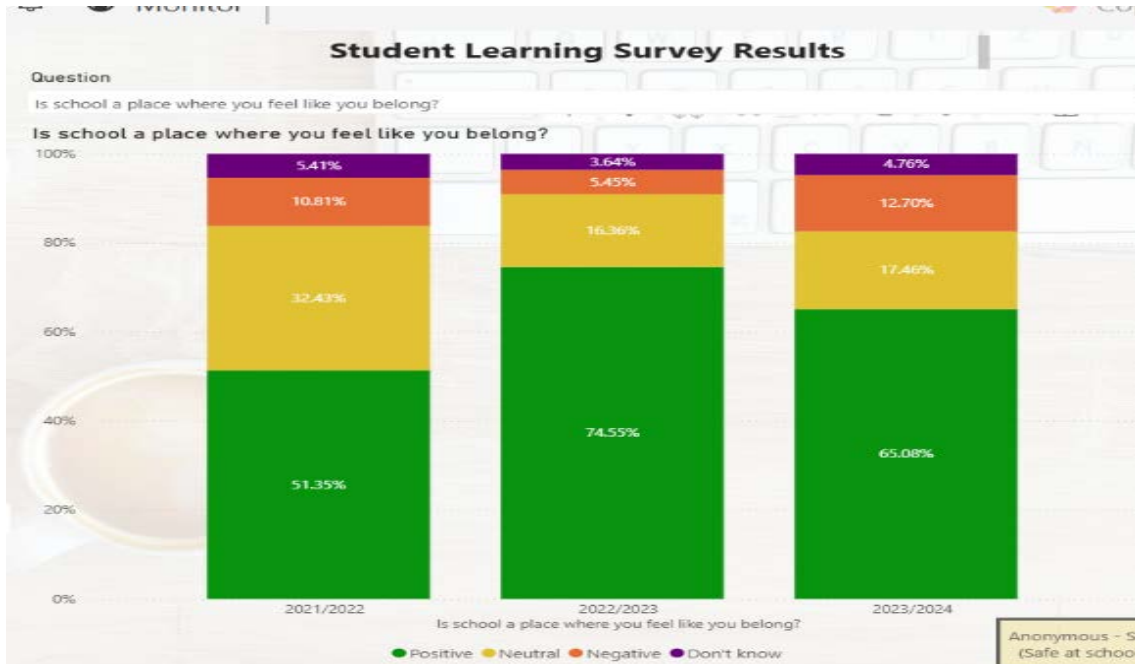
Goal: To enhance our sense of community and create a sense of belonging so students feel safe and confident in their learning environment.

Strategies:

- Continue identifying adults for each student that they feel most connected to and ensuring they have access to them throughout the day.
- Scheduled mental health check ins with our school counsellor, youth care worker, Community School's Coordinator, and Indigenous Education worker.
- Creation of clubs and groups designed to provide connection for students who may need support building relationships with others.
- Continued implementation of community events such as Open House, Cultural Fairs, and Business Fairs.
- Creation of sensory space for students who may feel overwhelmed and need a place where they will receive regulation support.
- After school programming which are accessible to all to increase student connection, engagement, and sense of belonging.
- School wide Positive Behaviour Intervention System which focuses on building school community through recognition of positive behaviour, working together to achieve goals, and creating a learning environment that is respectful, safe, and kind.

Success Measures:

- Data from Student Learning Survey



Data Interpretation: From 2021-2024, there was a 14% increase in the amount of students in grades 4 and 7 reporting that they feel like they belong at school. We would like to continue building on this success and aim to see 75% of grades 4 and 7 indicating they feel like they belong at Peden Hill. Additionally, from 2021-2024, there has been a slight decline in students reporting that they feel as though 2 or more adults care about them at school in grades 4 and 7. Through the strategies we mentioned above, we aim to increase the percentage reporting positive answers related to caring adults in the school to 75%.

Summary

Peden Hill is committed to compassionate, reflective, progressive, and inclusive practice from all, for all. We believe in Inclusive, Safe, Equitable, and diverse learning. We will continue to review and monitor our goals, implementation strategies and success measures on an ongoing basis to drive our learning in order to positively impact student learning and development at school. We are committed to engaging with all stakeholders to gather feedback to help us reach our goals.

Continuing to learn from and reflect on the data will guide our practice in Truth and Reconciliation, Equity of Access, Wellness and Learning which will align with our District's Strategic Plan.
