



Pineview Elementary

School Plan for Student Success
2025/2026

Our School

We are a small and lively school community that takes pride in offering an inclusive and supportive learning environment for each student. Located in a beautiful rural setting, on the unceded ancestral territory of the Lheidli T'enneh First Nation. Pineview is surrounded by nature, giving us daily opportunities to connect with the land through outdoor land-based learning experiences.

Currently, Pineview has 146 students enrolled in 6 divisions and 26 staff members who are committed to promote student success. Our StrongStart program is a source of pride as it offers our community of young learners the opportunity to explore, play, and build relationships in a safe and caring environment. Our Pineview PAC plays an active role in school life, generously fundraising and supporting initiatives that benefit all students.

At Pineview, our dedicated staff is committed to student success. Through ongoing collaboration and professional learning, we work together to meet the diverse needs of our learners and create a safe, caring space for everyone.

Vision

All students are prepared for each step of their life's journey with the skills, knowledge options and choices to be successful.

Mission

Through innovation, high standards and culturally responsive care, we nurture, empower each student where they are to by proud, confident, and engages lifelong learners.

Values

Community
Transparency
Integrity
Respect
Inclusion and Equity
First Peoples Principles of Learning

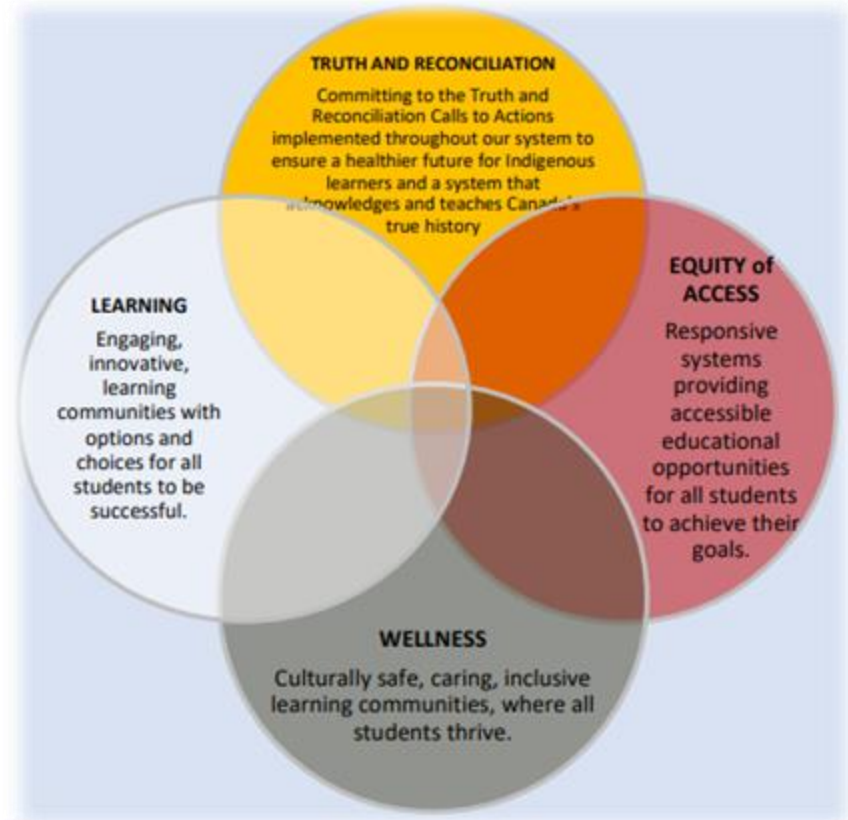
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District Directions

School District No. 57 has identified 4 district directions that set our priorities for the next 5 years: 2021 - 2026. These directions will guide our work.

School Plan Engagement Process:

Our school is evaluating our goals while engaging our students, staff, parents, and community in this process. Feedback will help to guide decision making and ensure all voices are heard and represented. We will continue the engagement process throughout the 2025-2026 school year and update our plan to reflect this feedback.



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Truth and Reconciliation

Committing to the Truth and Reconciliation Calls to Actions Implemented throughout our system to ensure a healthier future for Indigenous learners and a system to acknowledge and teaches Canada's true history.

Goal

To ensure staff and students are working to honour and implement Indigenous ways of knowing and being in our school and community.

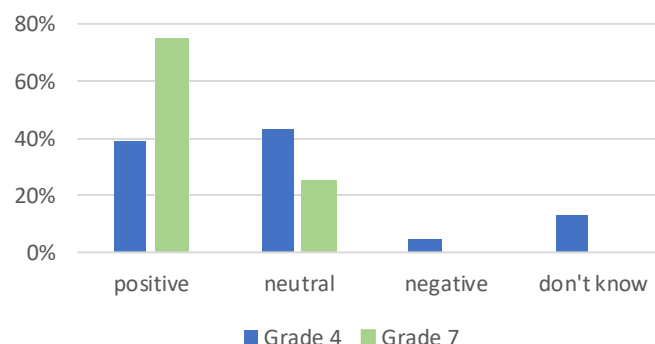
Strategies

Student Learning	Adult learning	Structure/Systems Change
Continue to engage in activities of Lheidli T'enneh history, language and culture	Continued engagement with appropriate Indigenous resources	Increased Elder and Knowledge Holders involvement to support and mentor staff in the education of Indigenous cultures.
Continue the use of Circles in our daily practice.	Continue increasing the explicit teaching of Lheidli T'enneh history, language and culture	To find ways to Increase land-based learning opportunities
Increase in land-based learning opportunities	To provide an increase in land-based learning opportunities	Collaboration with knowledge holders and other schools
Collaboration with other schools	Collaboration with other schools	Connecting Circle of Courage used in teaching Core Competencies

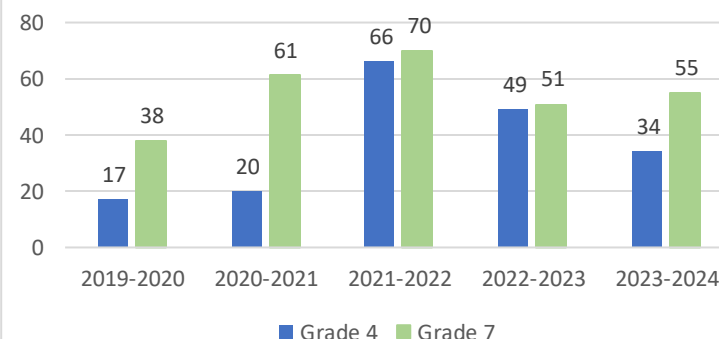
Success Measures

- Student Learning Survey administered at grades 4 and 7 to measure the % of students identifying that they are learning about Indigenous culture, history and language in schools.
- Capture cultural experiences through a visual data collection.

Percentage of Grade 4 and 7 students who are being taught about Indigenous Peoples in Canada 2024 - 2025



Percentage of Grade 4 and 7 students who are being taught about Indigenous Peoples in Canada 2019 - 2024



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Equity of Access

Responsive systems providing accessible educational opportunities for all students to achieve their goals.

Success Measures

- Use Student Learning Surveys for Grades 4 and 7 to identify whether students feel they can access the support and strategies they need for success.
- Parent conferences to discuss personal learning supports.

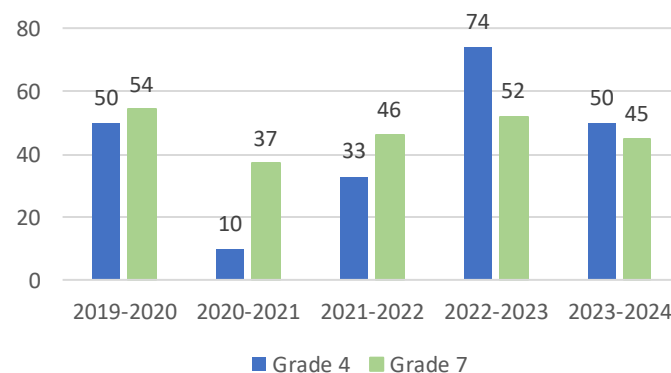
Goal

To create learning environments that are accepting, respectful, supportive, safe, and secure so students feel invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard and despite their life circumstances.

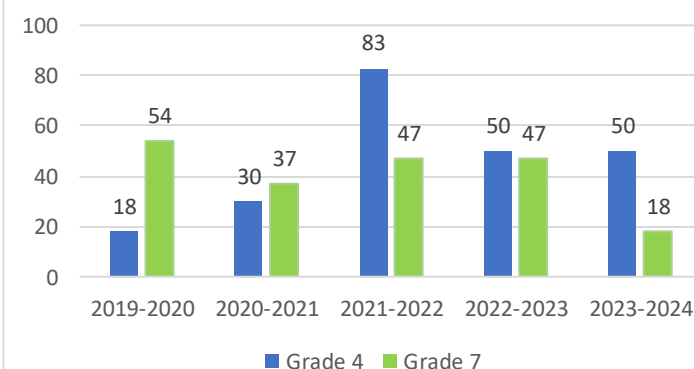
Strategies

Student Learning	Adult learning	Structure/Systems Change
Build a diverse support network for our learners	Create personalized learning supports	Increase opportunities for parents/guardians to have regular input in their children's education
Implementing universal supports Differentiated instruction and assessments	Review resources, programs, and procedures to ensure a culturally inclusive approach.	Develop/continue programming that is available to all students (Breakfast/ lunchtime activities)
Offer flexible classroom learning spaces, and student-centred strategies	Increase communication with families and school community	Partner with PAC and local businesses to ensure all students can access the Wednesday Hot Lunch program.

Percentage of students who are able to get extra help with schoolwork when needed



Percentage of students who are taught how to improve their learning



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Wellness

Culturally safe, caring, inclusive learning communities, where all students thrive.

Success Measures

- Annual Student Satisfaction Survey
- Increased participation in school wide activities
- Observable student engagement in classroom activities and mental health initiatives.
- Reduction in student reports of feeling isolated, anxious, or unsupported.

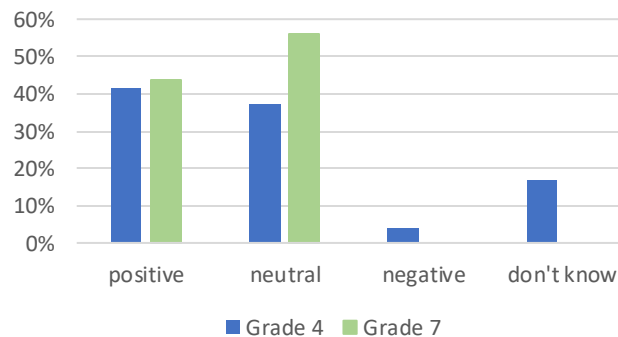
Goal

To enhance mental health literacy with a focus on its implementation so students feel safe, confident, and establish a sense of belonging in our learning environment.

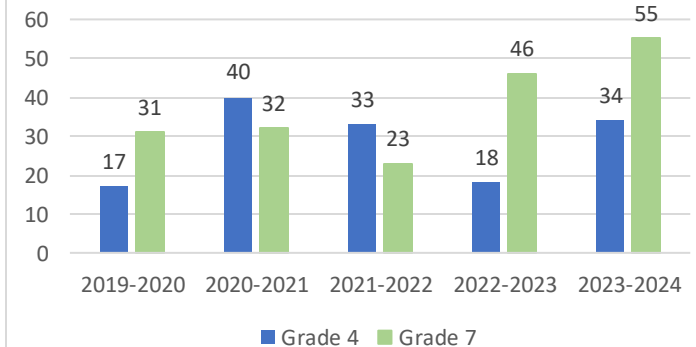
Strategies

Student Learning	Adult learning	Structure/Systems Change
Increase the number of students participating in school wide activities and clubs. Enhance leadership and mentorship opportunities for students. Provide opportunities for Sharing and Restorative Practice Participate in groups to foster growth and skill development in self-regulation, peer relationships, and conflict resolution.	Continue to offer various forms of communication with families and school community Provide opportunities for Sharing and Restorative practice Incorporate school-wide Mental Health Literacy through the use of programs such as Mind-Up and Little Spot.	Continue to develop personalized learning supports for social and emotional needs Increased Community events for families and school community Provide opportunities for Sharing and Restorative Practice Focus on relationships within our school to ensure all students have adults they trust and know care for them.

Percentage of Grade 4 and 7 students who feel like school is a place where they belong 2024 - 2025



Percentage of Grade 4 and 7 students learning how to care for their mental health 2019 - 2024



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Learning

We will work to achieve engaging, innovative, learning communities with options and choice for all students to be successful.

Success Measures

- Increased performance demonstrated from the Fountas and Pinnell Benchmark Assessment System and SNAP Assessment – two times/year.
- Increased performance demonstrated from the Foundation Skills Assessment – Grades 4 and 7.

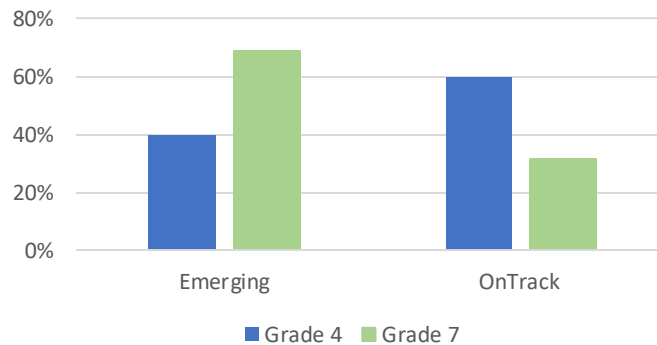
Goal

To increase numeracy and literacy rates for all students and close the gap for Indigenous learners, children and youth in care, and students with diverse abilities.

Strategies

Student Learning	Adult learning	Structure/Systems Change
Targeting literacy intervention using research-based programs: Rewards for Intermediate and UFLI for primary Common instructional strategies at all grade levels/classrooms Literacy - Phonemic awareness, phonics, guided reading, literacy games Numeracy - Manipulatives, number talks, math games, math facts	Teachers involved in collaboration meetings with the District Numeracy Teacher Collaborate with our District Literacy Resource Teacher & District Numeracy Resource Teacher when designing and implementing Literacy and Numeracy programs in our classrooms.	School-wide numeracy goal – math facts Diagnostic of students reading levels twice a year (October and May); Based on the results, intensive reading supports put in place and regularly reviewed. Increased culturally responsive resources in classrooms

Percentage of Grade 4 and 7 Students
FSA Literacy Rates
2024 - 2025



Percentage of Grade 4 and 7 Students
FSA Numeracy Rates
2024 - 2025

