

Valemount Elementary School Plan for Student Success 2025 2026



About our Community & our School:

Valemount Elementary School is situated in the North Thompson Valley, in the small community of Valemount, British Columbia. Valemount is nestled between the Rocky, Monashee and Cariboo Mountain Ranges.

Our school and community reside on the beautiful unceded ancestral lands of the Lheidli T'enneh First Nation and Simpcw First Nation.

The village of Valemount has a population of 1,052, with another 700 people who live in the Regional District of Fraser-Fort George from Albreda to Small River. Geographically we are located on Yellowhead Highway 5, near the northern tip of Kinbasket Lake, 300 km south of Prince George, and 120 km west of Jasper.

We incorporate as many land-based activities as possible into our curriculum throughout the school year. Whether participating in bird watching at the marsh, rafting down the Fraser

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River, hiking up to Berg Lake or simply sketching leaves in the nearby forest, we often take our students out to experience nature.

Our Vision:

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

Our Mission:

Through innovation, high standards and culturally responsive care, we nurture and empower all students where they are to be proud, confident and engaged lifelong learners.

Our Values:

Community – To engage all members of our learning community through open and respectful relationships.

Inclusion & Equity– To create systems where every student has opportunities and the supports to be successful. We work to ensure all students contribute and participate in all aspects of school life.

Transparency – To be open, honest and accountable for the decisions we make.

Integrity – To be ethical, fair and follow through on our commitments.

Stewardship– To demonstrate kindness and care for ourselves, others, the community and the environment.

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School Learning Goals:

Goal1:

Students will develop their mathematical problem-solving abilities, improving their skills in solving word problems, real-world concrete math problems and land-based math problems.

Strategies:

Building Staff capacity: Supporting staff members to attend math conferences and to develop their teaching strategies, skills and knowledge of applicable math programs and resources. These staff can share their knowledge with colleagues.

Bringing indigenous pedagogies into the teaching of math to increase access to the curriculum for more students.

[The Indigenous Mathematics K-12 Network | UBC Faculty of Education](#)

[The Stories/Movies - Math Catcher - Simon Fraser University](#)

[Games from the Aboriginal People of North America: Math Content](#)

Develop math assignments during land-based activities to encourage engagement and motivation and authentic experiences. (For example: graphing daily temperatures and averages, measuring the heights of trees and growth over the year).



Observable Results and Evaluation:

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- students working on hands-on math problems that may be cross-curricular & connected to art, social studies science, or other course work.
- staff collaborating on math resources, teaching strategies and co-teaching classes.
- students outside incorporating nature into math learning and problem-solving
- students working on collaborative or competitive math games
- students working collaboratively with peers solving math problems and word problems.
- math problem of the week posted in the hallway
- teachers using visual supports, manipulatives, story and other tools to teach math
- students learning math through indigenous history, story and games
- students showing their learning about math in a variety of ways, such as through art, design, models, with manipulatives, music or other.
- improved results on math portion of the FSA and other assessments.

Goal 2:

Develop School-wide language and systems for solving conflict and for building peaceful interactions using Restorative practices.

Strategies:

Building Staff capacity: Supporting the training of staff in restorative action and practices through engaging presenters from Restorative Justice Initiatives in Langley BC. [Restorative Justice](#) | [Conflict Resolution](#) | [Community Justice Initiatives](#)

Teaching all students restorative practices through direct teaching in the classroom and reviewing at assemblies.

Using the language and practices of restorative action consistently when working with students to solve problems.



Observable Results and Evaluation:

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- students using language around restorative action including stating a strategy on how they deal with conflict
- students walking away from conflict and using cool down strategies and perspective taking
- visual reminders of restorative actions on bulletin boards
- students & staff practicing these skills in classes
- restorative practices/actions used when students experience peer conflict
- staff learning about peace circles and restorative practice
- students learning and practicing peer mediation.

Goal 3:

Build into our daily routines and pedagogy indigenous ways of knowing, learning and teaching.

Strategies:

Sharing indigenous stories in weekly library visits.

Building relationships with local indigenous elders and knowledge keepers and inviting them into the school to share traditional skills, stories or history.

Supporting indigenous staff to share their knowledge, with non-indigenous staff

Increasing staff and student access to resources that support learning on indigenous culture, history and ways of knowing.

Be observant of students who may not be thriving and work to find ways to engage them.

Providing visual representation of indigenous culture and art throughout our school.

Observable Results and Evaluation:

- students involved in learning on the land.
- indigenous elders and knowledge keepers welcomed and invited into our school to share stories and traditional knowledge.
- students learning language and history of Lheidli T'enneh First Nation and Simpcw First Nation
- students learning and participating in indigenous cultural activities such as art, drumming, food gathering and preparation.
- students involved in caring for the environment and showing stewardship for the land.
- ceremony that recognizes the indigenous territories that we live on.

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Engagement in VES School Plan for Success:

This plan is a working document and requires the ongoing engagement of interested groups.

To develop a collaborative school plan that meet our needs, and that represents the voices of our students, staff, families and community, we will engage all parties in brainstorming sessions, small surveys, and discussions during:

- Parent Advisory Committee
- Staff Collaboration Times
- Library Classes and/or leadership meetings with students

Reporting on the VES School Plan for Success:

Ongoing evaluation and sharing of achievements will occur during the May PAC meeting, the April Early Dismissal collaboration day, and the May School Assembly.