



Pinantan Elementary School

2540 Hines Rd.
Pinantan Lake, BC
VOE 3E1
<http://pinantan.sd73.bc.ca>

School Learning Plan 2017-2022

Updated June 2021
for School Year 2020-2021
and looking forward to the 2021-2022 School Year



Staff Development

Our Pinantan staff is made up of 3 teachers, 2 CEAs, 1 AEW, 1 Administrator/LART, 2 other support staff. We are skilled at delivering the BC curriculum as it relates to the Core Competencies of Communication, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility and Social Responsibility. We engage students with current technology, the Foundation Skills of literacy, numeracy and social emotional learning. We continue to embrace the OECD - 7 Principles of Learning, First Peoples Principles of Learning, the Strategic Plan of School District 73.

Our teaching staff is made up of individuals who are relatively young in their careers and who are keen, energetic, who lead with intent, demonstrating what it is to be a life-long learner. We continue to be involved in professional development opportunities that focus on our school goals and in curricular areas of particular interest that help us develop in our careers. Staff have attended various numeracy workshops as presented by the District Numeracy Coordinators. Coordinators have in turn visited the school providing supportive and guiding experiences to us all.

We have strategically purchased current resources that support the teaching of our numeracy goal along with resources that support literacy. Staff have attended Aboriginal Education Lead sessions so that we have a better understanding of our aboriginal students and community as we learn how best to meet the needs of our First Nations community.

Aboriginal Education:

Of our 56 students we have 6 First Nations students or nearly 11% of our population. First Nations students and the other students in our classrooms as well as our teaching staff are supported by a 1 day/week Aboriginal Education Worker. Our AEW provides in class support to both students and teachers through various cultural activities and insight into the First Nations culture. Our AEW has been instrumental in Indigenizing our school and in supporting our First Nations students in being an integral part of Pinantan Elementary. As well, teachers have brought guest presenters to the school to teach all students about First Nations culture , traditions and history. As a school we celebrate the Day of Suwentwecw and embrace the First Peoples Principles of Learning and the strategies and goals from the Aboriginal Enhancement Agreement.

Inclusive Education:

Our dedicated staff work very hard to teach and support our students and their families that fall under the inclusive education umbrella. Much of our student support is provided within the classroom rather than in pull out environments. This is accomplished and delivered through a collaborative approach by a .3 FTE LART, 2 full time CEAs, the classroom teachers and the

In consultation with the Pinantan Elementary school community it was determined that we wanted our students to know who they are as individuals, as a family member and who they are as community members of Pinantan Lake, prior to moving into Kamloops to attend high school. We also want our students to know their history as a Canadian. While we have only a small population of First Nations students that attend Pinantan Elem. we realize that it is vitally important that these students know their background and their importance to the social fabric of Canada and the global community. We also want each of our students to understand that reconciliation is a huge part of the understanding and tolerance in this ever changing and dynamic world in which we live.

As a staff we have been very mindful in our approach to be inclusive of a All, including our First Nations students and families. We are making strides in this area as we work hard to indigenize our school and demonstrate to each of our students the importance of First Nations Peoples in our history and in the present day. So, the better informed we are, the wider our perspective, and thus the more tolerant and understanding we are of others.

Target-Goals

-by year end 2021 each of our primary students will be able to perform a controlled inquiry based project that involves the core competencies.

-by year end 2021, the intermediate cohort will be able to demonstrate free inquiry within three subject areas using the core competencies.

-by the end of grade seven each student will be able to reflect on the importance of First Nations Peoples to the fabric of society as we move forward in an ever changing, dynamic world.

-that 75% of students will have a positive sense of belonging according to the DEWRS survey

-when surveyed, I have choices to learn about my language and culture, we have 75% who agree or strongly agree according to the DEWRS survey

-when asked, I am learning about Aboriginal People in our area and in Canada, 100% will agree or strongly agree according to the DEWRS Survey

Related District Strategic Plan Goal:

-students will be able to reflect on their learning and set goals for improvement

-students will apply their learning to address problems relevant to their lives and communities

-students will experience learning through Aboriginal ways of knowing and doing

-students will appreciate the historical and contemporary contributions of Aboriginal people and the local Secwepemc Nation

-students will appreciate how cultural identity shapes worldview

Goal 2: Students will improve their Numeracy skills by applying numerical concepts to manage and respond to mathematical challenges and real life problems

Rationale

We strive to create balanced individuals who are reliable, open-minded, and prepared for the ever-changing world. As a society we have always understood the importance of literacy in order to communicate with one another. Numeracy, however, is one of those areas where many adults and children have a great deal of apprehension and therefore feel less than adequate using it in the real world. Yet, just like literacy, we use numbers daily to communicate. Our goal is to have our students willing and able to use numeracy to solve real world challenges that they encounter in their everyday lives.

Target Goals

2020-2021

-by June 2021, 80% of students will be fully meeting expectations in numeracy.

Related District Strategic Plan Goal:

- students will demonstrate growth in thinking, communication, and personal/social core competencies
- ensure every student acquires strong foundational skills and core competencies: students will graduate with strong literacy and numeracy skills

Evidence

**Comparative Data: due to COVID-19 during the 2019-2020 school year any data that has been collected has not been reflective of accurate student achievement and therefore inconclusive in demonstrating growth. Neither is data reflective of teacher and staff efforts throughout this year. Therefore data is not included for 2019-2020.*

District Numeracy Assessment

Year/Grade	2018-2019	2019-2020	2020-2021	2021-2022
Gr. 3				
Emerging	80 %	Unavailable	50 %	
Developing	20 %	Unavailable	50 %	

-discrepancies in numbers are due to attendance

Gr. 3 (5 students)

	Interpret	Apply	Solve	Analyze	Communicate
	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring
No Response:	0/0	0/0	0/0	1/0	3/0
Emerging:	4/2	2/1	5/3	* 4/5	2/4
Basic:	1/0	3/0	0/0	0/0	* 0/1
Efficient:	0/0	0/0	0/0	0/0	0/0
Proficient	0/0	0/0	0/0	0/0	0/0

Gr. 4 (7 students)

No Response:	0/0	0/0	1/0	2/0	2/0
Emerging:	6/2	6/1	4/3	4/3	5/4
Basic:	1/1	*1/2	2/0	* 1/4	* 0/3
Efficient:	* 0/4	* 0/4	*0/4	0/0	0/0
Proficient:	0/0	0/0	0/0	0/0	0/0

Gr. 5 (7 students)

	Interpret	Apply	Solve	Analyze	Communicate
	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring	Fall/Spring
No Response:	0/0	0/0	0/0	0/0	0/0
Emerging:	0/0	1/0	2/2	* 2/3	3/1
Basic:	* 3/4	* 1/4	*1/3	2/2	*1/3
Efficient:	* 1/3	* 2/3	1/1	*0/3	* 0/2
Proficient	0/0	0/0	0/1	0/0	0/0

Gr. 6 (12 students)

No Response:	0/0	0/0	0/0	0/0	0/0
Emerging:	*4/5	4/2	4/2	*4/7	5/4
Basic:	*1/3	* 2/7	*2/6	6/1	*1/5
Efficient:	5/3	4/2	4/4	* 0/4	4/3
Proficient:	0/0	0/0	0/0	0/0	0/0

Gr. 7 (3 students)

No Response:	0/0	0/0	0/0	0/0	0/0
Emerging:	0/0	1/0	0/0	1/0	1/0
Basic:	1/1	0/0	1/0	1/1	0/0
Efficient:	2/1	*2/3	2/2	* 1/2	* 2/3
Proficient:	0/1	0/0	0/1	0/0	0/0

2020-2021	18	41	29	12	0
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“I enjoy learning about math.”

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
2018-2019	23	30	27	20	0
2019-2020	20	25	20	20	15
2020-2021	6	29	41	18	6

Finals on Report Card

Year/ Grade		17-18	18-19	19-20
Gr. 4	A	75 %	57 %	0 %
	B	25 %	29 %	50 %
	C+	0 %	0 %	25 %
	C	0 %	14 %	0 %
	C-	0 %	0 %	25 %
Gr. 5	A	27 %	57 %	25 %
	B	36 %	14 %	25 %
	C+	10 %	29 %	13 %
	C	27 %	0 %	12 %
	C-	0 %	0 %	25 %
Gr. 6	A	67 %	42 %	33 %
	B	33 %	25 %	17 %

Gr. 7	Emg	0 %			
	Dvp	20 %			
	Pro	80 %			
	Ext	0 %			

Strategies and Initiatives

Continuum:

- conduct an inventory of our current numeracy resources and continue to develop these
- purchase both professional and student resources that will enhance numeracy
- mathematize our school
- increase our skills and confidence in teaching numeracy as educators (Pro D).
- use technology and educational apps further enhance numeracy skills
- students will explore and discover apps/tools to support their own learning
- develop assessment tools and practices that guide numeracy instruction

Professional Learning Plan

As a school team (staff, students and parents) we are going to be working shoulder to shoulder in order to create an education that is student centered and that we can all be proud of. As a staff we will demonstrate risk-taking so that our students will also become risk-takers. We will engage in collaborative exercises/activities during staff meetings and as we find times throughout the year to collaborate on our specific goals. We will attend Pro D opportunities in order to develop our craft. We will also be engaged in Learning Improvement Sprints as we lean on each other's strengths and our collective leadership.

Having a strong foundation in numeracy was identified as something that the school community saw as important for the students of Pinantan to have before heading on to high school. Math is an area identified as needing attention according to our data from report cards and the FSA. The community believed that many of the students from Pinantan were arriving at high school behind their classmates, often requiring interventions prior to seeing success in the regular math classroom. As one of the district goals was to have students graduate with strong foundational skills in numeracy.

Pinantan's teaching staff is one that is in constant change during the year and from year to year. However, having said this, each of these young and energetic teachers are keen and willing to develop their craft by adding tools to their tool belts.

We continue to develop our skill set in teaching numeracy. We continue to develop and demonstrate a love for numeracy ourselves, in order to develop and grow a love for numeracy in our students.

Our first task is to once again acquaint, and reacquaint with one another, get to know our strengths and challenges, get up to speed on our goals for the year and try to establish target areas to improve upon. And of course, in order to make gains in each of our goal areas we need to learn and grow ourselves by establishing and growing our practice.

We will re-establish our goals early in the new year 2021-2022.

- Reengage with our numeracy coordinators and literacy coordinators
- complete the FSAs and review our data in numeracy
- get up to speed as we are joining the new reporting pilot in 2020-2021
- try to reestablish Number Talks as an effective method of teaching and learning.

- Complete the DEWRS survey
- attend numeracy Pro D
- attend Aboriginal Lead sessions

Complete the DNA and compare data with 2019-2020

At the beginning of the 2021-2022 school year staff will sit down together and develop an additional literacy goal around reading to go with our Numeracy and Sense of Place goals described above.