



Ecole Puntledge Park Elementary School

2026-27 School Growth Plan

Section I

Decolonizing, Indigenizing Commitment

Our goal is to strengthen our commitment to Truth and Reconciliation by embedding K'ómoks First Nation language, culture, protocols, and perspectives into the daily life of École Puntledge Park Elementary. Through authentic relationships, ongoing learning, and reflective practice, we will foster a school community where Indigenous ways of knowing, being, and doing are visible, valued, and respected.

Desired Outcomes

- K'ómoks culture is meaningfully represented throughout the school environment.
- K'ómoks language is incorporated into school signage, announcements, and communications.
- K'ómoks protocols and ways of gathering are embedded into daily classroom and school practices.
- Staff deepen their understanding of reconciliation through ongoing reflection, learning, and relationship-building.

Key Actions

Enhance the Visibility of K'ómoks Culture

- Work with K'ómoks First Nation representatives to ensure cultural representations throughout the school are authentic and respectful.
- Conduct a school walkthrough with Indigenous Education staff (e.g., Jesse Everson) to identify opportunities to strengthen Indigenous representation in signage, artwork, and learning spaces.

Embed K'ómoks Language

- Introduce a Kwakwala Word of the Week during morning announcements.
- Incorporate K'ómoks language into school signage and communications where appropriate.
- Encourage classrooms to use and celebrate Kwakwala vocabulary throughout the year.

Embed K'ómoks Protocols into Daily Practice

- Explore local K'ómoks protocols with Indigenous Education staff and Elders to identify practices that can become part of everyday school life.
- Hold staff meetings in a circle whenever appropriate.
- Encourage all classrooms to regularly use circle to build relationships, promote student voice, and foster belonging.
- Continue to integrate the First Peoples Principles of Learning into classroom instruction and school-wide activities.

Strengthen Authentic Indigenous Learning Experiences

- Increase opportunities for students and staff to learn directly from Indigenous Knowledge Keepers, Elders, artists, storytellers, musicians, and cultural presenters.
- Book Indigenous cultural presenters throughout the school year to share local history, language, traditions, stories, and contemporary Indigenous perspectives.
- Collaborate with Indigenous Education staff and the K'ómoks First Nation to ensure learning experiences are authentic, relationship-based, and connected to the local territory.
- Increase the use of authentic Indigenous literature, novels, picture books, and oral stories within the literacy program to ensure students regularly engage with First Peoples voices, perspectives, histories, and contemporary experiences across all grade levels.

Build Staff Capacity

- Provide ongoing professional learning focused on Truth and Reconciliation, local Indigenous history, and culturally responsive practices.
- Encourage each staff member to identify a personal reconciliation goal and reflect on their growth throughout the school year.
- Share resources, learning opportunities, and successes during staff meetings.
- Engage in a staff book study of *Wayi Wa! Indigenous Pedagogy* by Joe Chrona.

Indicators of Success

- Increased visibility of K'ómoks language, culture, and artwork throughout the school.
- Circle protocols become a regular part of classroom and staff meeting practices.
- Staff demonstrate increased confidence in embedding Indigenous perspectives into teaching and school culture.
- Students experience a stronger sense of belonging and develop a deeper understanding of the history, cultures, and contributions of the K'ómoks First Nation.
- Increased opportunities for students and staff to engage with Indigenous Elders, Knowledge Keepers, artists, and cultural presenters throughout the school year, resulting in deeper understanding of local Indigenous history, language, culture, and perspectives.

Reflection for Continuous Growth

Our hope is to continue supporting one another in this important work through reflection, learning, and authentic relationships. We invite every staff member to regularly consider:

- How am I showing up to do this work?
- What am I curious about?
- Who am I in reciprocal relationship with as I engage in this work?

Through these ongoing reflections, we will continue moving from learning about reconciliation toward living reconciliation in our daily practices, relationships, and school culture.

Section II

School Context and School Portrait

With approximately 500 students, École Puntledge Park Elementary is home to 23 divisions across four programs: Kindergarten to Grade 7 Early French Immersion, Grades 6–7 Late French Immersion, Kindergarten/Grade 1 Indigenous Education, and Kindergarten to Grade 5 Neighbourhood (English). Ten of our classes are combined-grade configurations. Approximately 20% of our student population identifies as Indigenous.

Our school community reflects a rich diversity of learners, including a significant number of students with complex learning, communication, and support needs. We are committed to fostering an inclusive environment where diversity is recognized as a strength and every student is valued, supported, and empowered to succeed.

Situated in a beautiful, forested setting within an urban community, École Puntledge Park Elementary maintains strong connections to the natural environment. Morrison Creek, a salmon-bearing watershed that runs through our community, is woven into the fabric of the school through outdoor learning, environmental stewardship, Indigenous ways of knowing, and place-based learning experiences that help students develop a deep connection to the land. Our Outdoor Education programming and regular land-based learning experiences provide students with meaningful opportunities to explore, learn, and build a sense of responsibility for the environment throughout the year.

École Puntledge Park Elementary enjoys a strong sense of community and belonging. Many current parents and caregivers are former students, creating enduring connections across generations. These long-standing relationships, combined with an engaged and supportive parent community, contribute to the welcoming and collaborative culture that defines our school.

Section III

Our Learners: What the Evidence Tells Us

- **Literacy**

Figure 1

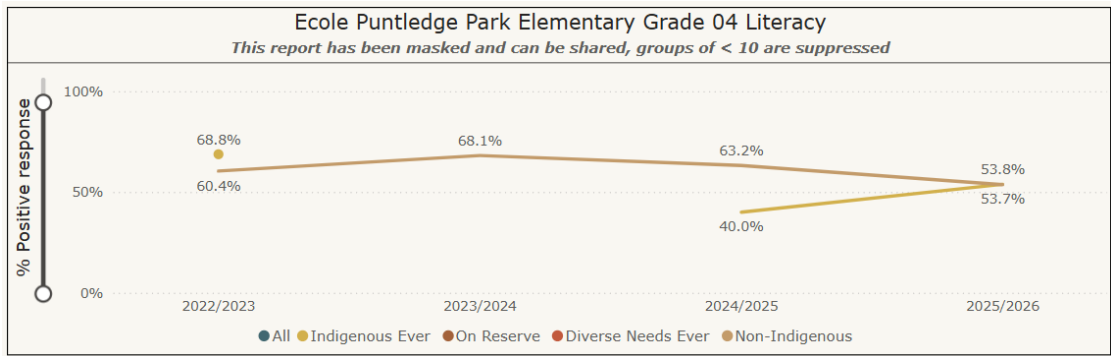
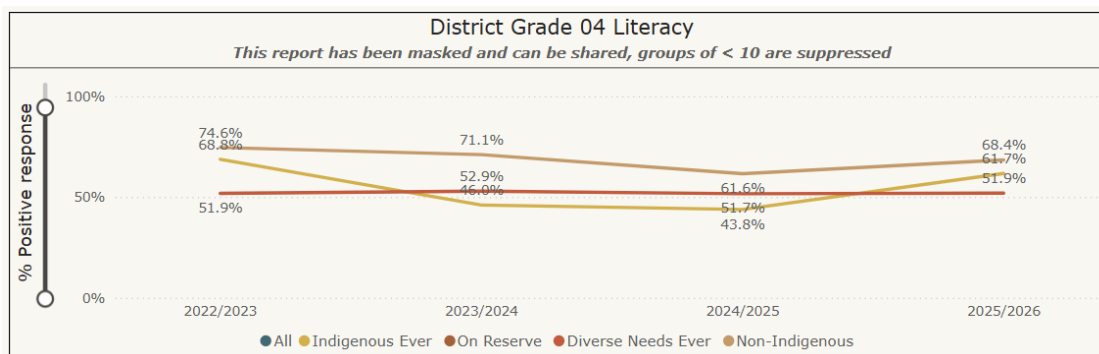


Figure 2



Analysis: Compared with the district, École Puntledge Park Elementary demonstrates a mixed pattern in Grade 4 literacy outcomes shown in Figures 1 and 2. The school's most notable success is the significant improvement in positive responses among Indigenous students, increasing from 40.0% in 2024/25 to 53.7% in 2025/26, narrowing the gap with the district (61.7%). However, positive responses among Non-Indigenous students have steadily declined from a high of 68.1% in 2023/24 to 53.8% in 2025/26, while the district rebounded to 68.4% over the same period. As a result, Puntledge now falls below district averages overall, despite making encouraging progress in reducing disparities between student groups. These results suggest that while the school's equity-focused efforts may be positively impacting Indigenous learners, continued attention is needed to strengthen literacy outcomes for all students through consistent, high-quality classroom instruction and targeted interventions.

Figure 3

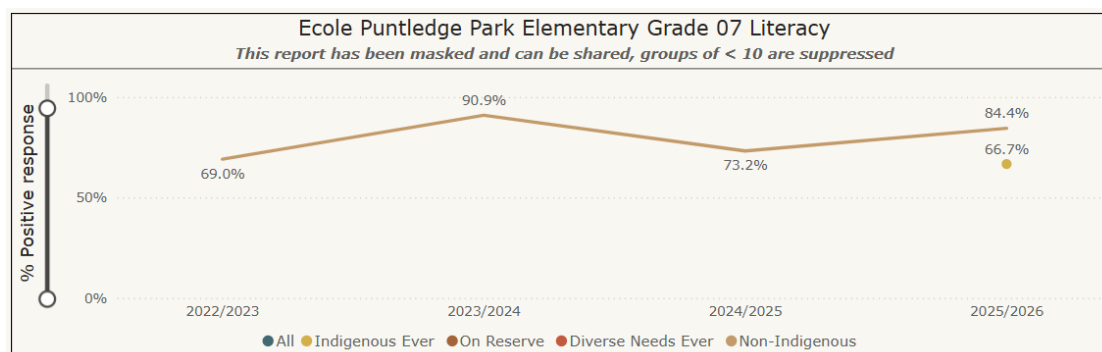


Figure 4

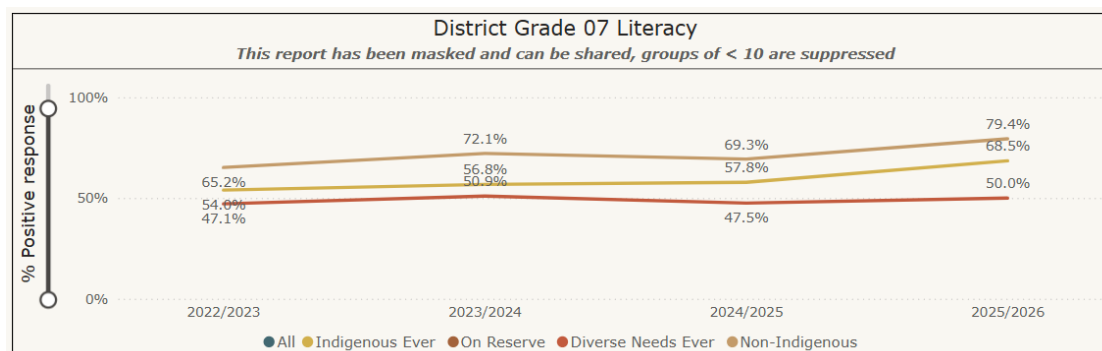
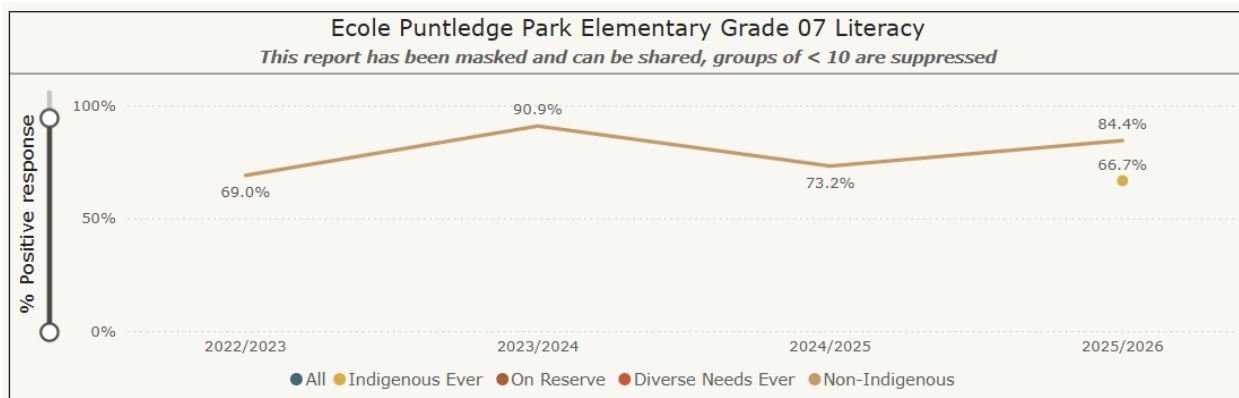


Figure 5



Analysis: Compared with the district, École Puntledge Park Elementary demonstrates consistently stronger Grade 7 literacy outcomes for the available student groups. In 2025/26, the school's positive response rate for Non-Indigenous students was 84.4%, exceeding the district average of 79.4%, while Indigenous students reported 66.7%, slightly below the district average of 68.5%. Over the past four years, Puntledge's Non-Indigenous results have remained high, peaking at 90.9% in 2023/24 and remaining above district levels each year. Although data for some student groups are suppressed due to small cohort sizes, the available results suggest that Puntledge's Grade 7 students generally report more positive literacy experiences than the district overall. The school will continue to build on these strengths while maintaining a focus on improving outcomes for Indigenous learners and ensuring that high-quality literacy practices continue to benefit all students.

- Numeracy

Figure 6

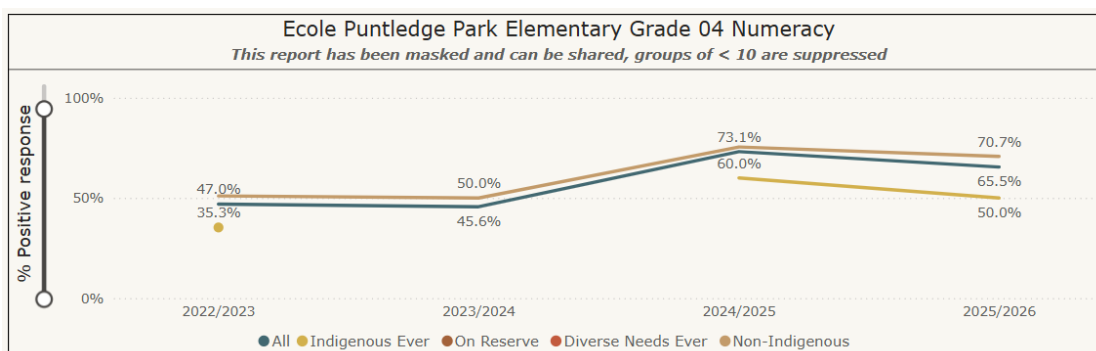
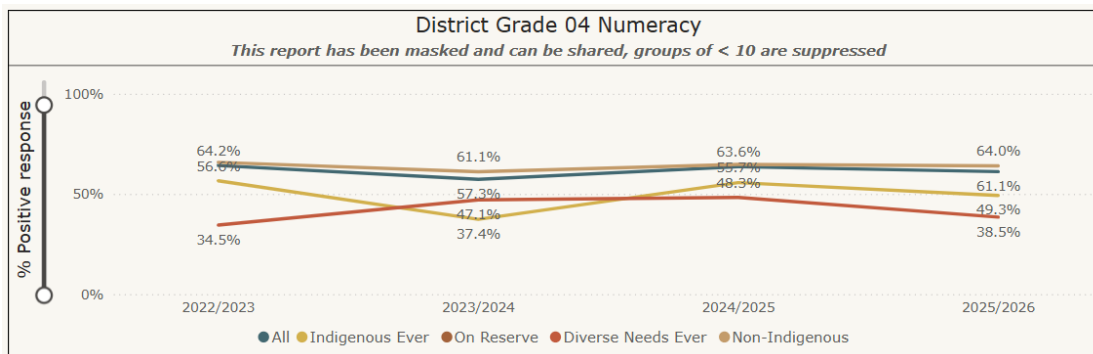


Figure 7



Analysis: Compared with the district, École Puntledge Park Elementary's Grade 4 numeracy results show encouraging improvement over the past four years, particularly in overall student responses. The school's overall positive response rate increased from 45.6% in 2023/24 to 70.7% in 2025/26, exceeding the district average of 64.0%. Non-Indigenous students also outperformed the district in 2025/26 (65.5% compared with 61.1% district-wide). Indigenous students, however, reported a lower positive response (50.0%) than the district average (49.3%), although results fluctuate due to small cohort sizes. Overall, the data suggest that Puntledge has made significant gains in Grade 4 numeracy and is now performing above the district average for overall student perceptions. Continuing to strengthen supports for Indigenous learners while sustaining effective instructional practices for all students will help maintain this positive trajectory and further reduce achievement gaps.

Figure 8

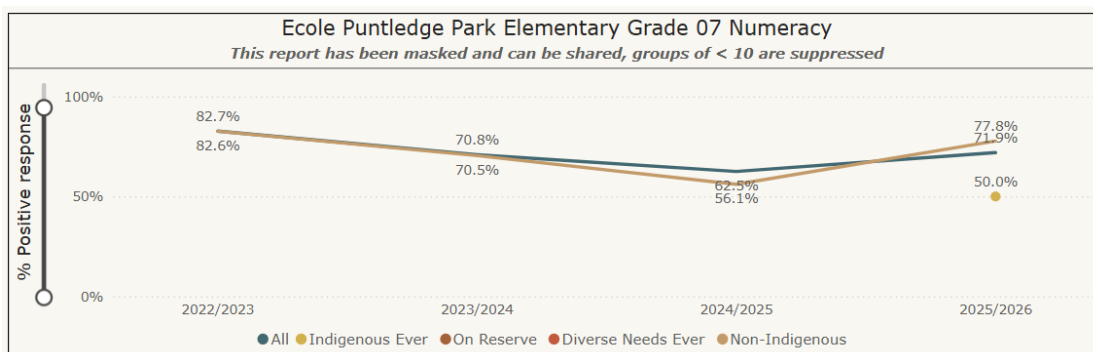
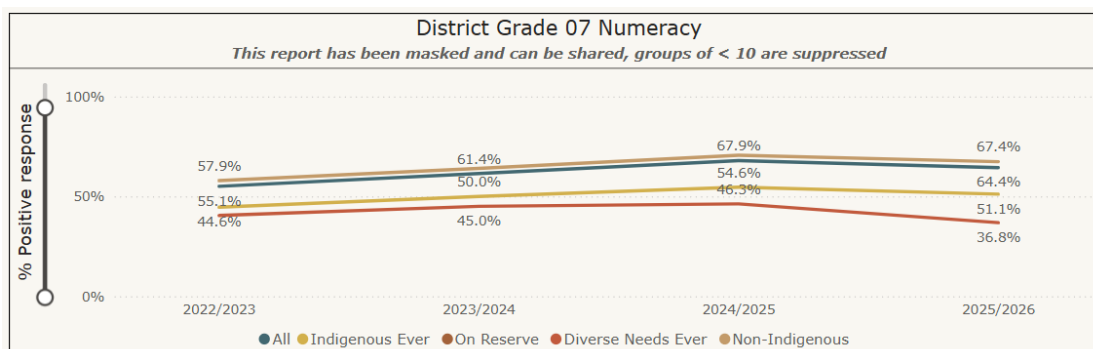


Figure 9

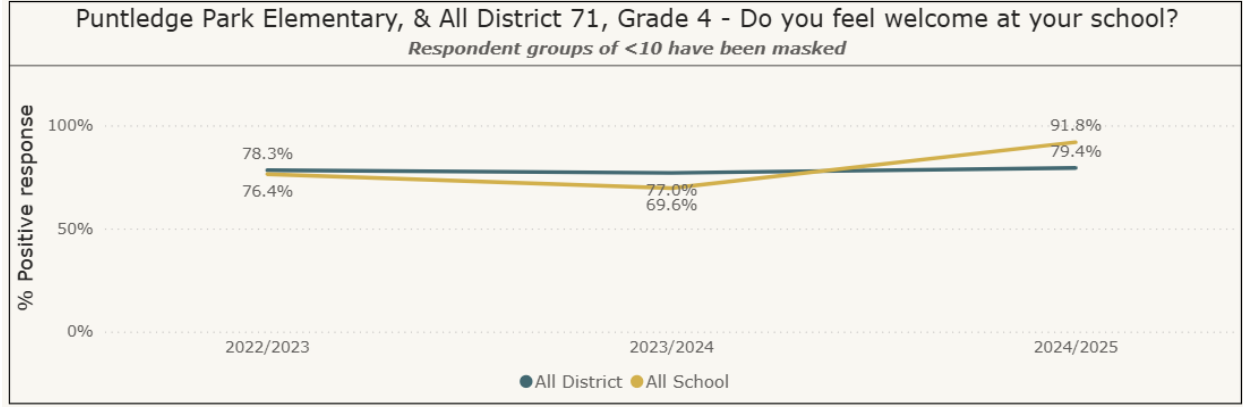


Analysis: Compared with the district, École Puntledge Park Elementary demonstrates consistently stronger Grade 7 numeracy outcomes across the available data. In 2025/26, the

school's overall positive response rate was 71.9%, exceeding the district average of 67.4%. Non-Indigenous students at Puntledge also reported stronger outcomes (77.6%) than their district peers (67.4%). Indigenous students reported 50.0%, which is below the district average of 64.4%, although these results should be interpreted with caution due to the very small cohort size. Over the four-year period, Puntledge's overall Grade 7 numeracy results have remained consistently above district averages, despite a temporary decline in 2024/25 followed by a strong recovery in 2025/26. Overall, the data suggest that Grade 7 numeracy is an area of strength for the school, with opportunities to further improve equity by strengthening supports and outcomes for Indigenous learners while sustaining high-quality numeracy instruction for all students.

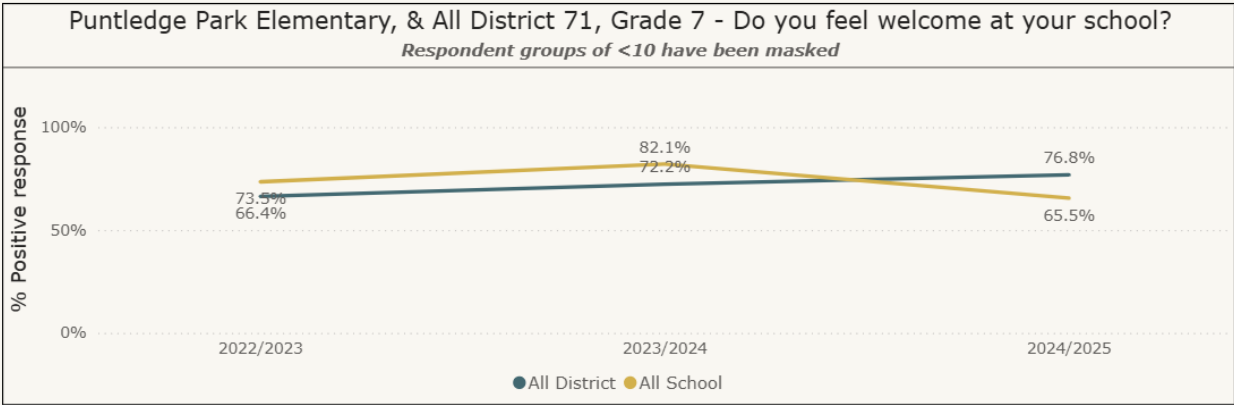
- Student Learning Survey

Figure 10



Analysis: The Grade 4 Student Learning Survey results indicate that students at École Puntledge Park Elementary report an increasingly positive sense of belonging at school. After a slight decline from 76.4% in 2022/23 to 69.6% in 2023/24, positive responses increased significantly to 91.8% in 2024/25, well above the district average of 79.4%. This strong improvement suggests that school-wide efforts to foster a welcoming, inclusive, and supportive environment are having a meaningful impact, with Grade 4 students reporting a stronger sense of belonging than their peers across the district. Building on this success, the school will continue its work to embed its core values of Belonging, Kindness, Respect, and Resilience into daily learning, relationships, and school culture to ensure every student feels connected, valued, and supported.

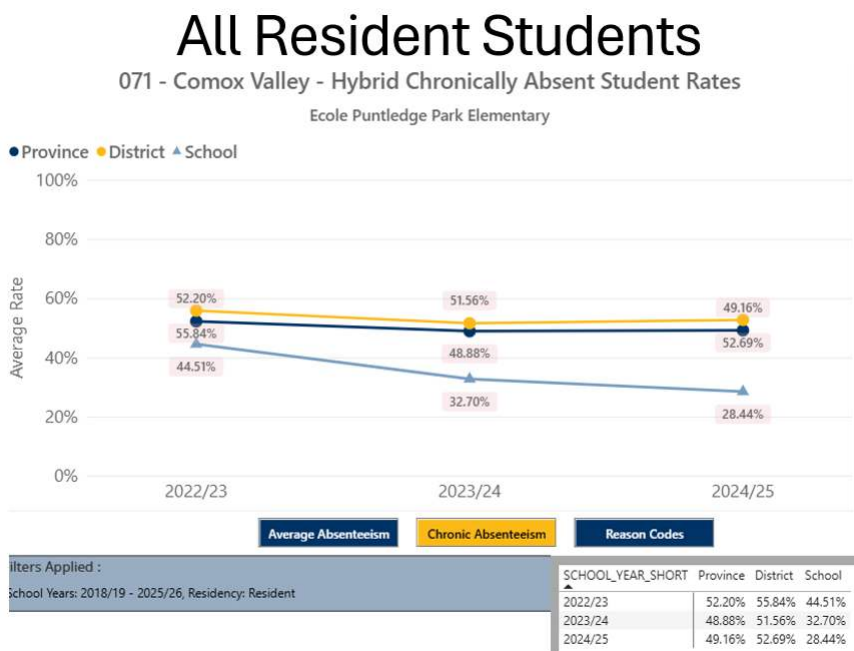
Figure 11



Analysis: The Grade 7 Student Learning Survey results indicate that students at École Puntledge Park Elementary generally feel welcome and included at school, although results have fluctuated over the past three years. After increasing from 73.5% in 2022/23 to 82.1% in 2023/24, positive responses declined to 65.5% in 2024/25, falling below the district average of 76.8%. While this represents an area for continued growth, the results provide valuable feedback to guide future improvement efforts. The school will continue to strengthen its culture by intentionally embedding its core values of Belonging, Kindness, Respect, and Resilience into daily learning experiences, relationships, and school-wide practices to ensure every student feels welcomed, connected, and supported.

- Attendance Data:

Figure 12



Analysis: École Puntledge Park Elementary has made significant progress in reducing chronic absenteeism over the past three years. The school's chronic absenteeism rate decreased from 44.5% in 2022/23 to 32.7% in 2023/24, and further to 28.4% in 2024/25. In contrast, both the district (52.7%) and the province (49.2%) continue to report substantially higher rates of chronic absenteeism. These results validate the school's efforts to promote regular attendance, foster positive relationships, and support student engagement are having a meaningful impact. Puntledge Park will continue to prioritize student attendance through its focus on Belonging, Kindness, Respect, and Resilience, recognizing that regular attendance is essential for academic success, well-being, and a strong sense of connection to school.

Section IV

District Context

“Every school will uphold and support literacy and numeracy initiatives.”

The following initiatives are already underway at École Puntledge Park Elementary and will continue to be priorities:

Numeracy

- Continue the use of school-wide numeracy booklets to strengthen students' fluency with foundational number concepts and computational skills.
- Continue administering SNAP (Student Numeracy Assessment and Practice) assessments to monitor student progress, identify learning needs, and inform instructional planning.
- Provide regular opportunities for students to engage in play-based, inquiry-driven math experiences using manipulatives, games, and real-world problem-solving tasks.
- Use assessment data collaboratively through grade level teams to identify trends, celebrate growth, and plan targeted interventions.

Literacy

- Continue implementing best practices of literacy instruction as reflected in the district literacy framework by providing systematic, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, language comprehension, and reading comprehension. Our school will be participating in the district's “Strengthening to Core Literacy initiative for the 2026-27 school year.
- Continue using loose parts and hands-on literacy materials to promote oral language development, storytelling, vocabulary acquisition, letter-sound knowledge, and purposeful reading and writing experiences, particularly in the primary grades.
- Use ongoing literacy assessment data to monitor student progress, identify learning needs, and inform instructional planning and targeted intervention.
- Continue to prioritize the development of oral language across all grade levels, recognizing that strong speaking and listening skills are the foundation for reading, writing, and overall language acquisition in French Immersion

Our School's Core Competency Focus Areas for 2026-27

Personal and Social - Focus on Social Awareness and Responsibility;

Given our work at École Puntledge Park Elementary and our established focus on our school's core values of Belonging, Kindness, Respect, and Resilience, we will continue to use Belonging as the foundation. When students experience a strong sense of belonging, they are more likely to demonstrate empathy, take responsibility for their actions, include others, and contribute positively to the school community, making it a natural entry point for developing the Personal and Social Core Competency with a focus on Social Responsibility.

1. School-wide initiatives

- Develop common expectations around kindness, respect, inclusion, and responsibility.
- Create student-developed behaviour expectations rather than adult-created rules.
- Celebrate acts of empathy, leadership, and service, not just academic achievement.
- Ensure every student has a trusted adult in the building.

Indicators The Shift In Adult Practice Is Happening:

- Using common language related to the school's shared expectations and core values.
- Greeting students by name and making regular personal connections.
- Referring to student-created expectations during problem-solving.
- Recognizing acts of kindness, service, leadership, and inclusion in announcements, assemblies, and classrooms.
- Holding restorative conversations that focus on learning and repairing harm.
- Working together to ensure every student has a trusted adult who checks in with them.
- Reflecting collectively on how adult actions contribute to a culture of belonging.

2. Explicitly Teach Social Communication Skills

Teach, practice, positively reinforce and support students to:

- Disagree respectfully
- Include others
- Solve conflicts
- Recognize emotions
- Repair relationships

Indicators The Shift In Adult Practice Is Happening:

- Scheduling regular social-emotional learning as part of classroom instruction.
- Using common prompts and restorative questions when supporting students.
- Facilitating morning meetings, circles, and collaborative problem-solving discussions.

- Referring to taught strategies during conflicts rather than relying on consequences alone.
- Helping students reflect on both successful and challenging social interactions.
- Celebrating growth in communication, empathy, cooperation, and relationship-building alongside academic achievement.
- Viewing mistakes in social interactions as teachable moments rather than simply behaviour problems.

3. Increase Student Voice

Students should help shape their learning community.

Indicators The Shift In Adult Practice Is Happening:

- Regularly asking students, *"What do you think?"* and *"How can we improve this together?"*
- Facilitating classroom meetings where students solve authentic classroom and school challenges.
- Referring to student feedback when making decisions about routines, learning experiences, and school initiatives.
- Supporting student-led assemblies, recognition programs, and spirit activities.
- Sharing decision-making responsibilities appropriate to students' age and readiness.
- Publicly acknowledging how student ideas have led to positive changes.
- Viewing students as partners in creating a positive, inclusive learning environment.

4. Foster Cross-Age Relationships

Older students become positive role models.

- Regularly scheduling buddy reading, cross-grade learning, and mentorship opportunities.
- Using consistent expectations for respectful interactions across all age groups.
- Collaborating across grade teams to plan and evaluate cross-age experiences.
- Coaching older students before leadership activities rather than simply assigning responsibilities.
- Creating school-wide traditions that connect students from Kindergarten to Grade 7.
- Recognizing acts of mentorship, encouragement, and inclusion during assemblies and classroom celebrations.

5. Connect Learning to Service

Service learning is particularly powerful because students see that they can make a difference.

Indicators The Shift In Adult Practice Is Happening:

- Designing inquiry-based learning that leads to meaningful community action.
- Facilitating projects such as food bank collections, school garden initiatives, Morrison Creek clean-ups, habitat restoration, school beautification, and letters to seniors as part of classroom learning.
- Asking students questions such as, *"What need do you see?"*, *"How can we make a positive difference?"*, and *"What did we learn about ourselves and our community?"*
- Building reflection into every service-learning experience using journals, class discussions, and student presentations.
- Working with community partners to create authentic learning opportunities.
- Recognizing student contributions to the community alongside academic and extracurricular achievements.
- Viewing students as capable contributors who can positively influence their school, community, and environment.

6. Deepen Indigenous Perspectives

The competency aligns naturally with the **First Peoples Principles of Learning** by emphasizing relationships, community, reciprocity, and respect.

Indicators The Shift In Adult Practice Is Happening:

- Regularly planning learning experiences connected to the land and local community.
- Building sustained partnerships with the **K'ómoks First Nation** and local Indigenous organizations.
- Inviting Elders and Knowledge Keepers to contribute to learning in respectful, relationship-based ways.
- Facilitating classroom circles that promote listening, reflection, and shared understanding.
- Connecting environmental stewardship with Indigenous teachings about reciprocity and caring for the land.
- Integrating Indigenous perspectives naturally across literacy, social studies, science, the arts, and outdoor learning.
- Reflecting together on how school practices support truth, reconciliation, belonging, and respect for Indigenous ways of knowing.

Section VI

Implementation, Capacity Building & Resource Alignment

Professional Learning opportunities:

Our staff professional learning committee will work with the admin team to provide opportunities for learning during next year's staff meetings and professional development days.

EPPEP Professional Learning, Implementation, and Monitoring Framework

Improvement Cycle	Professional Learning Focus	Staff Meeting Activities	Evidence Collected
Learn	Build understanding of our initiatives	Research, videos, discussion, shared reading	Exit slips, staff self-assessment
Plan	Identify classroom implementation	Collaborative planning, co-creating success criteria	Team action plans
Practice	Implement agreed strategies	Sharing successes, problem-solving, peer coaching	Admin Walkthroughs, observations
Reflect	Examine impact	Student work, survey data, behaviour trends, reflection	Team notes, adjustments

Over time, staff meetings become less about sharing information and more about examining evidence of impact. Our professional learning will directly connect to improved adult practice and measurable improvements in student learning, well-being, and the development of our Core Competencies.

Professional Learning opportunities:

- In each staff meeting we will;
 - Keep our commitment to decolonizing, indigenizing front and center we will meet and learn in circle.
 - Organize our meetings to reflect continuous checking in with our school growth plan.
 - Using the spiral of inquiry framework wherever possible.

Our staff professional learning committee will work to provide opportunities for learning during next year's professional development days such as:

- Ongoing professional learning focused on Truth and Reconciliation, local Indigenous history, and culturally responsive practices.
- Encourage each staff member to identify a personal reconciliation goal and reflect on their growth throughout the school year.
- As a staff, read and discuss the book for educators, [Wayi Wah! Indigenous Pedagogies](#)

Resource Alignment:

Aligning Professional Learning Funding with School Improvement Priorities

School Improvement Priority	Adult Learning	Potential Funding Sources	Evidence of Impact
School-wide culture of belonging	Restorative practices, relationship-centred classrooms, inclusive school culture	School-based PD funds, District professional learning, Student & Family Affordability Fund (where appropriate), school operating budget, French Immersion OLEP funds	Walkthroughs, student surveys, reduction in behaviour referrals, Student Learning Survey
Explicit teaching of social skills	Social-emotional learning, emotional regulation, collaborative problem-solving	School PD budget, District curriculum funds (French Immersion OLEP)	Classroom observations, student reflections, behaviour data
Student voice	Student agency, facilitation skills, classroom meetings	School improvement funds, school operating budget	Student surveys, meeting records, leadership participation, Student Learning Survey
Cross-age relationships	Mentorship, cooperative learning, leadership development	School operating budget, PAC support (materials), District leadership funds, French Immersion OLEP funds	Participation rates, belonging survey results
Service learning	Inquiry-based learning, community partnerships, environmental stewardship	Community grants, PAC, municipal environmental grants, local partnerships	Student reflections, completed projects, community feedback
Indigenous perspectives	First Peoples Principles of Learning, land-based learning, local Indigenous history, cultural responsiveness	School operating budget, District Indigenous Education funds	Teacher planning, classroom observations, student learning evidence, Student Learning Survey

Section VII

Monitoring And Reflection Commitments

Provide students with self-reflection time using Core Competency profiles to help students recognize and articulate their growth over time.

Students might reflect on prompts such as:

- How did I help someone today?
- How did I include others?
- What did I do when we disagreed?
- How have I contributed to making our classroom better?
- What am I working on next?

Section VIII

Community Communication

At École Puntledge Park Elementary, our School Growth Plan reflects what we have learned from student achievement data, student voice, staff observations, and family feedback. It guides our work so that every student feels a strong sense of belonging, experiences success, and reaches their full potential.

What are we focusing on?

This year, we are focusing on three key areas:

- **Deepening Indigenous Learning and Reconciliation**

We are committed to creating learning opportunities that honour Indigenous perspectives, cultures, histories, and ways of knowing. Students will explore the First Peoples Principles of Learning, learn about the local lands and Indigenous communities, and develop an understanding of the importance of truth, reconciliation, respect, and caring for one another and the environment. Our goal is to help students become thoughtful, respectful, and responsible citizens who value diverse perspectives and contribute positively to their communities.

- **Building Social Responsibility**

We are helping students develop the skills to care for themselves, others, and the world around them. Our work is grounded in our school values of Belonging, Kindness, Respect, and Resilience. Students will learn how to build positive relationships, include others, solve problems respectfully, and contribute to a safe, welcoming, and caring school community.

- **Strengthening Oral Language in French Immersion**

Strong speaking and listening skills are the foundation for learning in French Immersion. This year, we will focus on helping students become more confident and capable French speakers by intentionally teaching and practising oral language every day. Through guided conversations, rich vocabulary instruction, storytelling, collaborative learning, and play-based experiences in the early grades, students will strengthen their ability to understand, communicate, and express their ideas in French.

- **Continuing Literacy and Numeracy Learning**

We will continue to build strong literacy and numeracy skills by using district-wide, research-based teaching practices. Teachers will monitor student progress and provide targeted support to help every student grow and succeed.

Why does this matter?

When students feel that they belong and know how to work positively with others, they are more engaged in learning and better prepared for life both inside and outside of school.

Strong oral language skills help French Immersion students become confident communicators, strengthen reading and writing, and support success across all subject areas.

Learning about Indigenous histories, cultures, and perspectives helps students build respect, deepen their understanding of Canada's shared history, strengthen connections to place, and recognize their role in creating more inclusive communities.

How will we know we are making progress?

We will monitor our progress throughout the year by looking at:

- Student Learning Survey results
- Classroom observations and student conversations
- Student self-reflections and goal setting
- School attendance and engagement
- Samples of student learning, including oral language development
- Student participation in Indigenous learning experiences
- Feedback from students, staff, and families

We will regularly reflect on this information and adjust our teaching to meet students' needs.

How can families support learning?

Families play an important role in helping children succeed. Families can support their children by:

- Talking together each day about school and learning.
- Encouraging kindness, empathy, and inclusion.
- Helping your child solve problems respectfully.
- Reading together regularly.
- Encouraging your child to speak and listen in French whenever possible.
- Learning together about local Indigenous histories, cultures, and traditions.
- Attending school events and staying connected with your child's teacher/staff.

Every conversation at home helps build confidence, curiosity, and a lifelong love of learning.

How will we share our progress?

We believe that families are important partners in learning. Throughout the year, we will share updates on our School Growth Plan through:

- PAC presentations
- School newsletters
- Our school website
- Student-led celebrations of learning
- Classroom communication from teachers
- School assemblies highlighting student learning, Indigenous learning experiences, and our core values.
- School bulletin board display

These updates will celebrate successes, share what students are learning, and keep families informed about our ongoing work.

Together, we can create a school where every student feels a strong sense of belonging, grows as a learner, values diverse perspectives, and develops the knowledge and skills to make a positive difference in their community.