

QUENEESH ELEMENTARY
SCHOOL GROWTH PLAN
2025-2026



Decolonizing & Indigenizing Commitment

Our Learning Story: Honouring Place, Identity, and Relationships

Queneesh Elementary is located on the unceded traditional territory of the Pentlach, E'iksan, Sahtlout, and Sasitla Peoples of the K'ómoks First Nation. Our 2026-2027 School Growth Plan reflects our ongoing commitment to reconciliation through relationships, learning, and action. This work is guided by the Indigenous Education Enhancement Agreement, the Local Education Agreement, and the Truth and Reconciliation Commission's Calls to Action.

What We Noticed in 2025-2026

Indigenous students and families emphasized the importance of belonging, visibility, and cultural safety. Staff recognized the need for more consistent integration of Indigenous ways of knowing across both the Neighbourhood and Montessori programs.

What We Learned

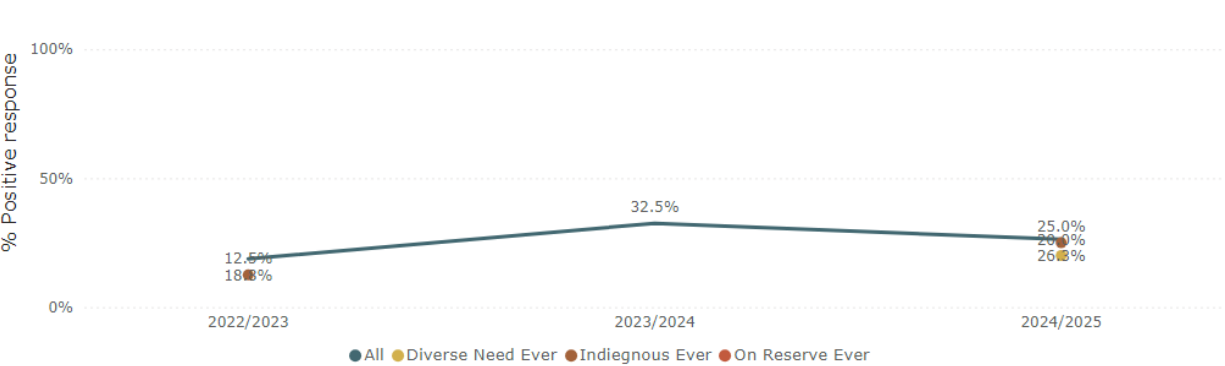
Indigenous pedagogies — land-based learning, storytelling, experiential learning, and relational approaches — support all learners, particularly those who benefit from hands-on, connected, and community-rooted learning. These practices align naturally with our Personal Awareness and Responsibility, with an emphasis on developing student resilience, self-regulation and a strong sense of belonging.

Our 2026-2027 Decolonizing and Indigenizing Commitments

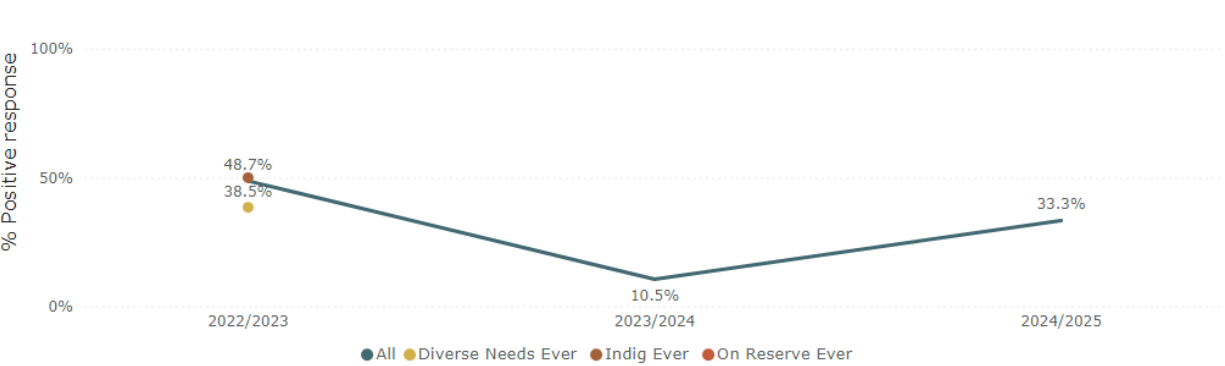
- Deepen land-based learning connected to our forest, park, and watershed
- Increase collaboration with K'ómoks knowledge keepers
- Embed Indigenous perspectives across subject areas
- Strengthen relationships with Indigenous families through listening and co-planning
- Continue trauma-informed, strengths-based practices aligned with Indigenous worldviews

Our goal is a school where Indigenous knowledge is visible, valued, and lived.

Queeneesh Elementary, Grade 4 - At school, are you learning about Indigenous Peoples (First Nations, Inuit, ...



Queeneesh Elementary, Grade 7 - At school, are you being taught about local First Nations?



Analysis

Analysis of the data suggests that survey results are not simply about the presence of Indigenous content, but about how consistently and authentically Indigenous ways of being and knowing are embedded in everyday practice. Over time, staff have shifted from “adding in” Indigenous perspectives to living them through relational, land-based, and identity-affirming approaches. Our planned pre- and post-survey reflections aim to demonstrate a growing understanding that this work is not about isolated lessons, but about transforming how we teach, connect, and foster belonging for all learners. Survey results may also reflect this transition, as more teachers move away from teaching

Indigenous culture as a standalone unit and instead embed Indigenous ways of knowing throughout daily classroom practice.

Context & Portrait of the School

Gilakas'la

I would like to acknowledge that Queneesh Elementary School is located on the traditional and unceded traditional territory of the Pentlach, the E'iksan, the Sahtloot and the Sistala Peoples (K'omoks First Nations) and extend our appreciation for the opportunity to live, learn and play on this beautiful territory.

Acknowledging territory shows recognition of an respect for the indigenous people who reside on this land.

Recognition and respect are essential elements of establishing healthy and reciprocal relations.

These relationships are key to reconciliAction, a process to which Queneesh Elementary is committed.

Who We Are as a Learning Community

Queneesh Elementary is a dual-track K–7 school serving approximately 430 students across both a Neighbourhood program and a Montessori program. Our community includes a significant number of Indigenous learners (71) and many students who require additional social-emotional, behavioural, and academic support.

Our Identity

We are one of the few SD71 schools with:

- A full-time counsellor
- A full-time Youth and Family Worker
- A full-time alternate learning space (the Q Zone)
- Morning gym, food programs, and after-school activities to support families

Outdoor learning is a defining feature of our school identity, supported by access to a forest, park, and public pool within walking distance.

Our Culture

In 2026-2027, we will strengthen our sense of community through:

- Monthly celebration assemblies
- Student-led conferences
- Grade 7 leadership initiatives
- School-wide events (Story walks, Fun Fair, Spelling Bee, Jump-a-thon, spirit days)
- Expanded outdoor learning and community partnerships

Connection to Previous Priorities

Our school wide focus on Social-Emotional Learning improved consistency in expectations, strengthened relationships, and supported students' regulation. These insights directly inform our 2026-2027 focus on Personal Awareness and Responsibility.

Our Learners: What the Evidence Tells Us

Our Data Story: What's Going on for Our Learners?

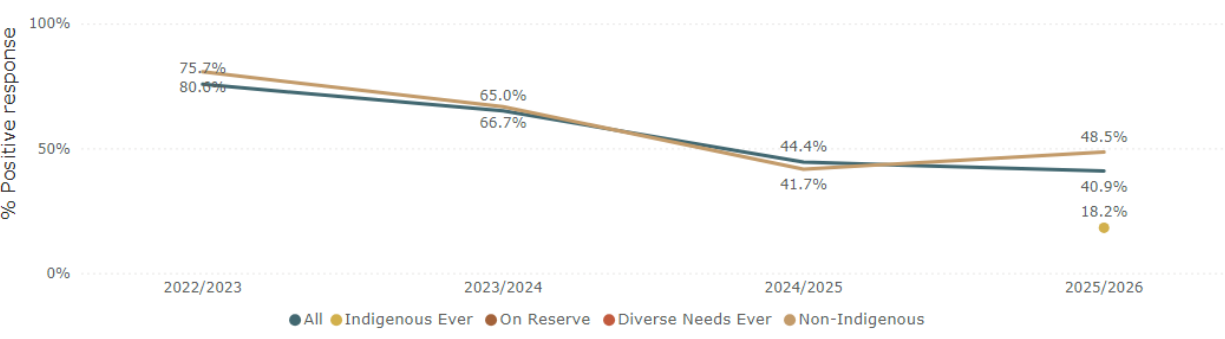
District Context:

Every school will uphold and support literacy and numeracy development.

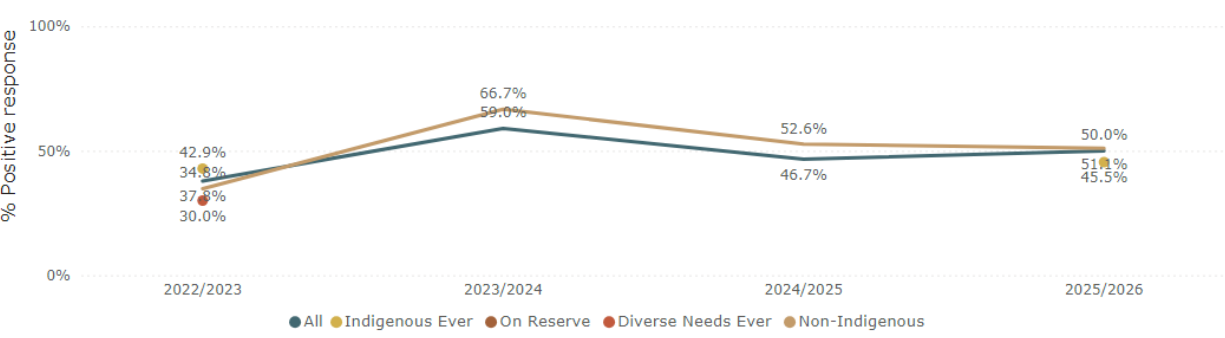
Numeracy Data Story

FSA results show a multi-year decline in the percentage of Grade 4 and 7 students on track in numeracy, with fewer than half meeting expectations over the past two years. Results remain below district averages. Students who struggle with self-regulation and perseverance are over-represented in the "emerging" category, suggesting that Personal Awareness and Responsibility Core Competency and Social Emotional Needs are directly impacting numeracy performance.

Queneesh Elementary Grade 04 Numeracy



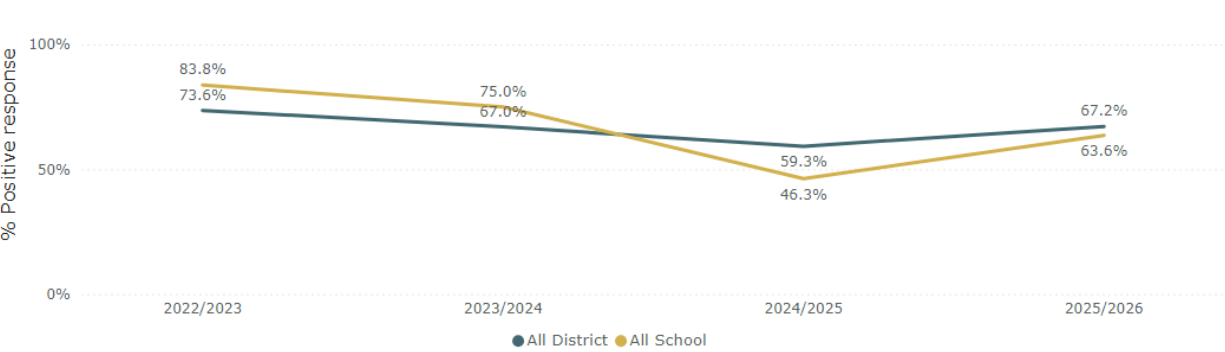
Queneesh Elementary Grade 07 Numeracy



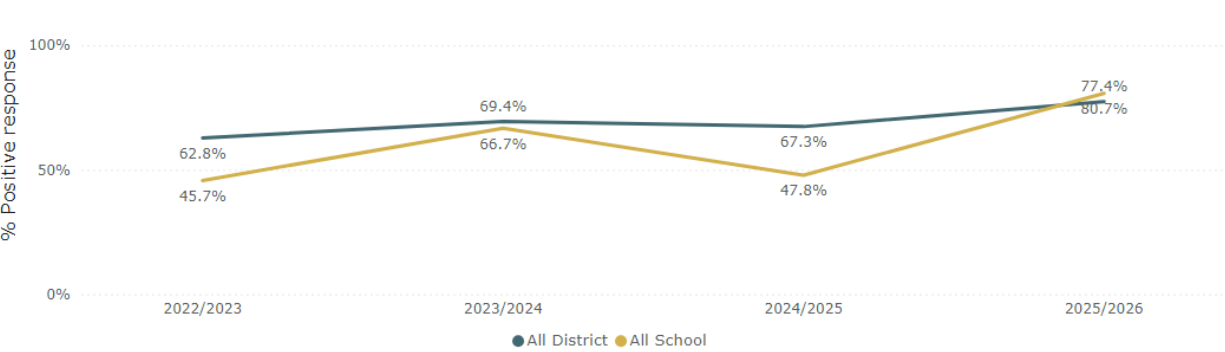
Literacy Data Story

Grade 4 literacy results have declined since 2022–23 (when they were above district levels), but have improved since last year, though still below district averages. Grade 7 literacy shows a significant positive shift, with 80% of students on track, well above district levels and nearly double last year’s results. This suggests that literacy instruction is increasingly effective, particularly as students develop stronger regulation and engagement skills.

Queneesh Elementary Grade 04 Literacy



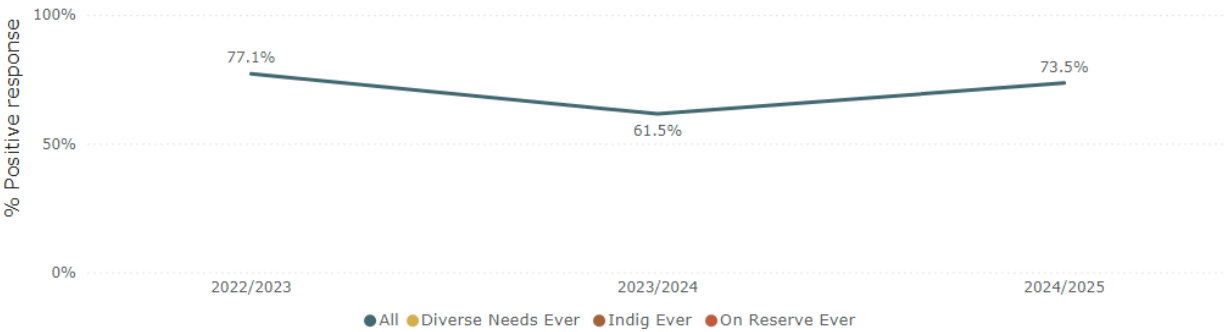
Queneesh Elementary Grade 07 Literacy



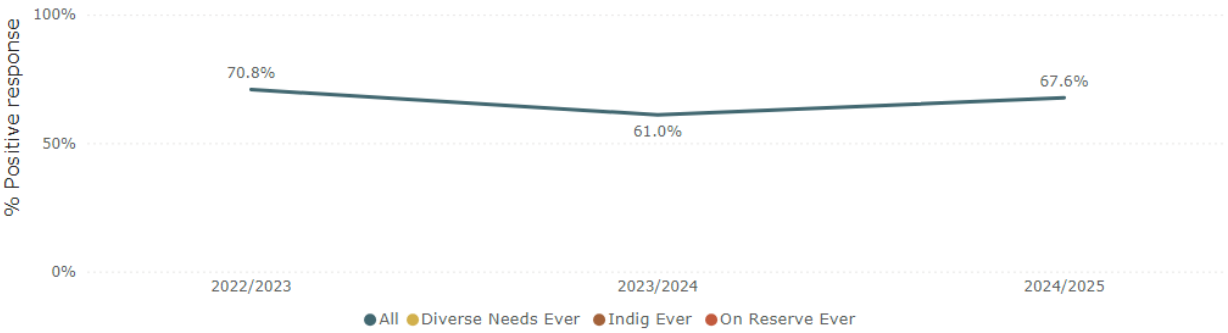
Social Emotional Learning Data Story

Students continue to experience challenges with self-regulation, conflict resolution, and emotional management. Behaviour incidents are concentrated during unstructured times and disproportionately affect priority learners. Student Learning Survey data indicates concerns about belonging and safety.

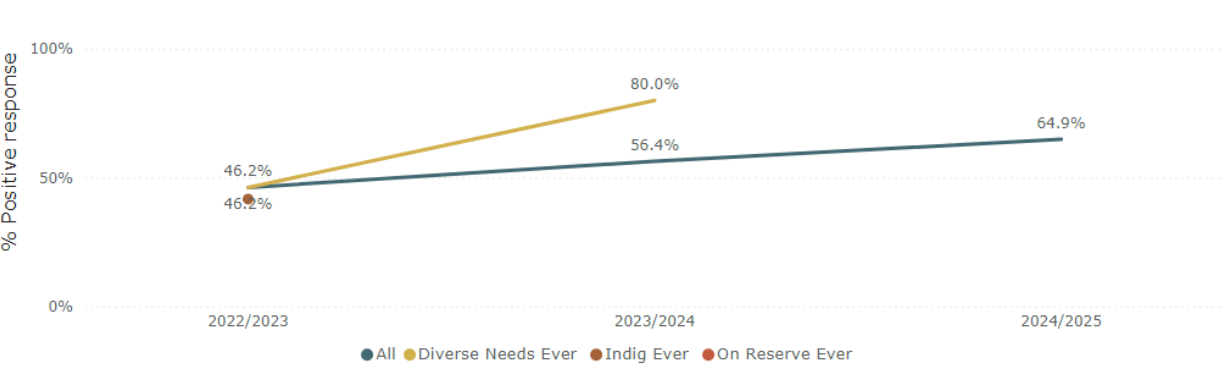
Queeneesh Elementary, Grade 4 - Do you feel welcome at your school?



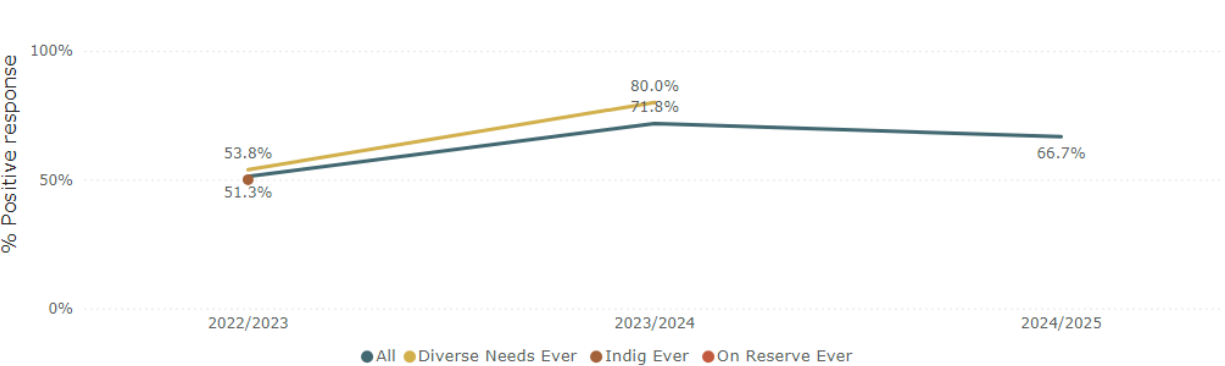
Queeneesh Elementary, Grade 4 - I am happy at my school.



Queneesh Elementary, Grade 7 - Is school a place where you feel like you belong?

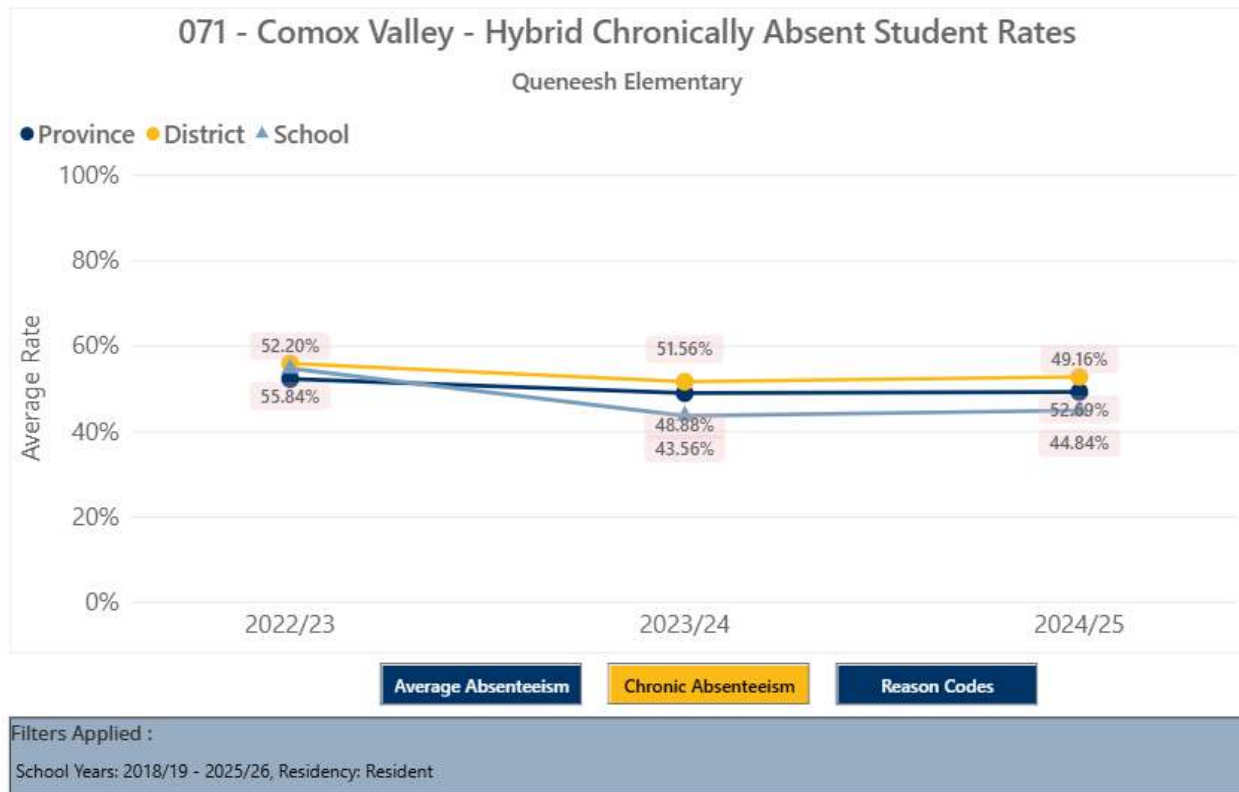


Queneesh Elementary, Grade 7 - Do you feel welcome at your school?



Attendance & Engagement

The province defines chronic absenteeism as missing more than 10% of school time. Queneesh's chronic absenteeism rate has remained relatively stable over the past three years and continues to sit below both district and provincial rates. In 2024/25, Queneesh's rate was 44.84%, compared to the district at 52.69% and the province at 49.16%. While this is a positive trend, nearly half of students are still considered chronically absent, so improving consistent attendance remains an important focus for student engagement, connection, and learning success.



Equity Considerations

Indigenous learners, students with diverse needs, and students experiencing socio-economic barriers benefit from explicit SEL instruction, predictable routines, and flexible learning environments. See data and analysis in Decolonizing & Indigenizing Commitment section of growth plan.

Queneesh Elementary Core Competency Focus Area and school goals for the 2026/2027 School Year

Our School's Core Competency Focus Area(s) for This Year is:

Personal Awareness and Responsibility, with an intentional emphasis on developing student resilience, self-regulation, and a strong sense of belonging.

This focus directly supports improved numeracy, literacy, attendance, and core competency development.

Student Outcome Shift (Observable Impact)

What Will Students Do More Independently, More Consistently, or More Confidently?

We will know we are making progress when students:

- Use self-regulation strategies independently during learning and unstructured times
- Name emotions and choose tools to return to calm
- Engage in conflicts with more independence and fewer escalations
- Demonstrate empathy, inclusion, and respect for diverse identities
- Show increased perseverance when tasks are challenging
- Report a stronger sense of belonging, safety, and acceptance
- Attend school more consistently, especially priority learners

Adult Practice Shift (Observable Impact)

What Will Adults Do Differently to Make the Learner Shift Possible?

We will know we are making progress when educators:

- Teach and model common SEL strategies using shared language across the school
- Embed co-regulation practices and predictable routines
- Use restorative approaches to support conflict resolution
- Create flexible learning environments that support regulation (movement, sensory tools, outdoor learning)
- Integrate identity-affirming, trauma-informed practices
- Provide explicit instruction in relationship-building and inclusive behaviour
- Collaboratively review SEL, attendance, and behaviour data to adjust instruction
- Strengthen proactive communication with families

Design Principles connected to the Comox Valley Strategic Plan:

We will continue to apply and use all of the Design Principles from the strategic plan in our many diverse parts of the school to work on Personal Awareness and Responsibility, however our main focus areas will be

- Social Emotional Learning

- We will explicitly support students in developing self-regulation, resilience, empathy, responsible decision-making, and positive relationships. By building predictable, safe, and supportive environments, we will strengthen students connection to Personal Awareness and Responsibility and promote overall well-being.
- Decolonizing and Indigenizing
 - Our commitment to decolonizing and indigenizing learning will have a positive impact on our school community and directly support our focus on the Core Competency of Personal Awareness and Responsibility. As we move beyond teaching Indigenous content in isolated ways toward embedding Indigenous ways of being and knowing in everyday practice, we are creating more relational, inclusive, and identity-affirming learning environments. Staff reflections from pre- and post-survey will measure the growing understanding that this work is foundational, not additive.
- Inclusion
 - Through a focus on relationships, belonging, and equity, we will ensure all students—particularly Indigenous learners and those with diverse needs—see themselves reflected, valued, and supported in their learning. By aligning our design principles with relational, land-based, and strengths-based approaches, we will strengthen students’ personal and social awareness and responsibility, resulting in increased belonging, engagement, and success for every learner.
- Personalized Learning
 - Through flexible, responsive, and culturally connected approaches, we will support each learner’s unique pathway by fostering agency, creativity, and meaningful engagement. By integrating continuous feedback, reflection, and opportunities for inquiry, we will strengthen students’ development of core competencies, ensuring all learners are supported to grow, thrive, and share their unique gifts

Monitoring & Evidence Cycle

Throughout the 2026-27 school year we provide regular check-ins and progress monitoring during staff meetings. We will ask staff to respond individually and in groups to reflect on their practice and work together to better implement core competencies through the design principles. Our teams of staff work closely together to improve student learning opportunities and improve each other’s teaching practice.

We collect various points of evidence throughout the year:

Evidence Source	Frequency	Who Reviews	If Progress Stalls
Student Learning Survey (SEL, belonging, safety)	Annually- March/April	Admin + SEL Team	Adjust SEL focus; increase targeted supports
FSA Literacy & Numeracy	Annually- December/January	Admin + Staff	Identify instructional needs; adjust supports
Behaviour incident data	Monthly	Admin + Counsellor + YFW	Reteach expectations; adjust supervision
Attendance patterns	Monthly	Admin + Office + YFW	Family outreach; attendance plans
Teacher SEL observations	November/February/May	Staff teams	Modify strategies; add PD
Student self-reflections	Ongoing	Classroom teachers	Reteach strategies; adjust routines
Q Zone usage data	Monthly	Q Zone teacher + Admin	Adjust programming; increase proactive supports

Impact Indicators

We will monitor progress through a combination of quantitative and qualitative impact indicators to better understand how our school growth plan is supporting student success, belonging, and well-being. These measures will help us identify trends, celebrate growth, and determine where continued attention is needed. The following indicators will be used to assess our progress over time:

- Improved trends in FSA literacy and numeracy results
- Improved district literacy and numeracy assessment results
- Improved Student Learning Survey results related to resilience and self-regulation

- Improved Student Learning Survey results related to feeling welcome at school, belonging and safety
- Students using common language to describe emotions and regulation strategies
- Increased evidence of perseverance and willingness to engage in challenging tasks
- Observable pride in school environment, learning, and relationships
- Increased student accountability, including repairing situations and relationships after dysregulation
- Increased participation in community service, school stewardship, and positive contributions to the school community
- Reduction in office referrals and conflict-based incidents
- Increased attendance for all learners
- Increased time in class for students who previously required Q Zone support
- Student self-reflections showing increased confidence and self-awareness

Implementation, Capacity Building & Resource Alignment

What We Will Learn Together and How We Will Invest

Professional Learning- Our professional learning committee will work to provide opportunities for learning during next year's professional development days in September and April. They will focus on needs identified by the staff such as:

- Trauma-informed practice
- SEL strategy alignment (Zones, EASE, Everyday Speech, CASEL, etc.)
- Outdoor learning pedagogy
- Culturally responsive teaching

Collaboration Structures- Everything we do at Queneesh involves a team. The second staff meeting of the month we will work in teams to improve our teaching and student learning opportunities. Teams will work closely together throughout the year to develop and share their teaching resources. We work to provide common prep time for many teacher pairs in our schedule. We also have the Behaviour team and the School Based Team who work together to support inclusion.

- Monthly Core Competency team meetings
- Collaboration time
- Q Zone–classroom teacher coordination
- Joint planning with counsellor and YFW

Resource Alignment- Our most valuable resource is our staff. We work to maximize our time together to support learning and build the staff culture to increase collaboration.

- Budget for Core Competency materials, sensory tools, outdoor learning equipment
- Staffing: maintain full-time counsellor, YFW, Q Zone teacher
- Time: assemblies, leadership blocks, Core Competency prep block teaching, morning gym, All In recess program
- Community partnerships: swimming, gymnastics, parent volunteers, elder connections

Monitoring & Reflection Commitments

Formal checkpoints will occur in November, February, and May, involving:

- Review of Core Competencies, attendance, behaviour, and academic data
- Identification of progress, gaps, and next steps
- Adjustments to Core Competency instruction, supervision, routines, and supports
- Communication of progress to staff and families

Community Communication

Queneesh Elementary is focusing on helping students strengthen their ability to manage emotions, solve problems, and build positive relationships as part of our core competency development in Personal Awareness and Responsibility. These skills matter because students learn best when they feel calm, safe, and connected.

We will measure success by monitoring:

- Attendance data (engagement and consistency)
- FSA results (Grades 4 & 7 literacy and numeracy)
- Student Learning Survey results (resilience and sense of belonging)
- Student behaviour and engagement trends
- District and classroom literacy and numeracy assessment results
- Evidence of social responsibility, accountability, and community service

How Families Can Support Learning

Families play an important role in supporting student success by reinforcing our focus on Personal Awareness and responsibility at home. This includes using shared Personal Awareness and Responsibility language, encouraging problem-solving and self-regulation strategies, and talking about respect, empathy, and inclusion in everyday situations.

Families can also support this work by attending school events, engaging in land- and community-based learning opportunities when possible, and maintaining open communication with teachers to strengthen the home–school connection. These partnerships help create consistent, supportive environments where students feel a strong sense of belonging and are better able to thrive.

We will share updates through:

- School newsletters
- Website updates
- PAC meetings
- Classroom communication
- Weekly “Week at a Glance” messages