

2025-26 School Framework for Enhancing Student Learning

School: syuwé̓nct Elementary

Principal: Trisha Armour

Our Story/Our Learners

syuwé̓nct Elementary School is located on the unceded territory of the Snuneymuxw people. Our school community includes 329 students from Kindergarten to Grade 7, organized into 15 divisions, all of which, except two, are combined classes. We are proud to support 65 Indigenous learners from multiple Nations and 41 students with Ministry designations.

Our staff are deeply committed to student growth and connection. The team includes 16 classroom teachers; one full-time and one part-time secretary; two Inclusion Support Teachers; a Music Teacher; a Teacher Librarian and a Library Clerk (one day per week); 10 Educational Assistants; a Child, Youth, and Family Support Worker; an Indigenous Cultural Support Worker (three days per week); a H̓ul'q'umi'num' Language Teacher (one day per week); two Noon Hour Supervisors; three custodians; a School Counsellor (2.5 days per week); a Speech-Language Pathologist (1–2 days per week); a School Psychologist (available for consultation); and a Teacher of the Deaf and Hard of Hearing (available for consultation). Staff collaborate closely to create a caring, inclusive, and joyful school environment where every student is known and valued.

The school is surrounded by a large forest and marsh area, offering unique opportunities for outdoor, land-based, and experiential learning. The school garden, active play zones, and recess clubs help students build belonging and connection while exploring and learning together.

Our Learners

Students at syuwé̓nct are curious, kind, and engaged. They thrive in hands on learning environments and benefit from strong relationships with staff who nurture both academic and social-emotional growth.

Based on our data:

- **Connection and Belonging:** 46% of Grade 4 and 31% of Grade 7 students report that three or more adults at the school care about them. While this indicates strong relationships for many, it also highlights the need to strengthen connections for older students.
- **Sense of Belonging:** 53% of Grade 4 and 61% of Grade 7 students feel they belong at school, showing positive school culture and a strong foundation to build on.
- **Safety:** 66% of Grade 4 and 77% of Grade 7 students report feeling safe at school, a strength we continue to prioritize through our inclusive and proactive approach to student well-being.

Learning Data

- **Early Literacy:** Report card data indicates that only 32% of Grade 2 and 44% of Grade 3 students are reading at or above proficiency. Early reading intervention and phonemic awareness remain a key focus.
- **Writing:** Writing is an area of concern across grades, with only 40% of Grade 5 and 37% of Grade 6 students meeting or exceeding expectations. Teachers note that students need additional support in writing fluency, stamina, and confidence.

- **Numeracy:** Overall math results are stronger than literacy, particularly in primary grades, with many students showing proficiency or higher levels of understanding. Continued emphasis on hands-on and conceptual learning is helping students build mathematical reasoning skills.

Our Focus

- syu'wé'nt students benefit from strong early numeracy foundations, meaningful land-based learning, and a caring, collaborative school culture. Our next steps include:
- Strengthening early literacy and writing confidence through consistent instructional approaches and small group supports.
- Building stronger connections and a greater sense of belonging for all students, particularly in the intermediate grades.
- Continuing to celebrate and integrate Indigenous perspectives across learning to foster identity, belonging, and pride.

syu'wé'nt Elementary is a community of learners: students, staff, and families, who care deeply about one another and the land we learn from. Together, we are growing a culture of curiosity, inclusion, and kindness.

Goals for 2025 – 26

Goal 1

Increase literacy success rates for all

School specific goal:

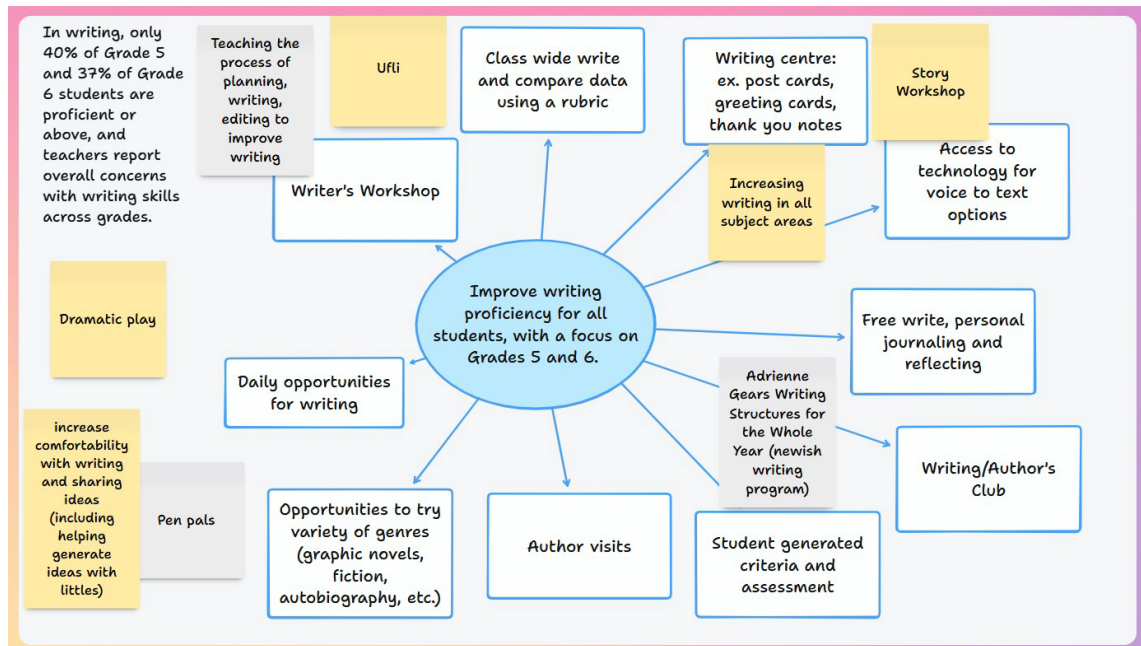
To increase the percentage of students who are proficient or above in writing for all students, with a focus on Grades 5 and 6.

Strategies to meet the goal:

- All teachers have committed to focusing on writing every day, using age-appropriate programs such as, Adrienne Gears Writing Structures, Loose Part Story Workshop, UFLI, and Writer's Workshop.
- Teaching explicit skills: idea creation, using descriptive language, editing skills and appropriate use of technology.

Data to measure the goal

- Report Card Data
- Red/Yellow/Green
- School Wide Write



How will you know:

- We will use report card data to measure this goal. Our target is for 60% of Grade 5 and 6 students and 60% of all students to be writing at or above proficiency.
- We will also gather information through direct conversations with teachers about students' feelings toward writing to determine whether student interest and confidence in writing have increased.

Goal 2

Increase the number of students who feel welcome, safe and have a sense of belonging in their school

School specific goal:

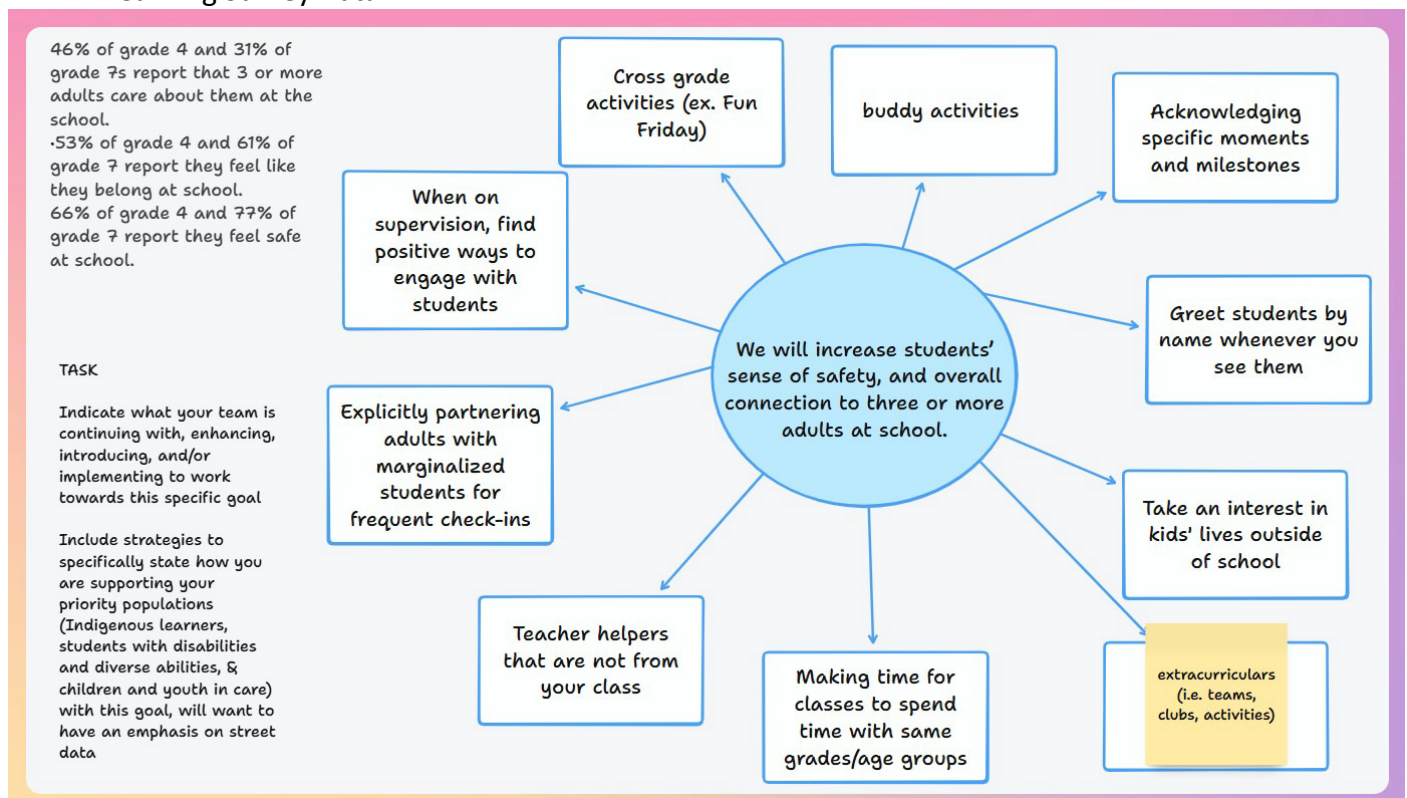
We will increase students' sense of safety and their overall connection to three or more adults at school. Progress will be measured using a school-wide survey conducted in October and May, as well as data from this year's Student Learning Survey.

Strategies to meet the goal:

- Identify students who report feeling connected to fewer than three adults at school and assign them to an adult buddy other than their classroom teacher.
- Create cross-grade groups and school house teams to strengthen belonging.

Data to measure the goal

- School Survey Data
- Learning Survey Data



How will you know:

- We will use the Student Learning Survey data and the school-wide survey to measure growth.
- Our goal is for 70% of all students to report that three or more adults at school care about them.