

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Seaview Elementary

Principal: Lindsey Watford

Our Story/Our Learners

Nestled in the heart of the Lantzville community, Seaview School is located on the unceded traditional territory of the Snaw-Naw-As First Nation. With the ocean just a short walk away, our school embraces learning from the land and fosters a strong sense of environmental stewardship among students and staff. At Seaview, learning extends beyond the classroom through hands-on experiences that deepen students' connection to nature while honouring Indigenous language, culture, Hul'qumi'num, and ways of knowing.

Guided by our school focus, *nucamat*, meaning 'Together as One' we strive to build a learning community where every student feels connected, valued, and empowered to contribute. This vision is reflected in our core values of Kindness, Responsibility, Teamwork, and Belonging, which shape our relationships, learning, and daily interactions.

With 270 students and more than 30 staff members, Seaview is a welcoming, diverse, and caring school community where students are supported to belong, grow, and thrive. Our student population reflects a rich mix of cultural backgrounds, creating a vibrant and inclusive learning environment. Fifty of our students are Indigenous, and we deeply value our ongoing relationship with Snaw-Naw-As First Nation. Through this partnership, students have meaningful opportunities to learn Hul'qumi'num, participate in cultural teachings, and develop a deeper understanding and appreciation of Indigenous history, perspectives, and traditions.

Our school community also reflects the diverse geography of the area, with students arriving both by bus and on foot from across the Lantzville region. Together, Seaview staff, students, families, and community partners create a supportive environment where everyone is encouraged to learn, lead, and grow together as one.

Analysis of the 2025–2026 report card data, Foundation Skills Assessment (FSA) results, classroom assessments, and teacher observations indicates that many students in Grades 2–4 are experiencing challenges with number sense, particularly as they transition from concrete to representational and abstract thinking. Students often struggle to develop a deep understanding of numbers, demonstrate flexible additive thinking, and apply efficient mathematical strategies when solving problems. These challenges can impact confidence in mathematics, limit problem-solving skills, and make it more difficult for students to engage with increasingly complex mathematical concepts in later grades.

Strong number sense is the foundation for future mathematical learning. When students develop a deep understanding of numbers and mathematical relationships, they become more confident, flexible, and strategic thinkers who are better equipped to solve problems, reason mathematically, and apply their learning in meaningful contexts.

Student voice gathered during the 2025–2026 school year indicates that students are seeking increased opportunities to deepen their cultural connections at school. A significant theme emerging from our Indigenous learners is a desire for more time in Culture Club to sing, drum, learn Hul'q'umi'num, and participate in cultural teachings.

This feedback supports First Peoples Principles of Learning, which recognize that learning is holistic, relational, experiential, and rooted in identity, language, culture, and connection to the land. It also supports strengthening Indigenous student success, fostering belonging, and honouring Indigenous languages, cultures, and ways of knowing.

Providing authentic opportunities for students to learn through culture and on the land strengthens students' sense of identity, pride, and belonging. These experiences support student well-being, engagement, attendance, leadership, and overall success while creating meaningful learning opportunities for all students.

Images to Support School Goals

Image	Description
	Orange Shirt Day celebration with students, opening with a Traditional Welcome and Land Acknowledgement to honour the significance of the day.
	Students engaged in canoeing experiences with the Land-Based Learning group at Westwood Lake to strengthen connections to the land, promote environmental stewardship, and support experiential learning grounded in Indigenous ways of knowing.
	Indigenous Day Garden Ceremony, where the Coast Salish Anthem is drummed as students respectfully enter the seating area, supporting a culturally grounded and meaningful celebration of Indigenous culture, language, and community.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase numeracy success rates for all.

Focused Improvement Goal:

By May 2026, our grades 2-4 students will demonstrate increased confidence and independently select and explain appropriate strategies when solving place value, mental math, and problem-solving tasks. Progress will be measured through classroom assessments, observations, student conferences, work samples, and student voice.

Implementation Plan:

School-based Action	Strategy Type
Professional learning materials from Janice Novakowski focused on numeracy frameworks for deeper learning, and dedicated time for grade-level collaboration and planning.	Universal
Math open house night Grades 1-4	Universal
Small-group intervention blocks focused on targeted number sense skills and guided practice.	Targeted
NOII survey collecting student voice	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Staff meeting check-ins after Pro-D deeper thinking strategies	Monthly
NOII survey - student voice	Oct 2026 and May 2027
Formative and summative assessment by teachers	Weekly throughout the year

Ongoing Engagement:

School Staff Parent community

School Goal #2

Board Goal:

Truth and Reconciliation

Board Objective:

Increase awareness of and access to resources available to support hul'q'umi'num language learning.

Focused Improvement Goal:

By May 2026, Seaview will have established a Junior Culture Group that is mentored by the Senior Culture Group. Throughout the year, students will participate in meaningful cultural experiences that foster leadership, mentorship, belonging, and deeper connections to Indigenous language, culture, and the land. This work supports the district's commitment to Truth and Reconciliation and Indigenous student success while strengthening students' sense of identity and community.

Implementation Plan:

School-based Action	Strategy Type
Facilitate weekly practices for the Junior and Senior Culture Groups to strengthen cultural knowledge, leadership, mentorship, and students' sense of identity and belonging through authentic cultural experiences.	Universal
Facilitate ongoing individual check-ins and small-group cultural learning sessions with Adam Manson to support student well-being, foster meaningful relationships, and deepen connections to Indigenous language, culture, and teachings.	Targeted
Expand opportunities for land-based learning that deepen students' understanding of Indigenous perspectives, environmental stewardship, and connections to place through authentic, experiential learning.	Universal
Provide regular opportunities for students to lead the traditional Land Acknowledgement and Welcome in Hul'q'umi'num and to perform traditional songs and drumming at school assemblies and for other schools, fostering leadership, cultural pride, and the sharing of Indigenous language and culture.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Weekly monitoring through check-ins will track student involvement, cultural learning progress, and sense of belonging in both Culture Groups.	Weekly
Twice-yearly student voice check-ins will be used to gather feedback on students' experiences, engagement, and sense of identity within cultural learning activities.	Nov 2026 and April 2026

Ongoing Engagement:

Indigenous Partners Teachers/staff School where we perform