

# 2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

**School:** syuwéñct Elementary

**Principal:** Trisha Armour

## Our Story/Our Learners

At syuwéñct Elementary, students are supported to grow and thrive in a community that values connection, belonging, and respect for the land. Situated on the unceded territory of the Snuneymuxw people, we serve 342 students from Kindergarten to Grade 7 across 15 divisions, with most classes being combined to encourage collaboration, leadership, and peer learning. Our students come from diverse backgrounds, including 65 Indigenous learners from multiple Nations and 42 students with Ministry designations.

For the 2026/27 school year, our school community is centering our work around the theme “we are all connected.” This guiding idea will shape our approach to learning and relationships, supporting students in understanding their connections to one another, to their learning, and to the world around them. Through this lens, we will encourage kindness, empathy, responsibility, and a shared commitment to supporting each other.

Our outdoor spaces remain an important part of student learning, with a surrounding forest and marsh that we actively steward as a school community. Through regular outdoor learning, expanded garden programs, and hands on experiences, students continue to deepen their connection to the land while developing curiosity, responsibility, and a strong sense of place. This work supports our growing understanding that learning, community, and the natural world are all interconnected.

Using the 2025–26 report card data and anecdotal observations from staff it was noted that all students and notably the grade 5’s & 6’s writing proficiency is primarily in the emerging and developing range, and many students demonstrate an overall negative attitude toward writing.

Overall, 45% of students across the school are writing at proficient or above. This concern is more pronounced in grade 5 & 6, where only 40% of Grade 5 students and 37% of Grade 6 students are writing at a proficient level or above.

Students' attitudes toward writing and their ability to communicate their writing proficiently are important life skills that will contribute to their success in school and in life.

Using Student Learning Survey data, it is evident that students in Grades 4 and 7, particularly Indigenous students, do not consistently feel a sense of belonging at school. Fifty five percent of Grade 4 students report feeling they belong, with a significant disparity for Indigenous students, where only 28 percent report a sense of belonging. In Grade 7, 63 percent of students report feeling connected to their school, compared to only 40 percent of Indigenous students.

A sense of belonging is closely linked to both success and positive mental health, as it fosters confidence, engagement, and resilience, allowing individuals to feel valued, supported, and motivated to thrive.

## School Goal #1

### Board Goal:

Student Success

### Board Objective:

Increase literacy success rates for all.

### Focused Improvement Goal:

By May 2027 there will be an increase in positive attitude toward writing and proficiency determined by the student learning data and writing rubric for 70% of our students. This will support the district goal of improving literacy.

### Implementation Plan:

| School-based Action                                                                                                                                                                            | Strategy Type |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Primary teachers will continue with loose parts story telling, writers workshop and oral storytelling. Intermediate teachers will continue with daily writes, extreme writing and 6 +1 traits. | Universal     |
| We will celebrate learning in the school newsletter and create a writing board to showcase different types of writing.                                                                         | Universal     |
| Time at staff meetings to meet and learn about writing proficiencies and strategies.                                                                                                           | Universal     |

### Goal Tracking:

| Metric                                                | Monitoring Checkpoints |
|-------------------------------------------------------|------------------------|
| School wide writing assessment in the fall and spring | October and April      |
| Student Learning Survey                               | January                |

### Ongoing Engagement:

We will engage staff, students, families, and community professionals to gather meaningful insights through our school newsletter, classroom visits, and ongoing collaborative opportunities.

## School Goal #2

### Board Goal:

Student and Employee Wellness

### Board Objective:

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

### Focused Improvement Goal:

By May 2027, the sense of belonging for Grade 4 students (currently 53%) and Grade 7 students (currently 61%) will increase to 80% for both Indigenous and non-Indigenous learners. This goal aligns with the district priority of increasing the number of students who feel welcome, safe and have a strong sense of belonging in their school.

### Implementation Plan:

| School-based Action                                                                 | Strategy Type |
|-------------------------------------------------------------------------------------|---------------|
| Create Interest based recess clubs/groups                                           | Universal     |
| School wide theme we are all connected (assemblies, activities and direct teaching) | Universal     |
| Identify students not connected and assign staff to connect                         | Targeted      |

### Goal Tracking:

| Metric                             | Monitoring Checkpoints |
|------------------------------------|------------------------|
| Student Learning Survey            | January                |
| Student Based data fall and spring | October and May        |

### Ongoing Engagement:

We will engage staff, students, families, and community professionals to gather meaningful insights about students' sense of belonging through ongoing collaborative opportunities.