

Pineridge School Plan 2020-21

Mission: Combining potentials for lifelong learning.

This year, our staff has worked to enhance the literacy development of our students, as well as continuing to build a positive school climate where students feel comfortable and connected to the adults that work with them in a very challenging year. The values of respect, empathy, growth and humour continue to lead the way and guide our interactions with students as we support them in their learning. We believe in supporting both social–emotional and academic development in our students. We want to see personal growth for each of our students, as well as help them to develop a growth mindset. Teachers have worked with their classes developing their unique set of classroom beliefs, and this information has been taken into account for our school-wide beliefs. Our school beliefs are:

Pineridge School Beliefs

- We keep our school safe and caring
- We respect ourselves, each other and the environment
- We take responsibility for our learning
- Learning is fun, active and engaging!

(Please see appendices at the end of this document for the more detailed explanation.)



Happy Birthday Mr. Campbell!

From these beliefs, we have developed the motto: Pineridge is Super! (Safe, Understanding, Persistent, Engaged and Respectful).

Context:

Pineridge Elementary School is a Kindergarten to grade 5 school situated in Ts'msyen territory and currently approximately 66% of the 135 students are of Indigenous ancestry. There are a variety of Indigenous groups in our student body including: Ts'msyen, Haida, Haisla, Nisga'a, and Gitksan. Our students and families are diverse in terms of culture and what is important to them, and our school embraces diversity and promotes inclusion. We try to provide many opportunities for hands-on learning, such as STEM (Science Technology Engineering and Math) projects, and Outdoor Classroom time, where many classes take advantage of the beautiful natural surroundings, including Moresby Pond.

The building is a one level school (no stairs) located on the west side of the school district and we are able to accommodate students with mobility challenges. There is a Strong Start Centre. As well, we have an accessible playground that our PAC and School District 52 worked very hard to fundraise for.

This year was an unusual year with the COVID-19 Pandemic and involved changing the way we do everything in order to keep everyone safe. Despite the stress and anxiety this caused for many while learning to live in our new "normal", school staff rose to the occasion. They worked diligently to rethink how to teach, as well as connect with students and families.

Goal(s):

#1 Literacy: Every student at Pineridge Elementary will improve their literacy skills and develop further joy in reading.

Objectives:

- 1) Every student improves in their reading scores by one or more grade levels.
- 2) Every student who is not yet reading at grade level receives appropriate intervention to improve their reading scores by one or more grade level.

#2 Resiliency:

- 1) Students will develop the **CORE Competency** skills of creativity, flexibility, effective decision-making, ability to solve problems and the ability to work collaboratively with others (communication).

- 2) **Mental Health:** Students will be provided the opportunity to develop skills to persevere through difficult times, ability to self-regulate, have positive connections to adults and feel they belong to the school community.
- 3) **Equity:** We will ensure that learning is equitable for all students. Each child is respected and celebrated for who they are. Each child is provided the supports needed in order for them to move forward.

Structures and Strategies: (What we did this year)

Goal #1:

- **School-Wide Literacy blocks:** classroom teachers work with non-enrolling teachers (Learning Services Teachers, ELD Teacher and principal) to provide instruction and practice at students' literacy level, including early literacy intervention, guided reading, literature circles and literacy centres
- **Extra practice and support** provided in focused areas for students i.e.: vocabulary, fluency and/or comprehension (within classrooms). Many students received individual or small group support, including Leveled Literacy Intervention, which was sometimes used with older students as well, if appropriate
- **Learning Services:** Direct and/or consultative support for struggling readers
- **Phonological Awareness Instruction:** focus in younger primary classes on this as a whole class and for intervention where needed. Heggerty resource was used by some and this instruction was embedded in the Leveled Literacy Intervention. RAISE (locally developed phonological instruction resource) was also used in some classes.
- **Adrienne Gear strategies:** reading and writing
- **Technology:** use of I-pad and appropriate apps for some students with learning disabilities and/or communication support.
- Continuing to develop our **library**, so that it
- **Library:** is a vibrant and exciting place where students can continue developing their love for books and learning. Instruction has included a wide variety of topics and skills including how to use the library, literacy strategies, STEM, ADST and technology. Students eagerly look forward to library time! As well, the librarian and library assistant partnered with classroom teachers to do inquiry-based research projects with a number of classes, which were very engaging.
- **Chocolate Lily Awards:** Supported by our librarian, students have participated in reading, and voting on their choices for the BC Prize Picture Books contest online.
- **Literacy activities embedded in experiential learning** i.e. STEM projects, outdoor learning, technology
- **Virtual Book Fairs**



- **Levelled Literacy Intervention Plan:** assessments were done for grades K and gr. 1, intervention was provided for gr. 1 students at risk this year by our LST and support was provided by the District Literacy Helping Teacher as well for the second half of the year.
- **District Literacy Teacher:** worked with staff providing direct literacy support, did literacy assessments (K and gr. 1) and provided direct Early Literacy Intervention for at-risk gr. 1 students and worked in the K class as well.
- **Love to Read Week:** In February, we had a home reading event, and pajama day/read-a-thon
- **Buddy Reading:** between 2 primary classes within their Learning Group

Goal #2:

- **ADST (Applied Design, Skills and Technologies curriculum):** These are embedded in every day learning, as well as in special events. These activities foster collaboration, creativity, planning and problem-solving, as well as a sense of pride in accomplishment while providing access for all students (ie., STEM activities in classrooms, coding, ozobots, collaborative STEM activities with librarian, etc.).



Persistence Day Challenge

- **STEM (Science, Technology, Engineering and Math) projects** continue to be embedded into instruction in many classrooms. Many STEM activities supported in classrooms through buddy work (within learning groups this year). (ADST) STEM activities are also embedded into most of our school wide Fun Days.
- **Outdoor Education:** many of our classes continue to go outside on a regular basis, often to Moresby Pond, and sometimes for a walk in the playground or neighbourhood. This is the Outdoor Classroom where students are involved in a number of activities. They may be learning about the outdoors, connecting to place, making connections to aboriginal ways of knowing and learning, exploring Math or Science, gathering inspiration for art, reading and writing, as well as other open-ended activities. The learning is endless! Through these experiences outside, students are being provided opportunities to communicate, problem-solve, make decisions and build relationships and connections to peers and adults.



- **Social/Emotional Learning and Strategies/Mental Health:** doing kind acts for others, Fill Your Bucket, WITS (Walk away, Ignore, Talk it Out, Seek help), Zones of Regulation, OT working with some classes on self-regulation including using Go Noodle, OT/SLP working with some students using a “therapy” gym set-up, brain breaks, yoga/mindfulness breaks, going outside for walks, counsellor worked with a number of classes using the EASE program including helping student develop their Worry Tool Box, Orange Shirt Day to bring awareness of the effects that residential schools have had on our Indigenous Families, Pink Shirt Day with emphasis on being kind to others and celebrating differences, etc. Our school counsellor also did a personal check-in at the beginning of the year with each student. Our OT has designed an outdoor circuit for our playground, which will be painted on the pavement this summer.



Orange Shirt Day

Pink Shirt Day

- School Wide Fun Days:** We organized our Fun Days in Learning Groups with a Halloween Fun Day, Winter/Christmas Fun Day, Love to Read Week (home reading, pajama day, read-a-thon), Persistence Day Challenge, Outdoor Classroom Day, and frequent spirit days. These days help to develop a sense of trust and community, including developing positive relationships between staff and students and not to mention fun!
- Breakfast In Unision:** We were excited to receive a grant from Breakfast Club of Canada later this year and participated in this event. The staff got together and cooked breakfast for the whole school, which was definitely a hit with the students!
- Positive Behaviour Support:** We developed our Behaviour Expectations rubric for “Pineridge is Super” (Safe, Understanding, Persistent, Engaged, Respectful) with all staff and spent much time teaching this to our students with a monthly focus on each of the behaviours. Students were recognized weekly on the announcements and entered into monthly draws. Bulletin boards are visible throughout the school.



- Drumming:** This continues to be a great opportunity for **all** of our students to feel pride and confidence. We were lucky to have Marlene Clifton with us earlier in the year and then join us for Indigenous People's Day and a drumming afternoon later that week. She was able to remind us how important and special all our children are. Ms. Green also started doing some drumming with her Sm'alyax classes.



- Connecting to culture:** Many experiences throughout the year helped students connect to culture, as it is embedded in our everyday teaching. As always drumming is a highlight for our students. Indigenous Peoples' Day was recognized in a respectful, but engaging way including recognition of the difficult time it is for many with the discovery of the unmarked graves in the Tk'emlups te Secwepemc area, learning about totem poles, listening to stories, playing games and creating artwork. Lori and Lucy from our Indigenous Education department were able to join us as well.



- **Resources:** Our library staff has worked with the Truth and Reconciliation Administrator to include more authentic Indigenous resources in our library collection and highlight these appropriately.

Staff Development This Year:

- Despite the inability to meet in person for much of the year, staff participated in the numerous **District professional development** (much of it on zoom) and Implementation Day opportunities. Some of the sessions attended by staff were; Engaging All Learners with Leyton Schnellert, Primary math, Literacy (Adrienne Gear, nearly all staff attended), POPEY early learning sessions, button blanket session, Harvesting with Love and Respect, Potlatch as Pedagogy, Outdoor Education, POPARD sessions, etc. A number of staff attended the Anti-Racism all day session. As well, many of the staff participated in our Book Chat with “Dirty Teaching” and are keen to expand our outdoor learning space.
- **Our staff meetings** have addressed the topics of: phonological awareness (with our SLP), outdoor learning, growth mindset (persistence/perseverance), literacy (Adrienne Gear), Take Action for Reconciliation (Lori and team), mindfulness/meditation, self care and wellness for adults (Morgan and Pam), reviewed the SIP, and did Module 2 of continuing our Learning Journey (Indigenous Education).

Community Involvement:

- Salmon Enhancement Project: Fish Hatchery
- Terry Fox Run



- Live Dive library collaboration for gr. 4/5 (Science) sponsored by Triton and Adam's Diving
- Christmas Children's Bazaar (although not able to volunteer this year, families were very generous in providing donations)



- PAC continuing to fund raise funds
- Trustee participation in PAC meetings
- Trick or treating at Acropolis, positive messages/letters to Acropolis
- Virtual celebrations and information shared on our website and through E-mail: “Welcome Back to School” video, Halloween parade video, Remembrance Day virtual assembly, Winter Concert video, Year-end Celebration video

Communication to Parents:

- PAC meetings: includes discussion and consult on important SD issues
- Website, PAC Facebook page
- Phone calls, E-mail, texting
- Aboriginal Family Resource Worker
- School and Community bulletin board by front office
- frequent phoning and e-mailing from classroom teachers and other school staff, as well as home visits and deliveries and Zoom sessions for parent meeting if needed
- Kindergarten facebook page

Evidence:

- Benchmarks Reading assessment
- Enhancing student learning survey
- MDI: Middle Years Development Instrument
- LLI: Leveled Literacy Intervention assessment
- Conversations with students, photos, anecdotal observations, student writing, student self-assessments

Reflection and Summary:

Literacy

We were able to continue with literacy blocks and literacy supports from our LST’s within Learning Groups this year. Overall, there is fairly good progress for most students at most grade levels. Likely attendance, which was sporadic for many was a major factor this year. Almost all students are showing some improvement, usually at least 6 months as a minimum. For a number of the students struggling, attendance seems to be a significant factor, particularly with our grade 2’s and 3’s. Those without much improvement, either didn’t attend school or attended very little. This year, many of the students who attended school were able to benefit from smaller classes and extra adult support.

The Leveled Literacy Intervention (LLI) was helpful in targeting some of our younger learners and students all made personal growth, even if they are not yet at grade level. Many were able to receive small group, pair or individual intervention.

Some of the trends noted from the **Benchmarks data and Framework for Enhancing Student Learning Survey (reading questions)** are:

- We have between 75%-82% of students approaching, meeting or exceeding for their grade level, in grades 1, 4 and 5.
- Our grade 4's and 5's continue to be our strongest groups in terms of one year's growth and being at grade level.
- This year, our grade 3's have only 48% of students approaching, meeting or exceeding.
- 29% of our students grades 1-5 are exceeding
- Only 58% of students grades 1-3, said they liked reading books most of the time, while 78% of grade 4-5's said they liked reading and 71% said they were good at reading. (Fall FESL survey)

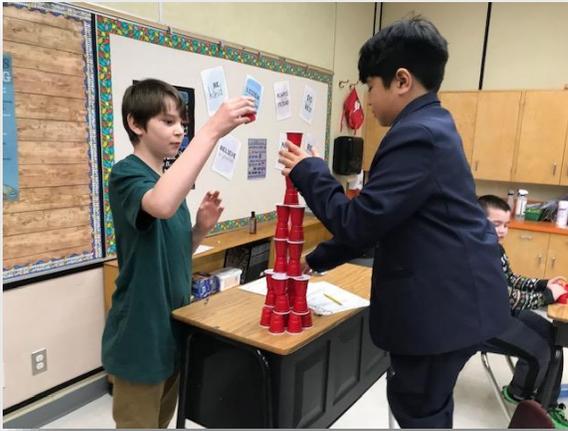
Leveled Literacy Assessment and Intervention (K and gr. 1)

- Kindergarten students were assessed in Jan. and June in the areas of segmenting sounds, rhyming, blending, letter/sound ID, concepts of print, and oral language
- There was improvement for most students who were present at school to be given instruction and be assessed. In June, 1 or 2 were still at risk in 5 of the areas, and 4/12 were at risk for identifying letters and sounds.
- Grade 1 students who were at risk in phonemic awareness were given instruction through a variety of methods in the specific area needed (rhyming, sounds, blending, etc.) by the LST, classroom teacher, EA with support of the CRT, SLP and or District Literacy Teacher (2nd half of the year)
- There was improvement for all students and many are no longer at risk in these areas. There are between 1 and 6 students (out of 21) at risk in each of the areas.

Resiliency (core competencies, mental health, equity)

Through the STEM projects, ADST, Outdoor Learning, and School Wide Special Events, our students are continuing to develop resiliency in a number of ways: planning and problem-solving, perseverance, collaboration, positive connection to adults and peers, as well as a sense of belonging. The surveys and other anecdotal information indicate that students really enjoy these activities and are becoming very comfortable with them, often able to work on challenges for extended periods of time. They are also beginning to be more competent in explaining their thought process, but this is still a challenge for many.

In the CORE Competency self assessment, only 18% of the later primary to grade 5 students say they are able to explain their thinking most of the time. In the youngest 3 classes, 91% say they don't give up when things get tricky and only 38 % in older classes.



Positive relationships are being built through daily interactions with adults and peers, collaborative activities within learning groups, as well as school wide special events.

- On both the Framework for Enhancing Student Learning Surveys (gr. 1-5) and the Middle Years Survey for gr. 5 students (MDI), it was clear that students feel comfortable in their school and feel that there are adults who care about them. Only 10% of students say that they rarely/never feel this way on the ESLs.
- On the MDI, 75% of students reported they had a positive adult relationship at school and 70% reported a positive peer relationship.
- Pro-social behaviour “I helped someone who was hurt” could be stronger.
- School climate was rated as positive (“People care about each other in this school”). Only 10% rated this as low.

It was wonderful to see how these kinds of activities provide a greater opportunity for **all** students to engage in the curriculum and feel successful. Going outside continues to be part of the regular routine for many classes and students are very comfortable being outdoors. This is often a time when students are the most calm and self-regulated.

We continue to support students with solving social or academic problems independently. We want to help our students be confident, happy, independent thinkers who persevere through difficult challenges.

While many of our students appear to be lacking confidence with problem solving, a large percentage of our intermediate students enjoy activities where they can build or make things. Continuing to work on project-based learning with the use of STEM/ ADST will support our learners in enhancing their problem-solving skills. We will continue to strive to provide a

learning environment where students can develop a growth mindset that allows for them to be confident and thoughtful about their learning and focus on their ability to explain their thinking.

This year, the Chocolate Lily awards were very diverse and a great way for students to see themselves reflected and to understand about differences.

The MDI survey (gr. 5's) showed strength in the areas of empathy and self-esteem, but there was also an indication that students do have worries.

The MDI also indicated that there was very little bullying of any kind at Pineridge.

Next Steps:

- Continue the literacy supports that are working including literacy blocks, guided reading, LST support, phonological instruction, literacy circles, Levelled Literacy Intervention, inquiry projects with library, etc.
- Include a writing objective to go with the literacy goal.
- Include a numeracy goal: District data supports this and we want students to be confident about their math skills, as well as be able to relate it to the real world
- Continue with our outdoor classroom learning and plan for our outdoor learning space. Tentative plans have been made and we will be looking at moving that forward and fund-raising.
- Continue to explore diverse ways for students to demonstrate their understanding ie: technology, creating/building, oral communication, and use hands-on activities and project –based learning that promote student engagement and resiliency.
- Have students become more aware of their learning strengths and needs (growth mindset) and be comfortable taking risks, making mistakes and asking questions
- Be more intentional about having students explain their thinking. Ie: during STEM activities and math problem-solving. Set up something so that we can measure this ie: video
- We are in the process of having a room designed for a Breakfast club with a full kitchen and a maker space area as well to compliment our library, which already houses many of our maker space and STEM materials. This will support the previous 3 objectives.
- Work with the Speech and Language Pathologist to further develop ways to support our younger students with their oral language and early literacy ie: co-teaching, language groups, possibly use the SPIRE resource, etc.
- Ensure students are provided with appropriate mental health supports, including self regulation strategies. We will continue with the many strategies already in place.
- Continue to foster an understanding of our local culture and students' sense of identity

Things to Celebrate

Two School Successes:

1. **Mental Health:** As mentioned in our strategies section under resiliency and mental health, we had many supports in place for our students and were supported in this by our Counsellor and Occupational Therapist. The EASE program in particular was well received by students and staff, giving students a chance to voice how they were feeling, as well as learn strategies to support them.

2. **Positive Behaviour Support:** Pineridge is Super! We developed our Behaviour Expectations grid for “Pineridge is Super” (Safe, Understanding, Persistent, Engaged, Respectful) with all staff and spent much time teaching this to our students with a monthly focus on each of the behaviours. This was a great way to have a common language and focus for staff and students.

Important School Initiatives: Persistence Day, Children’s Christmas Bazaar, Breakfast in Unison

Memories of 2019-20







It was a Great Year!

Appendix A

Benchmark Reading Data and Survey of Reading Attitudes for School Improvement Plan

Pineridge Elementary School 2020-2021

The literacy focussed goal in our school improvement plan is growth oriented. We looked at the reading abilities of students in the fall and compared those to the results in May/June. We are aiming for students to achieve one year of reading growth in one year (10 months of instruction). This is our seventh year of running literacy blocks, having regular assessments of reading (three times per year usually, 2 times this year) and guiding instruction by the assessment. We have also included Benchmark reading data from the past 4 years. As well, information about students' attitudes towards reading is included to support the secondary part of the reading goal, which is to develop a love for reading.

Reading Attitudes

(Framework for Enhancing Student Learning Survey in Oct. 2020)

Grades 1-3

Total surveyed: 45 students

Statement:	Most of the Time/always	Sometimes	Rarely/Never
I like to read books.	26: 58%	15: 33%	4: 9%

Grades 4-5

Total surveyed: 28 students

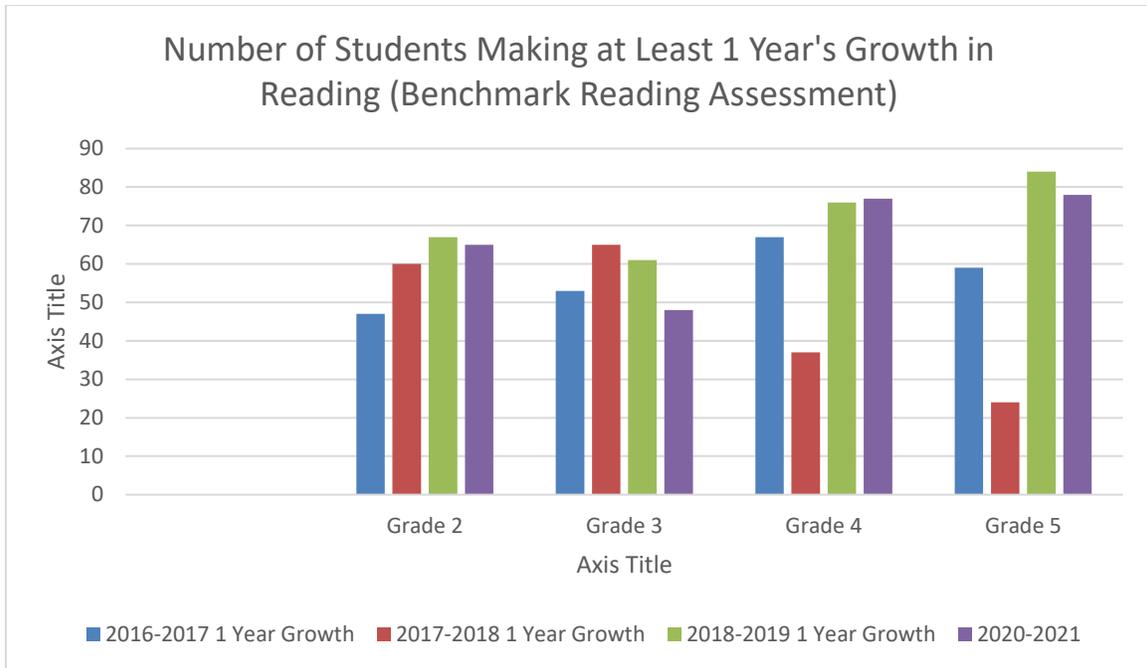
Statement:	Most of the Time/always	Sometimes	Rarely/Never
I like reading.	22: 78%	5: 18%	1: 4%
I am good at reading.	20: 71%	8: 29%	0: 0%
I read to find things out.	12: 43%	15: 53%	1: 4%
I read for fun.	18: 64%	10: 36%	0: 0%

**Number/Percentage of Students Showing at Least One Year's Growth in Reading
(Benchmarks Assessment)**

Grade	2016-17	2017-18	2018-2019	2019-2020 Percentages not calculated	2020-21
2	16/34 47%	18/30 60%	14/21 67%	*0	13/20 65%
3	18/34 53%	20/31 65%	17/28 61%	*4	10/21 48%
4	24/36 67%	13/35 37%	19/25 76%	*5	13/17 77%
5	20/34 59%	9/37 24%	31/37 84%	*13	21/27 78%

Note:

- We decided to remove Grade 1's from this chart and use the early literacy assessment instead as a more appropriate assessment.
- We need to take in to account that a number of students did not attend school at all or were at home or on Connect for most of the year. We were unable to do a final assessment for these students.
 - gr. 2: 1 student
 - gr. 3: 6 students
 - gr. 4: 2 students
 - gr. 5: 5 students
- As well, the absentee rate for many other students was **much** higher than usual.



**Number/Percentage of Students Meeting/Approaching Grade Level
(May/June 2021 Benchmarks Assessment)**

This year, we have 32/109 students exceeding expectations, which is 29%.

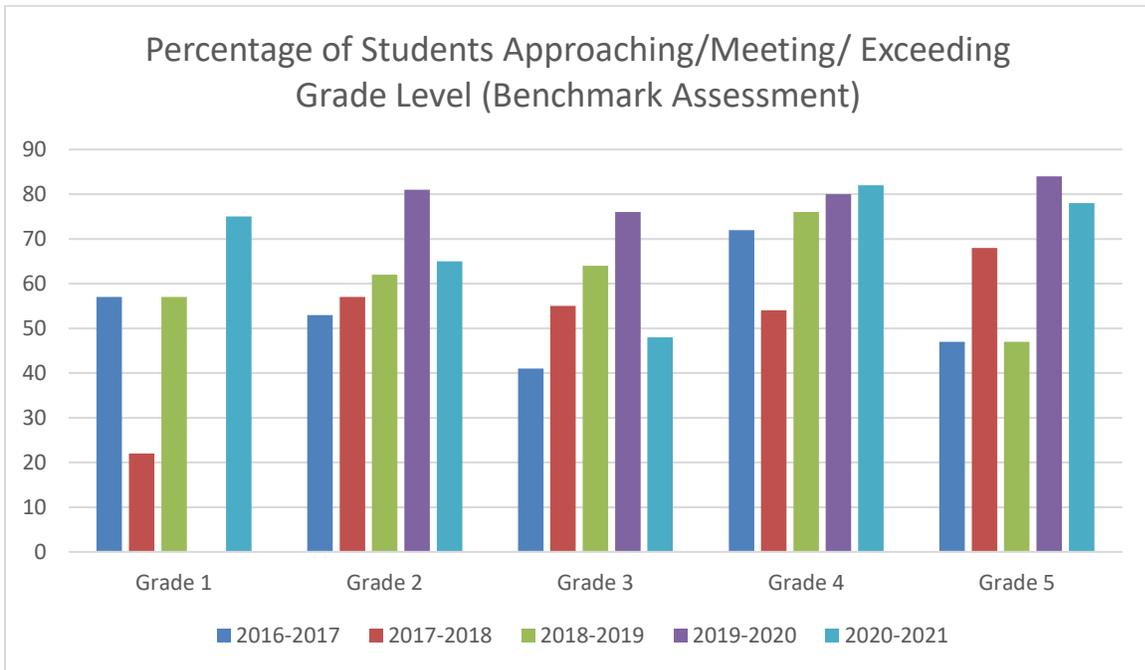
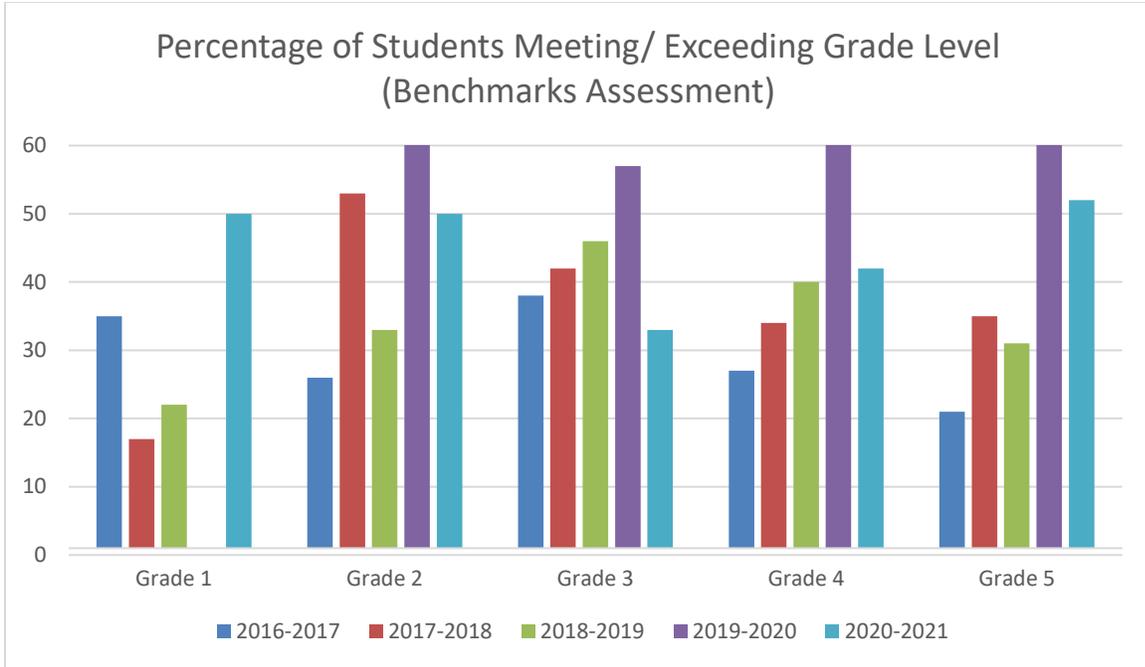
Note: 4 students were not included in this data. These students have significant learning exceptionalities and the Benchmarks Reading assessment is not appropriate for them.

	2016-17		2017-18		2018-2019		2019- 2020 March	2019- 2020 Con't March	2020-21	
	ME	AE/ME/EX	ME	AE/ME/EX	ME	AE/ME/EX	ME/EX	AE/ME/EX	ME/EX	AE/ME/EX
Gr.1	10/28 35%	16/28 57%	3/18 17%	4/18 22%	5/23 22%	13/23 57%	N/A	N/A	12/24 50%	18/24 75%
Gr.2	9/34 26%	18/34 53%	16/30 53%	17/30 57%	7/21 33%	13/21 62%	11/16 69%	13/16 81%	10/20 50%	13/20 65%
Gr.3	13/34 38%	14/34 41%	13/31 42%	17/31 55%	13/28 46%	18/28 64%	12/21 57%	16/21 76%	7/21 33%	10/21 48%
Gr.4	9/36 27%	26/36 72%	12/35 34%	19/35 54%	10/25 40%	19/25 76%	17/26 65%	21/26 80%	7/17 42%	14/17 82%
Gr.5	7/34 21%	16/34 47%	13/37 35%	25/37 68%	11/36 31%	17/36 47%	17/25 68%	21/25 84%	14/27 52%	21/27 78%

AE- Approaching Expectations

ME- Meeting Expectations

EX-Exceeding Expectations



Early Literacy Assessments/Inventories for Grades K and gr. 1

Results for Kindergarten June 2021

14 students assessed in Jan. 3 not attending
17 students in total, 5 weren't assessed in June

Phonemic awareness

	Segmenting		Rhyming		Blending	
	Jan.	June	Jan.	June	Jan.	June
Not at risk	7	10	5	11	7	11
At risk	7	2	9	1	7	1

Other Early Literacy Skills

	Letter/Sounds ID		Concepts of Print		Oral Language	
	Jan.	June	Jan.	June	Jan.	June
Not at risk	4	8	9	10	4	10
At risk	10	4	5	2	10	2

Results for Grade 1 2020-21 Oct and June

21 students in total

	Letter/Sound ID		Concepts about Print		Word Test		Writing Vocabulary		Hearing and Recording Sounds in Words	
	Sept.	June	Sept.	June	Sept.	June	Sept.	June	Sept.	June
Not at risk	13	20	8	16	10	15	6	15	10	15
At risk	8	1	13	5	11	6	15	6	11	6

Appendix B

Goal #2 Data: Student Core Competencies Self-Assessments June 2021

Students, with teacher support, completed self-assessments in June for the Core Competencies. Different grade levels completed assessments appropriate to their age. The competency statements that seemed particularly pertinent to our resiliency school goal have been tallied below.

Early Primary (Gr. K-2) (43 students)

	Most of the Time	Sometimes	Rarely/Never
I am always a good friend	39/43=91%	4/43=9%	0/43=0%
I try my best on all of my work.	38/43=89%	4/43=9%	1/43=2%
I ask questions.	40/43=93%	3/43=7%	0/43=0%
I don't give up when things get tricky.	39/43=91%	3/43=7%	1/43=2%
I help others.	37/43=86%	4/43=9%	2/43=5%

Late Primary/Intermediate (Gr. 2/3 - gr. 5) (55 students)

	Most of the Time/Always	Sometimes	Rarely/Never
I can explain my thinking	10/55=18%	27/55=49%	18/55=33%
I ask questions	28/55=51%	14/55=25%	13/55=24%
I don't give up	21/55=38%	32/55=58%	2/55= 4%
I am kind and caring	32/55=58%	21/55=38%	2/55=4%

Goal #2 Data: Framework for Enhancing Student Learning Surveys from Fall of 2021

In the fall, students completed a self-assessment related to the goals of the School District's Enhancing Student Learning Document. Below are the results of the statements related to resiliency, mental health and equity.

Grade 1-3
Total surveyed: 45 students

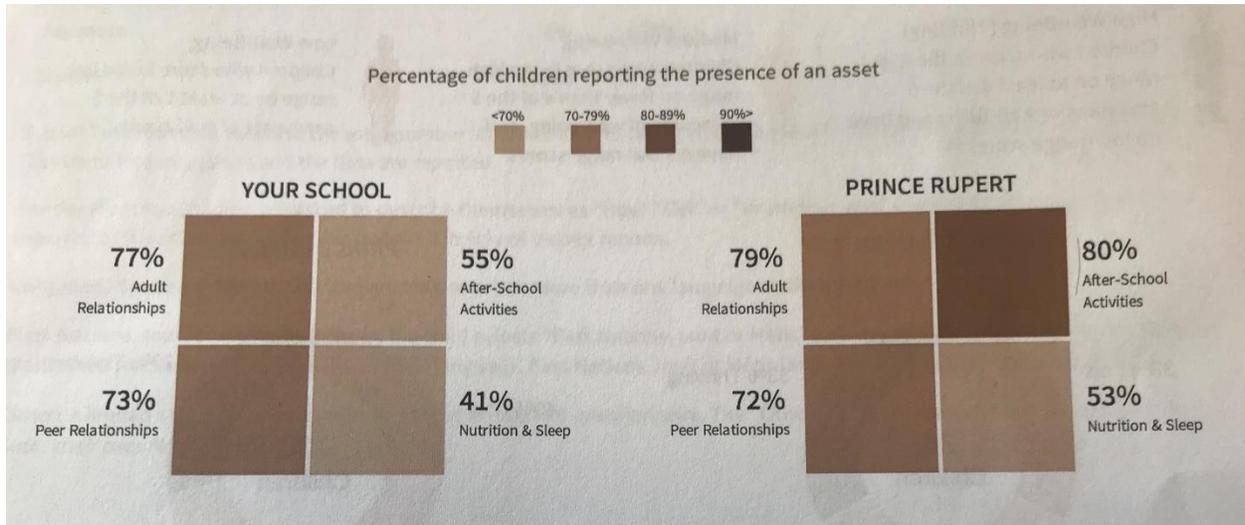
Statement:	Most of the Time/always	Sometimes	Rarely/Never
I like to do nice things for other people	Fall 40: 89%	Fall 4: 9%	Fall 1: 2%
I have friends at school	44: 98%	1: 2%	0: 0%
I feel safe at school	35: 78%	9: 20%	1: 2%
I like school	33: 75%	9: 20%	2: 5%
I like me	38: 85%	6: 13%	1: 2%
I learn about Indigenous People	31: 69%	9: 20%	5: 11%

Grade 4-5
Total surveyed: 50 students (approx.)

Statement:	Most of the Time/always	Sometimes	Rarely/Never
I enjoy activities where I can solve problems.	Fall 28: 57%	Fall 19: 39%	Fall 2: 4%
I enjoy activities where I can build or make things.	39: 78%	8: 16%	2: 4%
I do kind things at my school without being asked.	28: 57%	18: 37%	3: 6%
I like helping others.	37: 76%	9: 18%	3: 6%
There are adults at school that care about me.	37: 76%	9: 18%	3: 6%
I see myself reflected in my school.	25: 51%	19: 39%	5: 10%
I feel comfortable in my school.	33: 67%	11: 23%	5: 10%

Taken from Pineridge MDI Report 2019-20

("An asset refers to positive experiences, relationships or behaviours present in children's lives")



Taken from Pineridge MDI Report 2020-21



ADULT RELATIONSHIPS
 Adults at School
 Adults in the Neighbourhood
 Adults at Home



PEER RELATIONSHIPS
 Peer Belonging
 Friendship Intimacy



NUTRITION & SLEEP
 Eating Breakfast
 Meals with Adults in Your Family
 Frequency of Good Sleep



AFTER-SCHOOL ACTIVITIES
 Organized Activities

Percentage of children reporting the presence of an asset



PINERIDGE ELEMENTARY



PRINCE RUPERT





SCHOOL EXPERIENCES

Children's sense of safety and belonging at school has been shown to foster their school success in many ways. When children have positive experiences at school, they are more likely to feel they belong within their school, feel more motivated and engaged, and have higher academic achievement (Wang & Degol, 2016). Children who feel a sense of connection and belonging to school are also less likely to engage in high-risk behaviours (Eccles & Roeser, 2011). Understanding children's school experiences improves the ability to both create and cultivate school environments that are safe, caring, and supportive.

Detailed information on the MDI survey questions and response scales for School Experiences are available in the *Discover MDI Field Guide* <https://www.discovermd.ca/school-experiences/>.

RESULTS FOR PINERIDGE ELEMENTARY

[School District Average]

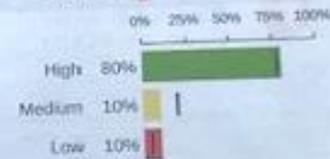
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



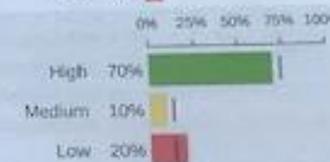
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."



Percentage of children who feel it is very important to:



74%

make friends



95%

get good grades



63%

learn new things

Percentage of children who agree a little or agree a lot that:

When I grow up, I have goals and plans for the future.

85%



Appendix C

School Beliefs



Pineridge School Beliefs

We keep our school safe and caring

We show kindness to each other

We include everyone and we don't tolerate bullying

We follow the school rules

We respect ourselves, each other and the environment

We respect others' belongings

We respect others' personal space

We respect our school building, property and natural surroundings

We are polite, active listeners who respect others' ideas

We respect and celebrate differences

We speak respectfully to adults and peers

We play fair and take turns

We take responsibility for our learning

We participate and try our best

We use self-regulation strategies

We work at solving problems and don't give up!

Learning is fun, active and engaging!



Behaviour Expectations for Pineridge Elementary
Pineridge is SUPER!

	Safe	Understanding	Persistent	Engaged	Respectful
Classroom	6 feet on the floor Wash your hands Supplies are tools, not toys Hands and feet to self	Think how others feel Allow others to do their work Help others Be kind	Try your best Don't give up! Challenge yourself Keep your work area clean and organized Be accountable for your actions	Listen attentively Keep working! Focus Eyes on the speaker	Be kind Listen to others Be polite Personal space Indoor voice Take turns Respect others' point of view Celebrate differences
Hallway	Walk Follow the arrows Hands to yourself No wasting time	Move quietly Smile!	Follow the arrows Walk on the right side	Walk on the right side Pay attention to your surroundings	Walk quietly
Washroom	Wash your hands Keep your feet on the floor	Be patient Be quick (no wasting time)	Flush Wash your hands for at least 20 seconds	Be quick (No messing around!) 2 at a time Always wash your hands Leave classroom items in classroom	Wait your turn Respect privacy Clean up after yourself
Gym	Follow the rules Use equipment properly Follow instructions Keep body and equipment under control.	Be a good sport Help others when needed	Keep trying! Try a new game or skill	Pay attention Be aware of others Participate/try	Play fair Listen to your teacher Hands and feet to yourself
Outside	Stay on the school grounds (know your limit, stay within it!) Eat only your own snack	Help Others Be kind Put your garbage away Follow "distancing" rules	Dress for the weather Stay on your side of the playground (ocean or forest)	Include others Use equipment safely Be aware of surroundings	Take turns Use WITS Use trash cans Take care of our school property and natural surroundings