

SUWILAAWKS COMMUNITY SCHOOL

Laughing 🍏 Living 🍏 Learning

Our Guiding Document for 2023

Our Context

Situated on the traditional and unceded territory of the Tsimshian People in beautiful Terrace, British Columbia, Suwilaawks Community School is home to 350 learners in Grades K through 6. Over the years, our school continues to be a beacon of growth and diversity, now boasting 16 classrooms and a dedicated staff of 53 members. Our school community is a tapestry of cultures, with 240 of our learners proudly identifying as Indigenous, representing a variety of nations. 138 of our learners receive English Language Learning support with 36 of our learners coming from outside of Canada. We are truly rich in diversity. Early morning breakfast programs, Morning Mingles, lunchtime clubs, full lunch programs, strong student leadership opportunities, high academic expectations, free afterschool camps, there is something special within these walls ... our staff listen to the voices and choices of the kind and thoughtful learners in our building. What truly sets Suwilaawks apart is its warm and welcoming environment. Stepping through our front doors, you'll immediately sense the family atmosphere that defines our school. It's a place where learners, staff, and families grow together, making Suwilaawks Community School not just a place of learning but a great place to spend our days.

At our school, we believe in creating a remarkable journey for our learners, filled with unforgettable moments of learning that will positively impact them for a lifetime. **Engage, Ignite, Empower** encapsulates our dedication to creating a learning environment that captivates, sparks curiosity, and empowers our learners to achieve their full potential.

ta gwelga lak (The fire is lit).



Our Focus and Our Learners



Our goal is to have learners feel positive and confident with their numeracy and literacy skill development and to see themselves as striving learners. Our hunch is backed by research, and we know that targeted early interventions are key.

- 80% of our Kindergarten learners are not yet meeting in phonological awareness and 83% of our Kindergarten learners are not yet meeting in letter sound knowledge. We know these are much needed pre-reading skills and will form part of our Response to Intervention strategies. This cohort will be our focus over the next 4 years. By the end of grade 2, each student will meet expectations in phonemic awareness and letter sound knowledge.
- All learners in grades 2-6 will reach early fluent reader or fluent reader with a minimum of one year's growth in reading as measured by PM benchmarks. Learners requiring intensive interventions will be identified and additional supports will be provided.
- Student achievement will improve in numeracy through a sustained and deliberate focus on key math concepts with a specific focus on number sense, critical thinking and application.
- 62% of our Kindergarten learners are not yet able to recognize one:one correspondence with numbers. By the end of grade 1, each student will be fully confident with one:one correspondence.
- Questions that guide and drive our instruction: What are the learners' specific needs in reading, writing, vocabulary, and number skills? What do their assessments tell us in terms of their strengths and areas requiring further support and how can we use our resources to best meet learners' needs and enhance their strengths?

Each year we will follow this Cohort to assess the strength of our strategies.

'Nurturing and Supporting Whatever our Learners Need' Next Steps



- Caring adults - all learners are the responsibility of all teachers
- Use of school wide Zones of Regulation
- Use of Trauma Informed Lens
- Growth Mindset focus
- Cultural Teachings embedded in teaching and learning across subjects
- Increase focus on Indigenous cultural connections
- More opportunity for student voice and choice, input and ownership of activities
- Increased Play Days and Outdoor Learning
 - Resources gathered for play based learning
 - Academies
 - Fine Dining Fridays ... Each Friday one of our classes will eat in fine dining fashion, encouraging great conversations around a nutritious lunch.
 - Focus on learners' strengths and set appropriate goals
 - Learner led initiatives
 - Access to breakfast, lunch and snacks
 - Before and after school clubs and programs and soft starts to each morning.

