

# Peden Hill Elementary School

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Peden Hill



Panthers

We respectfully acknowledge that our school, community and families reside on the unceded ancestral lands of the Lheidli T'enneh First Nations. It is on these beautiful ancestral lands that we work, laugh, and play.

Peden Hill Elementary is a beautiful multicultural diverse school. We are happy to be the home school of many new-to-Canada families. We are grateful for the beautiful views being nestled under the south end of the University. Our catchment extends from the Prince George Golf and Curling club to the University Heights neighborhood. This area is not only close to many shopping amenities, it is also connected to many hiking trails and an off-leash dog park.

**Our Vision:** All students to feel welcome, valued, and successful as they transition over the years from Kindergarten to end of Grade 7.

**Our Mission:** Former students, staff and families speak highly of their experiences at Peden Hill

**Our Values:** Peden Hill uses ROCKS (Respect/Responsibility, Ownership, Cooperation, Kindness, and Safety) in our positive behaviour plan. Students are taught and recognized for behaviour that promote a wonderful place to learn. We will be embedding First Peoples Practice and the 7 Teachings to celebrate and guide our students through their learning journey.

\*Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors  
\*Learning involves the consequences of one's actions  
\*Learning involves generational roles and responsibilities  
\*Learning recognizes the role of indigenous knowledge  
\*Learning is embedded in memory, history and story  
\*Learning involves patience and time  
Learning requires exploring one's identity  
\*Learning involves recognizing that some knowledge is sacred and only shared with permissions and/or in certain situations

## Dakalh Ways of Knowing and Understanding

Self-Identity - (Culture, Spirituality, Individuality)

Respect - (For all Life, Animalism, Diversity)

Truth and Honesty- (Living it, Telling the Truth)

Responsibility- (Land & Environment, familial, Social Responsibility)

Community- (Generosity, Collaboration, Unity)

## Truth and Reconciliation

### Goal:

To ensure that all students are learning about Indigenous language, culture, and knowledge which are embedded in lessons, activities, and practices.

### Strategies:

Staff to incorporate phrases into our day

Indigenous activity/discussions at each monthly assembly

Field trips with land-based learning

Talking Circles

Presentations from Elders

Teach our full history

Learning resources that have accurate Indigenous content (novels, short stories, science etc.)

Afterschool clubs/activities centered on Indigenous activities

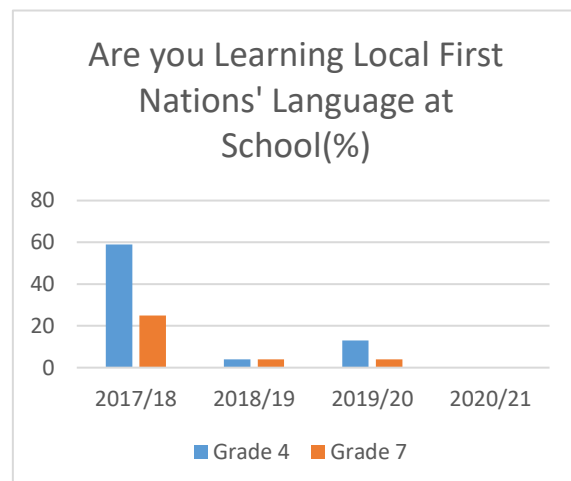
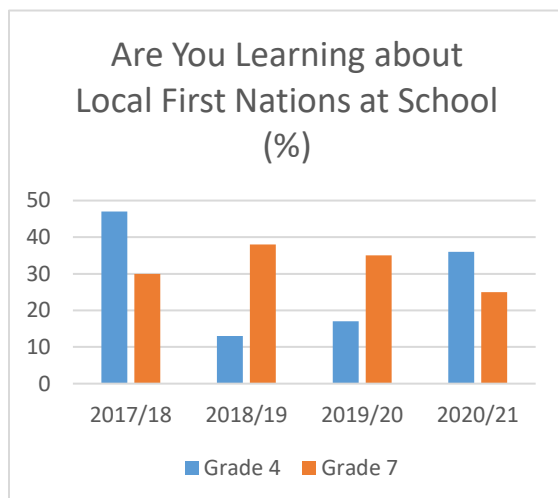
Staff engaged in Learning Series

Sharing of resources, links, websites etc. amongst staff

Increase Indigenous stories, novels in our library collection

### Success Measures

Data from Student Learning Survey



## Equity of Access

### **Goal:**

Enhance our learning environment to build diverse supports so all students feel connected, engaged and safe to take learning risks.

### **Strategies:**

Create a drop-in center for connecting with Indigenous worker and Community School Coordinator

Showcase SOGI

Welcome signs in Dakelh, Punjabi, Filipino, Arabic, Russian languages

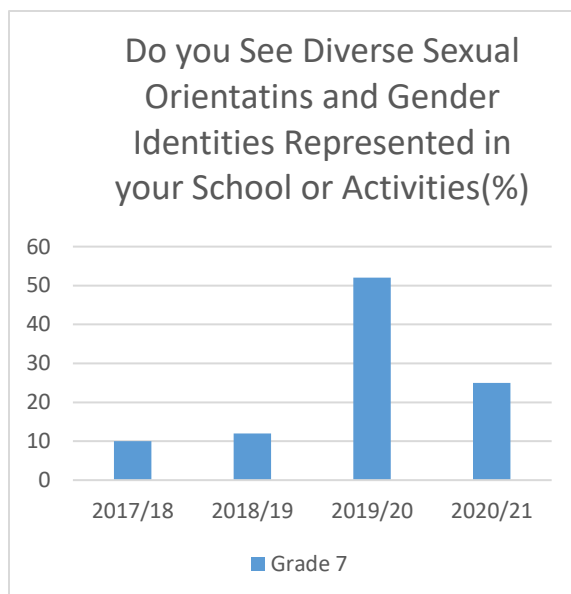
Create newsletter translations for various languages spoke at home

Find adaptations so all students can participate in meaningful school activities

Provide opportunities for students to show different ways to show learning

### **Success Measure:**

Data from Student Learning Survey



## Wellness

### Goals:

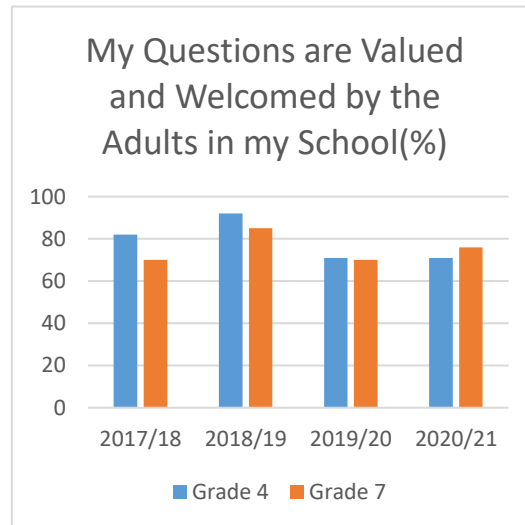
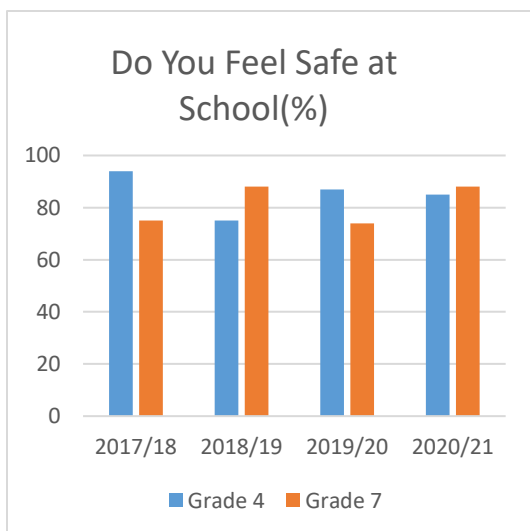
Create a sense of belonging  
Enhance a sense of community

### Strategies:

Focus on 7 Teachings and use as a theme approach in assemblies, stories, GOTCHAs, etc.  
Focus on Mental Health literacy  
Teach students coping strategies – mindfulness, zones of regulation  
Continue to connect students with an adult they feel most connected to  
Opportunities for families to connect with school (cultural fairs, open house, assemblies etc.)  
Continue to build after-school programs that are accessible to all  
Showcase student work throughout school  
Each class to take turns on front bulletin board  
Peer connection groups  
Breakfast club  
Create connections between students and staff, staff to families

### Success Measures

Data from Student Learning Survey



# Learning

## Goals:

Increase literacy and numeracy for all our students

Create learning opportunities for students to connect to learning (land based, passion based, self)

## Strategies:

Passion Projects

Learning about the land, first peoples practices, connecting with nature

More class time to focus on Numeracy and Literacy

Use a common assessment throughout the grades to determine areas of need and strengths to guide our interventions (DMA all grades, Island Net, BAS etc.)

Incorporate more hands on math, manipulatives

Utilize supports for reading and numeracy interventions

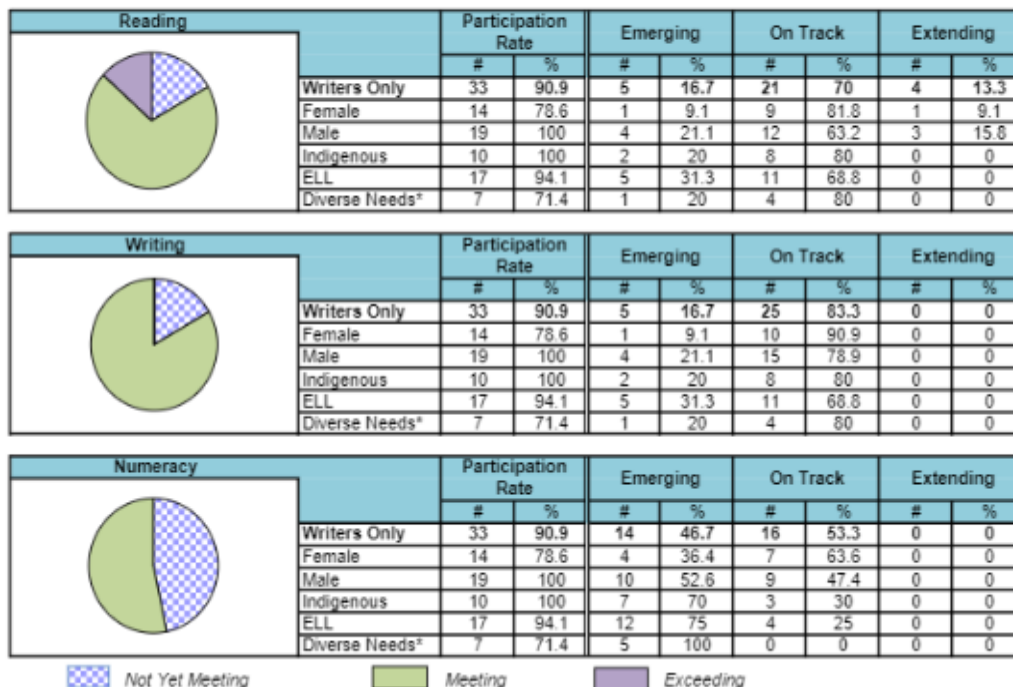
Bring in Elders to share knowledge

Teach lesson with purpose of building literacy and numeracy skills

## Success Measures:

### Foundation Skills Assessment 05757040 - Peden Hill Elementary - Writers Only

Grade 4 - 2020/21



**Foundation Skills Assessment  
05757040 - Peden Hill Elementary - Writers Only**

Grade 7 - 2020/21

Reading		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		Writers Only	26	88.5	4	17.4	17	73.9	2	8.7
		Female	11	100	2	18.2	8	72.7	1	9.1
		Male	15	80	2	16.7	9	75	1	8.3
		Indigenous	7	85.7	2	33.3	3	50	1	16.7
		ELL	5	100	3	60	2	40	0	0
		Diverse Needs*	3	100	3	100	0	0	0	0

Writing		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		Writers Only	26	84.6	0	0	21	95.5	1	4.5
		Female	11	100	0	0	10	90.9	1	9.1
		Male	15	73.3	0	0	11	100	0	0
		Indigenous	7	85.7	0	0	6	100	0	0
		ELL	5	80	0	0	4	100	0	0
		Diverse Needs*	3	66.7	0	0	2	100	0	0

Numeracy		Participation Rate		Emerging		On Track		Extending		
		#	%	#	%	#	%	#	%	
		Writers Only	26	88.5	11	47.8	10	43.5	2	8.7
		Female	11	100	5	45.5	5	45.5	1	9.1
		Male	15	80	6	50	5	41.7	1	8.3
		Indigenous	7	85.7	4	66.7	1	16.7	1	16.7
		ELL	5	100	5	100	0	0	0	0
		Diverse Needs*	3	100	3	100	0	0	0	0

Not Yet Meeting     
 Meeting     
 Exceeding