

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Nestor Elementary

2025-2026



Intellectual Development

Goal: To cultivate lifelong learning by strengthening numeracy skills and developing core competencies across the curriculum, with a focused aim to enhance students' overall numeracy and procedural fluency.

Rationale: Building on the foundational work from this year, our staff will continue to deepen our understanding and implementation of the numeracy curriculum. Throughout the 2024–2025 school year, we engaged in professional learning focused on numeracy during staff meetings and Pro-D Days. As we move into the second year of this goal, we are committed to expanding this work by dedicating staffing and resources to further support the development of students' numeracy fluency.

Data from the 2024–2025 FSA indicates that 37% of our Grade 4 students were identified as "emerging" in Numeracy. While this is only one snapshot, it highlights an area of growth for our school. By continuing to focus on instructional strategies and tools that promote numeracy and procedural fluency, we aim to reduce this percentage and support all students in becoming confident and capable mathematical thinkers.

Planned Actions:

- Continue dedicating staffing to support numeracy fluency across all grade levels, ensuring small group instruction, targeted interventions, and enrichment opportunities are available.
- Facilitate ongoing collaboration between classroom teachers and the school's numeracy department head to introduce and embed effective numeracy practices, routines, and strategies in daily instruction.
- Create regular opportunities for peer observation and co-teaching, allowing staff to see numeracy instruction in action and reflect on their own practice.
- Continue working closely with District Numeracy Support Teachers to align instruction with curricular competencies and big ideas, and co-plan lessons and assessment tools where possible.
- Intentionally schedule common prep time for grade-level teams to co-plan lessons, co-create assessments, and build consistency in numeracy instruction across classrooms.

Indicators of Success:

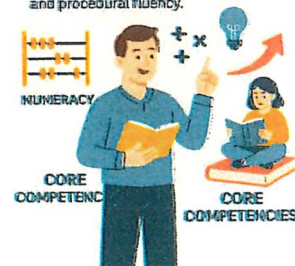
- Improved FSA results in Numeracy, with a reduction in the percentage of students identified as "emerging."
- Growth in classroom-based assessment data, such as teacher-developed rubrics, math journals, unit tests, and performance tasks showing increased student understanding and procedural fluency.
- Increased student confidence and engagement in numeracy tasks, as observed through participation, risk-taking in problem-solving, and student self-assessments or reflections.
- Evidence of improved procedural fluency and number sense across grade levels, including accuracy, flexibility, and efficiency in computation and reasoning
- Increased use of diverse instructional strategies, such as number talks, math games, small group instruction, and use of manipulatives across classrooms.

School Community Engagement Process

- Staff will continue to be meaningfully engaged through ongoing professional development opportunities, staff meetings, and intentional time set aside for collaboration. Grade-level teams will have access to common prep blocks to co-plan numeracy instruction and assessment practices. A focus on reflective dialogue, peer sharing, and learning from one another will be embedded in our professional culture. Numeracy strategies and themes will also be woven into day-to-day classroom practices, as well as highlighted during school-wide activities and assemblies to reinforce consistent messaging.
- The parent community will be kept informed and involved through regular communication in school newsletters, PAC meetings, and targeted numeracy updates. Families will be invited to attend special numeracy-focused activities, student learning celebrations, and classroom events. Practical resources and strategies will be shared to help parents support numeracy at home.
- Throughout the year, we will look for meaningful opportunities to celebrate learning and build a shared sense of community. This may include showcasing student progress, hosting numeracy-themed events or challenges, and recognizing collective growth. These celebrations will help foster a positive school culture where learning—particularly in numeracy—is visible, valued, and joyful.

LIFELONG LEARNING

To cultivate lifelong learning by strengthening numeracy skills and developing core competencies across the curriculum, with a focused aim to enhance students' overall numeracy and procedural fluency.



School: **Nestor Elementary**

*Increasing Success in
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Indigenous Learners and Indigenous Ways of Learning

Area of Focus:

Embed Indigenous perspectives by fostering communication, empathy, and understanding through story, memory, and history, in support of Truth and Reconciliation Call to Action #63.

Planned Actions:

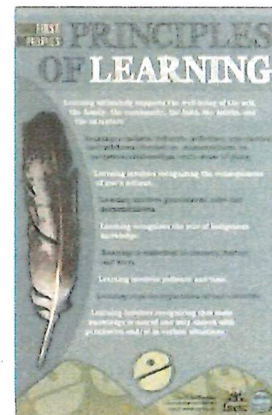
- Integrate Indigenous content across subjects (e.g., residential schools in Social Studies, Indigenous authors in Language Arts, land-based learning in Science).
- Use authentic Indigenous resources, such as *Orange Shirt Day* materials, First Nations-authored books, and approved videos.
- Incorporate storytelling and oral traditions into classroom learning, led or supported by local Indigenous Elders or Knowledge Keepers through the Indigenous Education Department and the school's Indigenous Youth Worker.
- Recognize Indigenous days of significance, such as Orange Shirt Day and National Indigenous Peoples Day.
- Host school assemblies or classroom visits with Indigenous speakers, artists, or cultural performers.
- Encourage student projects that explore family history, community connections, or Indigenous topics using respectful inquiry and communication.
- Support student-led initiatives (e.g., art displays, book clubs, or empathy projects focused on Indigenous themes).
- Provide professional development on Indigenous history, pedagogy, and trauma-informed practices.
- Build teacher capacity by collaborating with Indigenous Education support teachers or district coordinators.
- Engage families in cultural events or sharing opportunities to deepen intercultural understanding.

Indicators of success:

- A key indicator of success is that students demonstrate a deepening understanding of Indigenous histories and experiences, particularly the impact of residential schools. They are able to speak thoughtfully about what they have learned and show empathy and respect when engaging with Indigenous content and stories.
- Another sign of progress is the meaningful integration of Indigenous perspectives across the curriculum. Teachers consistently embed Indigenous ways of knowing into subjects such as Social Studies, Language Arts, and Science. Student work and classroom discussions reflect these connections and honour the First Peoples Principles of Learning.
- Student engagement also serves as a strong indicator. When students participate actively and with curiosity in storytelling, inquiry projects, and discussions, it shows that the learning is resonating. Their enthusiasm for learning about Indigenous cultures and perspectives reflects a growing sense of respect and connection.
- School-wide involvement in reconciliation-focused activities, such as Orange Shirt Day and National Indigenous Peoples Day, highlights a shared commitment. These events are approached with understanding and purpose, and are supported by classroom learning and student-led initiatives that extend beyond one-day observances.
- Finally, the development of authentic relationships with Indigenous partners signals success. Collaborations with Elders, Knowledge Keepers, and local community members enhance the school's learning environment. Positive feedback from these partners affirms that the school is engaging in respectful and meaningful reconciliation work.

School Community Engagement Process:

An essential component of this work is engaging the broader school community—students, staff, families, and local partners—in the journey toward reconciliation. The school fosters open communication and creates opportunities for families to participate in cultural events and classroom activities that reflect Indigenous perspectives. By inviting community voices and perspectives into the school, especially those of local Indigenous peoples, the engagement process becomes more collaborative and inclusive. This shared learning environment helps build intercultural understanding, strengthens relationships, and ensures that reconciliation is a collective and ongoing effort.



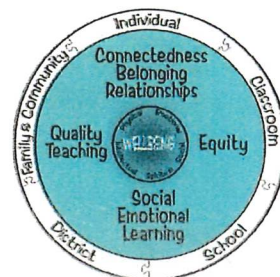
DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

School: **Nestor Elementary**

**Increasing Success in
Life for All**

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Human and Social Development



Area of Focus:

Using the SD43 Wellbeing Framework as a guide, we will support students in two areas of focus: Connectedness, belonging and relationships – intentionally building trust between all members of the school community through school-wide activities

Planned Actions::

Review and adjust the year-long SEL plan based on reflections and feedback from Year One. Ensure alignment with school-wide events and embed SEL themes into existing curricular and extracurricular structures.

Expand targeted strategies that foster trust and positive relationships, such as student-led activities, mentorship programs, and structured check-ins. Increase visibility and accessibility of staff through informal community-building events.:

Offer professional development options that build capacity in trauma-informed practice, inclusive teaching, and social-emotional skill-building. Include time for staff collaboration and reflection.

Publicly recognize and share stories of positive relationships and inclusive practices in staff meetings, newsletters, and assemblies. Celebrate growth and foster a culture of continuous improvement.

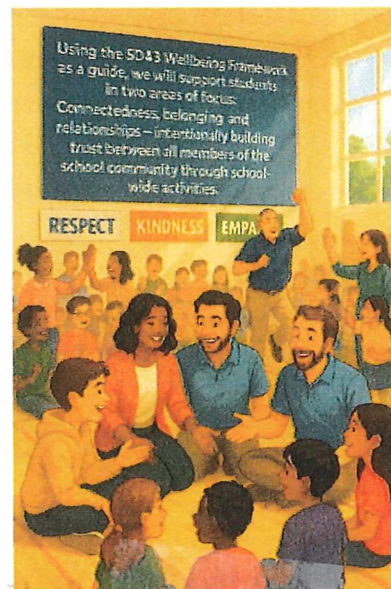
Indicators of Success:

Indicators of Success in Year Two of this goal will include increased student reports of feeling safe, seen, and connected within the school community as indicated on the MDI and informal feedback. Staff will demonstrate greater confidence and consistency in embedding social-emotional learning (SEL) practices into their daily routines and classroom instruction. A noticeable increase in participation and engagement in school-wide activities—by both students and staff—will reflect a stronger sense of belonging and collective spirit.

Department Heads will play a more visible leadership role in championing initiatives and modeling relational practices. Additionally, a school culture marked by more frequent acts of kindness, peer support, and respectful communication will serve as a qualitative indicator that the intentional focus on relationships and connectedness is taking root.

School Community Engagement Process:

Staff will be engaged in the school's wellbeing goals through targeted professional development, collaborative staff meetings, and intentional opportunities for cross-grade and cross-department collaboration. Our Department Head structure will play a key role in guiding the planning and implementation of activities that align with our focus on connectedness, belonging, and relationships. To ensure consistency and impact, key themes and shared language will be woven into day-to-day classroom practices, school-wide events, and assemblies. Celebrations of our school community—held at meaningful points throughout the year—will help foster a sense of pride, unity, and shared purpose among students and staff.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

School: **Nestor Elementary**

*Increasing Success In
Life for All*

DIRECTIONS 2025: ACTION PLAN FOR LEARNING



Nestor Elementary

Reflection

This year, Nestor Elementary continued to make steady progress in our learning journey, guided by three key goals: strengthening numeracy and core competencies, embedding Indigenous perspectives, and fostering student wellbeing through connectedness and belonging.

Focus 1: Numeracy and Lifelong Learning

We focused on developing students' numeracy skills and core competencies across the curriculum. Through targeted teaching and collaborative strategies, students demonstrated growth in procedural fluency and confidence as learners.

Focus 2: Indigenous Perspectives and Reconciliation

In response to Truth and Reconciliation Call to Action #63, we continued to integrate Indigenous perspectives through story, memory, and history. These practices have helped deepen empathy and understanding across our school community.

Focus 3: Wellbeing and Belonging

Using the SD43 Wellbeing Framework, we prioritized connectedness and relationships. We are especially proud that the percentage of students who report having two or more important adults at school rose from 66% last year to 88% this year—a powerful indicator of the trusting relationships we're building.

As we look ahead, we are inspired to build on these successes. Our work is ongoing, and we are excited to deepen our efforts in numeracy, Indigenous education, and wellbeing. At Nestor Elementary, we believe that when students feel connected, supported, and confident in their learning, they are empowered to reach their full potential. We thank our staff, students, and families for being essential partners on this journey, and we look forward to continuing to grow—together.

Signatures

Title	Name	Signature	Date
Principal	Chris Hunter		6/15/2025
Assistant Superintendent	Paul McNaughton Assistant Superintendent		6/16/2025

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

School: **Nestor Elementary**

*Increasing Success in
Life for All*