



Port Edward Community School Plan

2023 - 2024



Port Edward Community School (PECS) is located in the village of Port Edward. The municipality is located 15 kilometers from the City of Prince Rupert. The school is part of School District 52, which is located on traditional Ts'msyen territory and has a Partnership Agreement with the local Aboriginal community that has existed since October 2001. A new school building opened on January 7th, 2013, and is adjoined to the municipal office. This move was necessary to accommodate a declining student enrolment, a trend that has continued. This year, there is one class with students in Grades 1 through 5. Student enrollment in September 2023 was 7 students and ended in June with 4 students. The projected enrollment for September 2024 is 3 students.

Vision: Utilising the benefits of a small, multi-age classroom model, Port Edward Community School endeavours to meet the unique needs of the community and its students through an approach that enhances the development of the Core Competencies.

Mission: Our mission is to improve student achievement by encouraging all members of our school community to engage in learning, strive for personal excellence, and provide a safe environment for all.

Beliefs: Instruction matters. Our students are valuable, can be successful and must be supported in all ways. School community partnerships enhance learning for all students. The staff has a crucial role in the success of our students.



Goal:

- **To provide authentic learning opportunities for our students to support equity, truth and reconciliation and mental health literacy.**

Structures and Strategies:

- The Six-minute Solution: A Reading Fluency Program – all students experienced huge growth this year in reading comprehension and fluency, as well as writing conventions
- iPad use supporting learning with a focus on Core Competency skills
- School events: Halloween Fun Day, Winter Fun Day, Orange Shirt Day, Pink Shirt Day, Salmon Festival, Valentine's Day, Easter Celebration, Spirit Days (PJ Day, Backwards Day, etc.)
- Provide students with authentic artifacts and opportunities to enhance learning (live plants for Cedar unit, beetles and butterflies for Life Cycle unit, set creation for Reader's Theatre unit, etc.)
- Outdoor Education (plant walks, park walks, waterfront observations, field trips in the communities of Port Edward and Prince Rupert)
- Frequent buddying with Conrad Elementary School to enhance social and learning opportunities (whole-school Pancake Breakfast, Turkey Lunch, Spaghetti Lunch, Grade 5 Feast and Seal Cove Salt Marsh)
- Regular support from the District SLP





Plans for Staff Development:

- Continue collaboration opportunities with Conrad when available
- Collaboration with Indigenous Education Department/Wap Sigatgyet
- Continue the work to improve literacy skills and student independence through the use of programs



Community Involvement:

- PECS was the recipient of a very generous donation from AltaGas in the fall; this enabled PECS students to receive weekly swim lessons for the majority of the school year
- Collaboration and involvement with Conrad School partners on school-wide educational activities like the District-initiated Cultural program for SD52, whole-school meals and events/activities
- Visits to community destinations like the Prince Rupert Fire Department, Conrad School, Prince Rupert Wildlife Shelter and Earl Mah Aquatic Centre





Communication:

- PECS staff encourages and practices daily communication with families at student drop-off/pick-up; families are invited and encouraged to be a part of their child's education
- Plan and school goals/achievements communicated through various methods; in-person, via email/phone call/text
- Monthly newsletters



Evidence:

- Student artifacts, anecdotal reports, report card data, Benchmarks, Framework for Enhancing Student Learning, feedback from students and families





Reflection and Summary:

- Being essentially a rural, one-room, multi-age school provided us with the flexibility to address both the unique characteristics of our students and implement elements of the BC Curriculum with a small, but diverse group. Inclusivity was a key component of the staff's approach, as was taking advantage of learning opportunities off-site whenever possible. We were pleased to take advantage of the flexible nature of our site. We explored the waterfront and parks in Port Edward, Prince Rupert Fire Department, and participated in outdoor learning experiences at the pond, the forests, and the beaches in Port Edward and Prince Rupert



Next Steps:

- We will continue our work on implementation of the BC Curriculum, Core Competencies and Applied Design, Skills, and Technologies
- We will continue to seek out opportunities to participate in events with other schools and Indigenous Education Department to strengthen bonds and programs and foster a sense of belonging and connectedness to nature and culture
- We will continue to improve our literacy and numeracy scores
- Continue the efforts made to connect students to the environment and outdoor education opportunities; learning from and on the land to enhance educational experiences



- Continue to explore and engage with real-life applications in all areas of learning
- Work on aligning our school goals to SD52 priorities of equity, truth and reconciliation and mental health literacy

