



Sinkut View Elementary School

School District No.91 (Nechako Lakes)

School Plan to Enhance Student Learning 2025-26



Together, we SOAR!

[About Us - Sinkut View Elementary](#)

Our Mission:

To provide a relevant and meaningful education through exploration, problem solving and cultivating meaningful connections with self, others and the land.

Mission Statement and Vision of SD91

Mission: Achieving educational excellence in an environment that honours diversity and personalized learning.

Vision: Develop learners to make positive contributions in our evolving global community.

Sinkut View Elementary School is honoured to live, work, learn, and play on the unceded, ancestral territory of Saik'uz First Nation.

Nechako Lakes School District gratefully acknowledges that we live, work, and play on the unceded, ancestral territories of fourteen First Nations representing the Dakelh, Nedut'en and Wet'suwet'en peoples.

Creating the plan:

This plan was created in collaboration with the teaching staff at Sinkut View Elementary and in consultation with our PAC. By analyzing data provided through assessments, surveys, and observations, trends were identified to help us focus on key pieces we can grow upon to support the progress of SVE learners' growth and learning. This School Plan is a living document that guides our decisions and allocations over the next year.

Principal Mia Moutray is new to both to the school and the Principal role this year. Ms. Moutray accepted the leadership role on August 12th 2025 (a few weeks before students started their new school year) as an Acting Principal, and then a month later gratefully accepted the offer to be the Principal. Due to this recent transition, 2025-26 is a year for Sinkut View Elementary community to get to know one another, re-build community and defining priorities to move forward with trust and purpose.

The values that guide our school plan are curiosity, courage and community.

Our learning community is a safe, brave and welcoming space where everyone belongs and feels valued, an essential foundation for learning. At Sinkut View, we are curious lifelong learners.



School Overview:

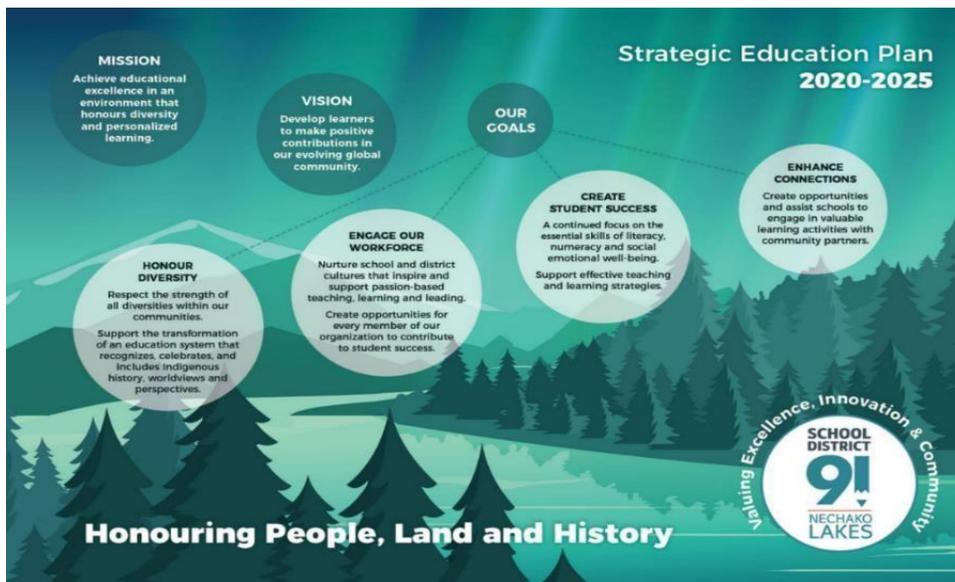
- 82 students
- Kindergarten to grade 6
- 4 blended classrooms (K/1, 1/2, 3/4, 4/5/6)
- 22% of our students have Indigenous ancestry
- 9% of our students are designated Inclusive Ed.

Sinkut View Elementary School is situated on the unceded, traditional territory of the Saik'uz First Nation. Our energetic learning community is located a few kilometres north of the town of Vanderhoof and at our school, we have a beautiful view of Sinkut Mountain (the tallest land feature in this territory). The school opened on September 23, 1962. For years, it functioned as a grade 4-7 school. In 2014, the school was reconfigured as a K-6 school. The school population changes annually depending on enrollment. Many of the students currently attending Sinkut View School are from farms and rural properties north of town. In total, for 2025-2026, there are 82 students, and we expect two more February 23rd. 18 students are of Indigenous ancestry. There are twelve people on staff including a teaching principal, four full-time classroom teachers, four classroom supports (but two are currently on a leave), one office administrator, a Dakelh culture and language teacher (one day a week) and a custodian. We also have a counselor on site every Monday as well as visits from a Speech and Language Assistant on Wednesdays. Currently, a volunteer comes in on Wednesday mornings and reads with selected learners. At times, we have aspiring Learning Support Workers who job shadows our LSWs/PAAAs.

Thanks to our Feeding Families program, students can purchase a hot lunch every day if they choose. We always have wholesome food available for “breakfast”, snacks and for students who are hungry during the day.

This year, our teaching staff is committed to an inquiry about self-regulation based on its foundational importance in learning.

District Strategic Plan:



[Enhancing Student Learning Report 2025](#)

[Strategic-Workplan-2025-26-Draft.pdf](#)

Honouring Diversity:

- Our school logo, which is visible on our website, displayed on our wall, and on the top of many communications with staff and families was created a few years ago with the support of an Indigenous artist Shirley Babcock (not local). There is an outline of Sinkut Mountain, as well as trees and the beautiful Nechako River. These images are significant on the logo help to create a sense of place. We also

have a welcome poster attached to our building by the front door with a greeting by a local elder, Arlene John, whose message is in Dakelh and English.

- Every Monday, certified teacher Mrs. Cecilia John from Saik'uz community works at our school. Mrs. John teaches in each classroom and brings local Indigenous teachings, culture, language, and history to all our students. Each class gets to learn with Mrs. John for 45 minutes once a week. Mrs. John co-led both the Orange Shirt Day and the Remembrance Day ceremony at SVE this school year with the Principal which was really special.
- We have a Dakelh language bulletin board at the front entrance with seasonal information and the Word of the Week. The Principal also adds the Dakelh Word of the Week in the weekly newsletter.



- The K/1 and grade 3/4 classes brought the Orange Heart ornaments students made for Orange Shirt Day to McIntosh trails in December 2025. The students hung the ornaments on trees and shrubs along the trail for community members to enjoy and take as a gift. This action was part of the gr 3-4 year long learning theme "Being a Good Ancestor".

- This year, SD91's "Share the Love day" is held on the 26th and 27th of February at all schools in the district including Sinkut View Elementary. Leading up to this day, students and staff focus on what it means to be a truly inclusive community and highlight the importance of ensuring our school and playground are always welcoming and safe for everyone. We have a staff member who is a district SOGI rep for our school and who is available to give us district updates at our monthly staff meetings. We have various SOGI resources available in our building as well as visuals and a Pride Inclusive flag mounted outside on our building since September. Our goal is to create a safe, brave and welcoming space where everyone belongs and everyone feels valued. We want to encourage curiosity about fellow human beings rather than judging them.



- As we have students ranging in age from five to twelve, we provide many opportunities for mixed age and grade activities.
 - Our intermediate students monitor in the primary classrooms at lunch, and classes often do "buddy activities" together. For example, for Orange Shirt Day, classes painted orange hearts (see previous bullet points). For Halloween, we carved pumpkins with parents and grandparents and had a day of fun at the school in mixed age groups.
 - Our Sinkut View Elementary Leadership group LEADS organize whole-school dances in the gym a few times per school year and these are very much appreciated. They also do bake sales, theme days, support at PAC events and Collaboration as well as share information with the school community.
 - The grade 5 class is in charge of planning and facilitating learning activities during Collaboration every second Friday afternoon after the required Buddy Reading. This gr 5 engagement has increased overall student engagement during Collaboration time!
 - Before winter break, students and staff did a variety of learning together as well as participated in the annual Winter Concert two afternoons in a row.

Engaging our Workforce:

- Once a month, our teaching staff gets together for an afternoon of Collaboration. This year's topic is Self-Regulation based on observations and conversations with learners at the beginning of the school year. The teaching staff has submitted their learning as a formal inquiry to NOIIE (Network of Inquiry and Indigenous Education). During collaboration time, Teachers and the Principal share their learning and experience from the weeks prior, use Open Parachute and other research to guide the progress and identify next steps. Using NOIIE's Big Four questions (What are you learning? How is it going? How do you know? What is your next step?) help us understand if our learning and our work is having an impact on the students.
- Every September, all SD91 staff are expected to participate in an Indigenous Education Conference. This is always a great day for our staff to come together in a safe and trusting setting where we can learn together and share our thoughts, feelings, and ideas for how we can increase our understanding of Truth and Reconciliation and take meaningful action. This year, we all participated in the morning session at NVSS, went for a nature walk, had lunch together and spent the afternoon identifying learners and needs in our different classes.
- At the end of each month, the Principal creates a presentation filled with photos of learning activities staff has submitted over the course of the month. This presentation is shared in our Learning Celebration Assembly. The purpose is to remind ourselves of all the learning we do, reflect on next steps and keep the connection to each other strong by visually sharing experiences. We often recognize staff who are working hard to make learning happen as well as celebrate the community members who had a birthday that month.
- Staff recognize each others' birthdays by bringing treats. Every December and June, we have a staff social at school after work. Our staff room is the hub for adults to not only have lunch but also to come and have a break, a breather, a chat and/or a pat on the back.

Enhancing Connections:

- We have a very active PAC which has regular meetings, which the Principal attends. PAC works alongside our staff and students on many projects and fundraisers. The group support our learning community in wonderful ways.
 - Our PAC hosts BBQ lunches (Terry Fox Run, at the end of fall fundraiser) and a big pancake breakfast (last day of school in December).

- In the fall, PAC hosted Pic-A-Jar Picnic that was highly successful. It was an indoor meet and greet with games and food for all Sinkut View families.
 - In November, PAC hosted a Family Movie Night with carnival type games, hot chocolate, popcorn and movie in the gym. The student leadership group coled this event.
- Every year, we host a Terry Fox run, an Orange Shirt Day Assembly, Remembrance Day Assembly, two Winter concerts (2 afternoons in a row), and, traditionally, a Spring Tea. In February, Sinkut View also hosts a Science Fair and independent judges decide which students go to the District event on March 3. At the end of February, we will do JumpRope for Heart and Pink Shirt & Share the Love Days.
 - At the end of each month, we also have a school-wide Learning Celebration Assembly. Parents and community members are always invited to our events.
 - Our students have opportunities connect with learners from other schools at the various District Play Days, Ski S'Kool, Hockey Academy, Murray Ridge Ski Day (we organize this day with Mapes Elementary) as well as regular extra-curricular sports and Vanderhoof Children Theatre productions.
 - We always look for a variety of opportunities to have parents involved with our school activities and learning. These include parents and community members supporting learning in classrooms, chaperoning at field trips and sports events including skating at the arena, as well as coaching a particular sport in PHE to prepare for District Play Days. Our families are very supportive of our learning community and the Principal has made a conscious effort this year connecting with all and being available for conversations and check ins.
 - An engaged hockey parent, Morgan Volts, organized an afternoon with the hockey team Comets from Vancouver to come to our school to volunteer in classrooms as well as play floor hockey with our students. This appears to be an annual event at our school and it is very much appreciated by all learners.
 - We work closely with the Middle Years team at Carrier-Sekani. Their Equine Therapy programme supports many of our Indigenous learners.
 - Many of our learners see counsellors at Connexus and we also invite Connexus staff to work in our classes teaching self-regulation and strategies to stay safe.

- The K/1 class partakes in the Salmon in the Classroom program. The class also regularly visits the Manor to connect young students with the Elderly through stories, crafts and games.
- In the spring of 2026, the K/1 class and gr ½ class have online singing lessons in class with their regular teacher present through DMS Music.
- The gr ¾ class has a theme of learning this year, which is “Being A Good Ancestor”. The class work with community members to learn about various volunteers who have made a conscious effort to contribute to our community. Visits to the Museum, the Vanderhoof Cultural and Tourism Centre, leaving gifts for community members on trails, as well as working with/learning from community members on the McIntosh trails are examples of this learning.
- The 4/5/6 class had a field trip to the Stellako River with Nikki Arnold and Marty Floris from EBUS. The class is also making efforts to collaborate with Mapes Elementary and learning on their beautiful trails.
- This year, a community member who is working on becoming a certified teacher, is volunteering in our school to get experience in a public school. Every Wednesday, this person reads with selected students who benefit from extra one to one reading time.

Creating Student Success:

This year, we are working on three goals in our school: Self-Regulation and Resilience, Literacy and Numeracy.

Self-Regulation & Resilience

GOAL:

All learners will be able to regulate themselves and demonstrate resilience in challenging situations.

OBJECTIVE:

By June 2026, 80 % of our learners will be able to share various self-regulation strategies they use to be resilient when they feel challenged.

In November 2025, we asked our 81 learners The Big Four NOIE questions:

- Do you have at least two adults in this building who you feel believe you will be a success in life?
- What are you learning?
- How is it going (how do you know)?
- What is your next step?

78 out of 81 students responded (at the time, we did not have our 82nd).

7 out of 78 (9%) could not identify adults in the building they felt believed in them.

When analyzing student responses, we were happy to see that 91% of our learners can easily identify adults in our building who they feel believe they will be a success in life.

However, several found it challenging to explain what exactly the adults are doing that makes students feel important. Also, learners struggled with identifying how their own learning is going and what their next steps are. This inability to articulate adults' efforts as well as students own agency in learning have impact on their ability to learn more deeply. It also impacts their own understanding of the influence their own attitudes, feelings and behaviour have in learning.

We would love to increase this self-awareness among our students and also support them by building a tool kit regulating their emotions so that they can fully learn in a regulated state.





How we will get there – Self-Regulation & Resilience:

<p>Self-Regulation resources (for example, Open Parachute, classroom resources, counselor)</p>	<ul style="list-style-type: none"> - All staff is part of (learning how to) cultivating school-wide culture (inside and outside the school building) of regulating self - Students get opportunities to practice self-regulation strategies in the classroom, in the gym, on the playground and when in larger community during field trips. - Gr 5/6 Students have the opportunity to build leadership skills in Leads (school leadership group) as well as in the gr 5 Collaboration Planning team.
<p>Cultural and Identity learning and understanding</p>	<ul style="list-style-type: none"> - Students learn about themselves and value their own culture, values, identities. - Students learn about our place and this territory: in particular, focusing on the history, traditions, culture, worldviews of the local Dakelh Indigenous people - Applying the First Peoples Principles of Learning in our day to day learning - As our Code of Conduct states: Our school community recognizes and welcomes everyone regardless of identity, ability, culture. - Special days including National Indigenous Peoples' Day, Pink Shirt Day, and Share the Love Days provide us with opportunities to dig deeper and learn more about diversity, perspectives and world views.
<p>Physical Health Education</p>	<ul style="list-style-type: none"> - Breakfast program, available snacks an a daily hot lunch program - Learning about self and others - Outdoor learning – hikes, snowshoeing, Ski S' Kool for all grade 3s in January

	<ul style="list-style-type: none"> - All four classes get access to movement and physical skill development, either in the gym or outside
Counselling	<ul style="list-style-type: none"> - Nick Ferguson (counsellor) works at our school one day a week. - He has time with whole classes, small groups, one-on-one with students. - Nick supports us with resources to use in classrooms. - Connexus counsellors as well as Connexus staff teaching our learners self regulation (through "Taming the Dragon" and Preventing Violence at Home").
Assessments	<ul style="list-style-type: none"> - NOIIE "The Big Four" learning questions - Student Satisfaction Survey (closes May 1). - Conversations/check-ins with learners one to one related to socialemotional well-being. - Behaviour logs, referrals to office, documented calls to, and meetings with, parents and caregivers.
Adult targeted time	<ul style="list-style-type: none"> - Teacher collaboration time every second Friday for an hour (end of day) - RTI (understanding our learners) – SEL, behavioural.I - Teacher check-ins and school-based team meetings. - Working collaboratively with Nick Ferguson (counsellor).

Let us now look into our goals for academic learning:

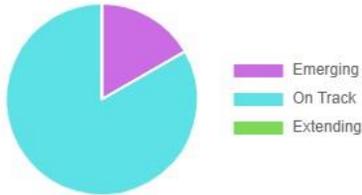
12/13 grade 4 learners completed the Foundational Skills Assessment in November. The feedback from the learners was very positive and they enjoyed the different literacy and numeracy tasks (even though it was challenging 😊).

The grade 4 learners overall report:

Proficiency Distribution Report: 2025-2026 FSA

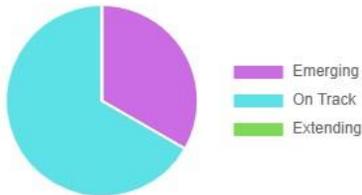
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Grade 4 2025/26
Literacy



	Participation Rate - Writers Only	
	#	%
Emerging	2	16.67
On Track	10	83.33
Extending	0	0.00

Grade 4 2025/26
Numeracy



	Participation Rate - Writers Only	
	#	%
Emerging	4	33.33
On Track	8	66.67
Extending	0	0.00

Literacy

GOAL:
By the end of grade 2, learners will demonstrate mastery of phonemic awareness at grade level.

OBJECTIVE:
By June 2026, 80% of our students in grade 2 will be able to demonstrate mastery of phonemic awareness at grade level.

Looking at the data from the last few years, reading levels, and assessments this fall, we notice gaps in phonemic awareness. Our learners struggle with words they do not know and how to “tackle” them. All the way up to grade 6, we notice some challenges sounding out words and applying taught strategies consistently and effectively.

As phonemic awareness is mastered, reading levels will increase to grade level and beyond. Our success will be measured by PM Benchmarks to the end of grade two reading level.

How we will get there – Literacy:

Literacy Centres	<ul style="list-style-type: none"> - All classes have routine in their Literacy area of learning. Learning involves centres through which learners rotate. The learning embeds play-based and experiential learning as well as targeted and structured instruction.
Resources and Support	<ul style="list-style-type: none"> - Strategies in all classrooms (Tier 1 intervention) - UFLI in K/1, Heggerty (gr ½), Reading A to Z (RAZ) - Selected learners in gr 2-4 are in Reading Club - Weekly reading (gr 1-3) one to one with volunteer - Learning opportunities for staff during Pro-D days - Continuous check ins with Stephanie Lindstrom <ul style="list-style-type: none"> - Deb Koehn supporting new teachers as well as Michelle Miller-Gauthier supporting teachers when they reach out with specific requests
Small group instruction	<ul style="list-style-type: none"> - In all 4 classrooms regularly - Adult-led target grouping in K/1, 1/2, 3/4, and 4/5/6 classrooms.
Book/reading culture	<ul style="list-style-type: none"> - Daily Read to Self - Novel studies (gr 3-4 and gr 4/5/6) in various format
Assessments	<ul style="list-style-type: none"> - Kinders piloting EYE-TA and PR - PM Benchmark assessment - CCR assessment - SpacesEDU (more as a tool to communicate learning with families.) - Student self-assessments & peer assessment

Adult targeted time	RTI discussions (understanding our learners) Learning opportunities and Pro-D Teacher check-ins and school-based team meetings Working with SLP team (Britney Inden), Teacher Support Deb Koehn and Literacy Coordinator (Michelle Miller-Gauthier)
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Numeracy

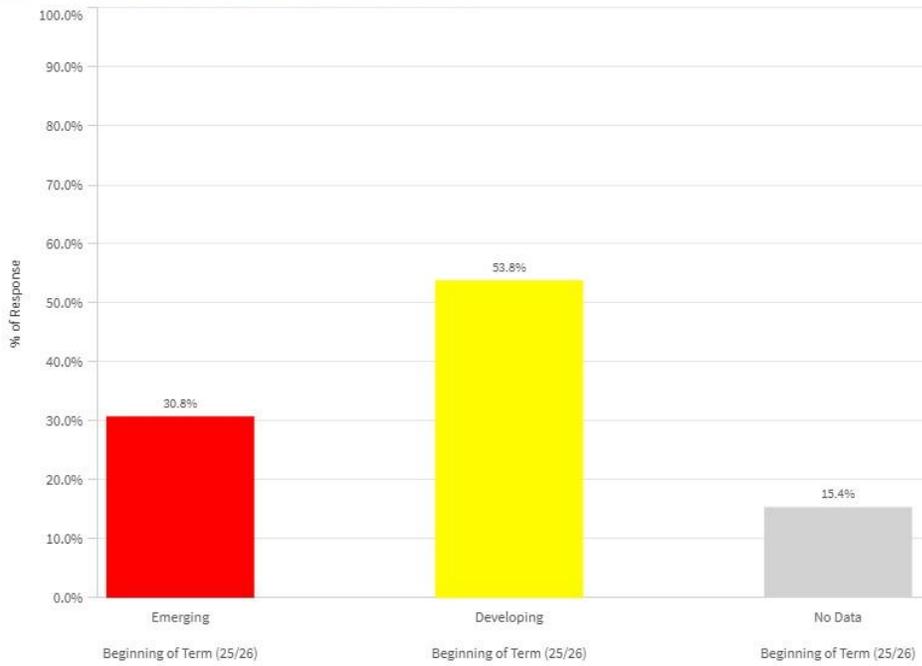
GOAL:
By the end of grade 3 and 6, learners will demonstrate grade level number sense in “Understanding & Solving” as well as “Connecting & Reflecting”.

OBJECTIVE:
By June 2026, 25% of the grade 3 and 6 learners will demonstrate grade level number sense in “Understanding & Solving” as well as “Connecting & Reflecting”.

Similar to the rest of the District, we has noticed that our students struggle with number sense. Our SNAP data shows challenges, particularly in “Understanding & Solving” and “Connecting & Reflecting”. Through reflection and collaboration, we plan to address this with more clarity and focus.

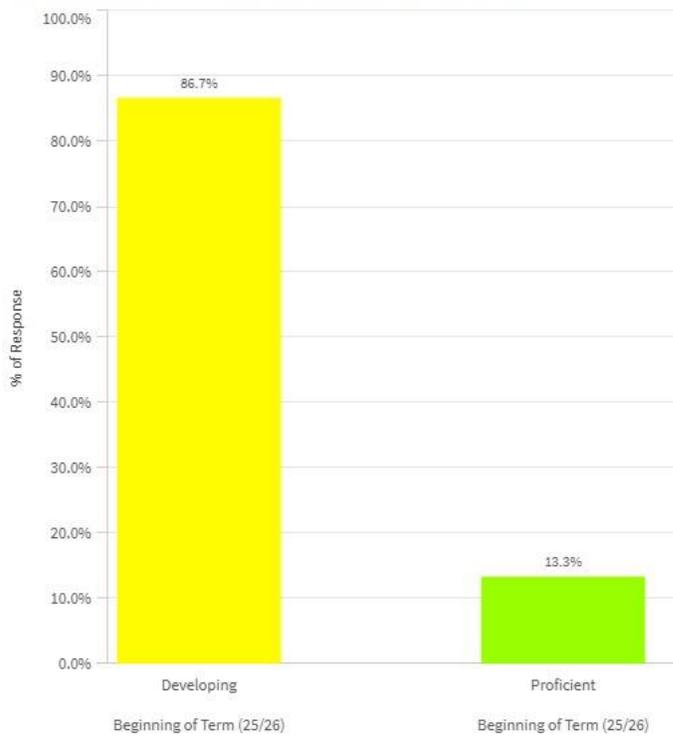
Grade 3, beginning of 2025-26, “Understanding and Solving”:

Level Breakdown - Understanding and Solving - Summary



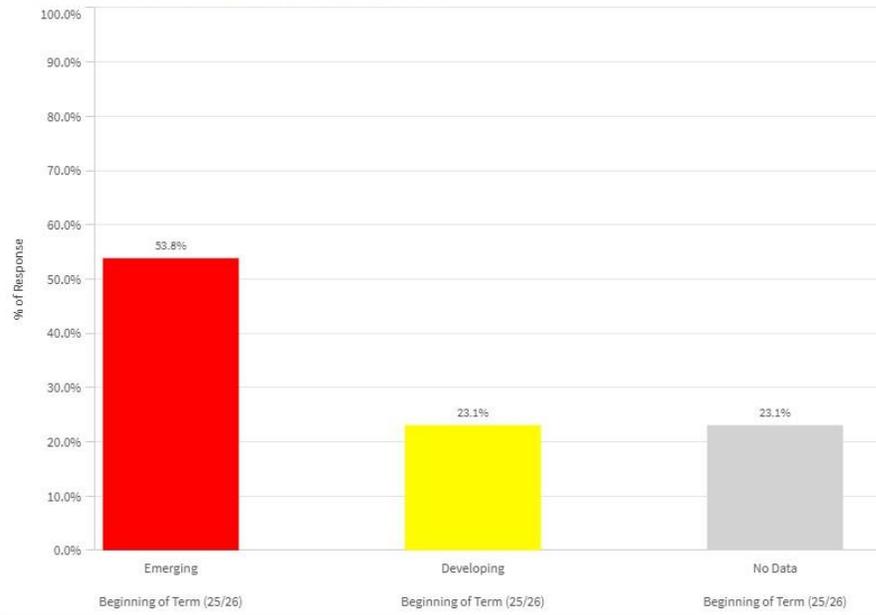
Grade 6, beginning of 2025-26, "Understanding and Solving":

Level Breakdown - Understanding and Solving - Summary



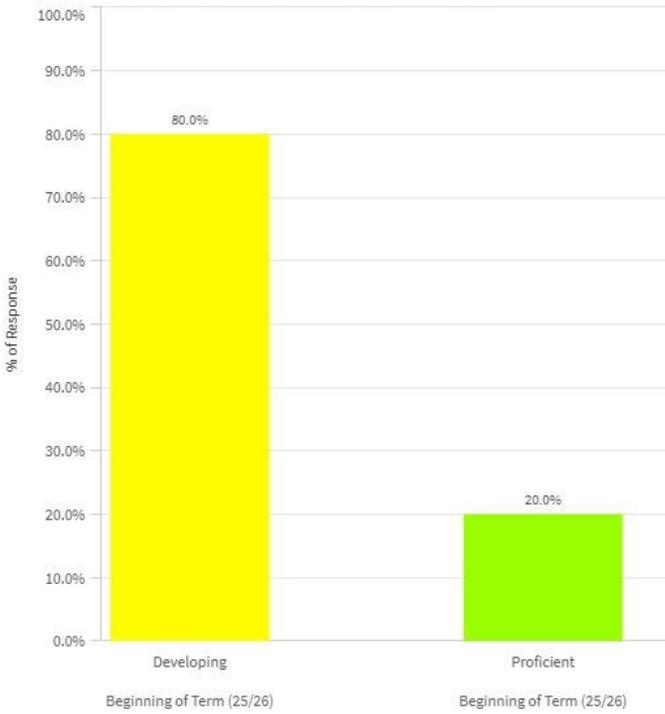
Grade 3, beginning of 2025-26, "Connecting & Reflecting":

Level Breakdown - Connecting and Reflecting- Summary



Grade 6, beginning of 2025-26, "Connecting and Reflecting":

Level Breakdown - Connecting and Reflecting- Summary

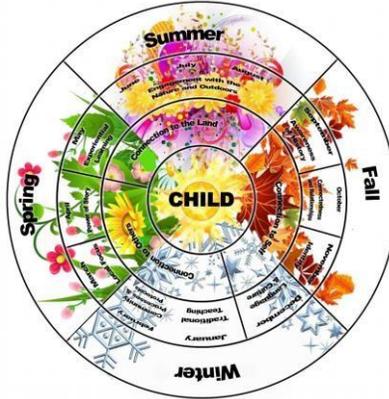


How we will get there – Numeracy:

Numeracy centres/groups	<ul style="list-style-type: none"> - K/1 and grade 1/2 classes have daily centres - Small group learning and whole group instruction in the 3/4 and 5/6 classrooms - Usually, we have support staff available to support one to one - The more communication and opportunities for experiential learning, we hope to build math confidence
Resources	<ul style="list-style-type: none"> - Matific - Scholastic Number Sense kits (recommended by Lena Miller) - Peter Liljedahl & Steve Wyborney - SPLAT - Coast Metro website - Gr ½ teacher studying past-bachelor math teaching (earning diploma)
District support	<ul style="list-style-type: none"> - Deb Koehn (supporting new teachers) - Lena Miller (supporting teachers when needed)
Assessments	<ul style="list-style-type: none"> - SNAP (this is currently used in classrooms as a tool to reinforce and review number sense) - October and May SNAP assessment - gr 3 and 6 - Ongoing formative assessment (esp. gr ½)
Adult targeted time	<ul style="list-style-type: none"> - RTI (understanding our learners) discussions - Teacher check-ins and school-based team meetings - District wide math learning during Pro-D days

Next steps in our journey:

- Have our logo updated by a *local* Indigenous Artist. It would be both appropriate and culturally relevant to consider a Saik'uz artist, such as Mrs. Cecilia John.
- Further collaboration with Mrs. John to deepen land- and place based learning.
- Integrating more land-based learning and making the most of opportunities offered by the SD91 Career program (wetland learning, access to Mapes trails).
- Working on our own school yard: planting trees, growing gardens, and, with PAC, installing some new structures.
- Using the Seasonal Rounds visual (created by Leona Prince) to guide our work at the school as well as the yearly planning.



- Continue check ins with students by Principal and staff, asking “The Big Four” questions (NOIE) to gauge how we are doing and what are next steps are. These should be done more regularly and also informally.
- Analyzing the Student Learning Survey data using the feedback from students, staff and parents to define next steps.
- Continue cultivating a welcoming and supportive learning community. All teachers and CUPE plan to stay next school year which reinforces the foundation we are currently building.
- Continue analyzing assessment results and observations, conversations and collaboration with District Support Staff, as well as asking hard questions to deepen instruction and improve our literacy and numeracy results.