



Landmark Elementary School

Community Report for 2025-2026

About Us:

We are a K-6 school with 205 students, a principal with a staff of 14 teaching staff, 5 EAs, 2 secretaries, 1 librarian, and 2 custodial staff.

We are committed to providing a safe place of care and learning for every child.

We value building positive relationships and fostering a sense of belonging.

We value the diversity and uniqueness of our students and their families.

We believe in the potential of all children to contribute and thrive in our school and community.

We value and promote strong academic growth for all students.

We are committed to actively caring for our environment.

We nurture the development of 21st Century Skills: creativity, communication, critical thinking, collaboration, character, and citizenship.

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Planning Priority: Social/Emotional Learning—Students will contribute positively to their own and their classmates' learning and feel empowered to contribute positively to the school community. There will be a focus on the 6C of Citizenship.

Strategies:

- ❖ House Group activities focused on connecting students across the grades for themed events
- ❖ A Celebration of Learning event was held in March.
- ❖ School community events - Middle-years musical, K-3/4 Christmas concert, Folk Dance in the Park, and school-wide assemblies.
- ❖ Cross-grade level buddies were implemented school-wide.
- ❖ Lunch clubs were offered for students at all grade levels. (Including a student-initiated and facilitated Indigenous Club)
- ❖ Kindness Month with a focus on daily acts of kindness
- ❖ Focus on establishing and teaching how we greet each other at LES

Planning Priority: Indigenous Perspectives and Understanding - By June 2026, all students and staff will continue to learn about the Indigenous peoples of Canada.

Strategies:

- ❖ Continued authentic involvement with Indigenous persons/communities.
- ❖ Opportunities for land-based teaching and learning.
- ❖ Gr 1 and 2 classes participated in regular outdoor learning opportunities at the Landmark Collegiate field and Forest School
- ❖ Gr 1-6 classes attended Forest School and did land-based learning from an Indigenous perspective with a local Elder

Planning Priority: By June 2026, all students in Grades 1 - 6 will show growth and/or meet grade-level expectations with subtraction computation understanding based on the LES Levels of Performance.

Strategies:

- ❖ School-wide Numeracy data were analyzed to examine the foundational outcomes for each grade level, and teacher professional development was provided.
- ❖ School-wide focus on teaching subtraction.
- ❖ Teachers engaged in Teaching Sprints with a focus on research-based strategies for improving subtraction understanding. Students had success with these new strategies.
- ❖ Grade 4-5/6 teachers continued their involvement in the Numeracy Achievement Project.

Planning Priority: Literacy Continuous Improvement Plan - By June 2026, all students will show growth in writing and reading.

Strategies:

- ❖ School-wide literacy data informed the literacy support provided to individual students and groups.
- ❖ K-4 teachers were trained to administer Acadience Reading Assessments, which will inform our reading instruction