



Bert Edwards Science and Technology School
Annual School Learning Plan 2025-2026
September 2025

711 Windsor Drive
Principal: Kim Edstrom
Vice Principal: Barb Primus



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on
the territory of the Secwepemc Nation, specifically the territory of the
Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of
the Secwépemc people and includes the seven Secwépemc First Nations
Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through our Local
Education Agreement [link](#) and the Aboriginal Education Enhancement
Agreement [link](#).

CONTEXT

In 2007 School District No. 73 (Kamloops-Thompson) created the first science and technology based school in British Columbia at Bert Edwards Elementary School (BEST). For the 2007-2008 school year, the student population showed an increase of over 80 students from the previous year, and currently BEST consistently enrolls approximately 280 students in fourteen classrooms. Bert Edwards Science & Technology School teachers use the Inquiry Method to enhance the learning of students throughout the curriculum, and students are immersed in large, meaningful and broad teaching questions, or “inquiries” that help connect students to their passions and interests. Teachers also prioritize outdoor, STEM and technology education. BEST does operate with an integrated curriculum, fulfilling all of the requirements of the redesigned BC Curriculum for grades K through 7.

BEST has 34 students with Competency Based Individualised Education Plans. Students receive support through six Certified Education Assistants and our Learning Assistance Resource Teachers who work collaboratively to provide the most appropriate learning supports possible.

Our School Profile:

- 280 students (14 divisions)
- 18 teachers
- 1.5 Learning Assistance Teacher
- 1 Teacher-Librarian
- 2 Administrators
- 6 Certified Education Assistants
- 2 Custodians
- 34 students with special learning needs (ministry categories)
- 67 Aboriginal students
- 10 ELL learners
- 1 Administrative Assistant and one Library Assistant

Community Partnerships

At BEST students are connected to the larger scientific community through mentorship opportunities and partnerships with the Big Little Science Centre, the McQueen Lake Environmental Education Centre, Ask Wellness, Indigenous Friendship Centre and Thompson Rivers University. Additionally, organizations such as Ducks Unlimited, City of Kamloops, BC Wildlife Park, and key community spaces such as natural areas, parkland, grasslands and outlying regions are utilized to assist in educational opportunities. The school collaborates with local Indigenous communities with the intent of integrating authentic indigenous content into the curriculum and honouring the First Peoples’ Principles of learning and Indigenous worldviews and perspectives.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: Our school will focus on the development of literacy skill, as our data indicates that we have further growth to make in this area to better align ourselves with district results. We know that improved reading and writing skills will help students to develop strong literacy skills overall. Literacy results to be analyzed will include: Foundational Skills Assessment, Primary Reading Assessment and the Non-Fiction Reading Assessment. For the 2024/2025 school year, we are going to collect student data specifically for analysis of student and staff perspectives on literacy learning and engagement. This data may help to guide in our planning and implementation of literacy learning at BEST.

Numeracy results indicate that we have further intervention to do in order to increase student performance. We will continue to monitor our numeracy results and guide our practice for optimal student achievement.

Date	Students K-7 proficient or extending in math
June 2023	60%
March 2024	74%
March 2025	73%

Literacy Results Analysis

Foundational Skills Assessment

Each Fall, all Grade 4 and 7 students participate in completing the Foundational Skills Assessment. This assessment includes literacy and numeracy components. It is important to note that FSA scores are collected for Grade 4 and 7 students only, so the sample size for this assessment is relatively small and exclusive to particular cohorts of

students. Each school year, the cohort being assessed is a different group of students. Therefore, it is essential that other assessments are considered when it comes to planning for literacy interventions and strategies for our School Learning Plan. FSA data indicates that literacy skill is improving for all students including those who are neurodiverse or identify as indigenous.

FSA	Grade 4 Literacy Proficient or Extending
2021/2022	52% All Students 20% Indigenous 58% Non indigenous 100% Diverse 50% Non-Diverse
2022/2023	81% All Students 83% Indigenous 81% Non indigenous 100% Diverse 80% Non-Diverse
2023/2024	83% All Students 83% Indigenous 82% Non indigenous 100% Diverse 81% Non-Diverse
2024/2025	59% All Students 38% Indigenous 67% Non indigenous 0% Diverse 70% Non-Diverse

FSA	Grade 7 Literacy Proficient or Extending
2024/2025	50% All Students 50% Indigenous 87% Non indigenous 33% Diverse 87% Non-Diverse

Primary Reading Assessments

Students in Grades 1, 2 and 3 participate in a Primary Reading Assessment in the final term of the school year. This assessment measures the reading level that the child is

performing at independently. This assessment is a district initiative that all schools in Kamloops-Thompson 73 participate in. Our four year trend indicates that reading performance in the primary grades continue to improve for diverse, indigenous and all students. With a focus on reading in the primary grades, we would hope to see continued growth in the number of students proficient or extending expectations in reading.

PRA	Grades 1-3 Proficient or Extending
2021/2022	52% All Students 46% Indigenous 53% Non indigenous 40% Diverse 53% Non-Diverse
2022/2023	55% All Students 46% Indigenous 58% Non indigenous 49% Diverse 58% Non-Diverse
2023/2024	64% All Students 75% Indigenous 64% Non indigenous 40% Diverse 64% Non-Diverse
2024/2025	88% All Students 85% Indigenous 89% Non indigenous 71% Diverse 91% Non-Diverse

Non-Fiction Reading Assessment

Each fall, students in Grades 4-7 participate in the Non-Fiction Reading Assessment. This assessment analyzes student ability to determine importance of information read, extract information from text and features, understand vocabulary, make inferences

about what is read and it assesses the student's reading accuracy and fluency. Our four year trend indicates scores continue to increase in all groups, except for those with neurodiversity.

NFRA	Grades 4-7 Proficient/Extending
Fall 2021	38% All Students 30% Indigenous 41% Non indigenous 22% Diverse 41% Non-Diverse
Fall 2022	36% All Students 38% Indigenous 28% Non indigenous 32% Diverse 40% Non-Diverse
Fall 2023	46% All Students 38% Indigenous 46% Non indigenous 43% Diverse 46% Non-Diverse
Fall 2024	51% All Students 51% Indigenous 53% Non indigenous 37% Diverse 55% Non-Diverse

Street Data

As we strive to support the improvement of literacy skills, we have identified the need to evaluate our practices and see how they compare to student attitudes about literacy learning. In an effort to identify the best practices for literacy learning we have conducted street data collection through the use of fishbowl dialogue (Safir & Dugan, 2021). The process that we choose to use involved two layers of street data collection. The first stage involved consulting with our teaching staff in which we asked them to identify their top literacy strategies/resources for classroom learning. This data was collected at a staff meeting in which teachers could respond anonymously to this request for information. Once we had this data in hand, we set up three cycles of fishbowl dialogues with students. At these meetings, students were asked to reflect on what strategies/resources had the most impactful for their own personal literacy learning. During these fishbowl dialogues, the principal recorded notes to capture what

students identified as priorities. We then need to ensure that teachers and student priorities correlate with our school learning plan.

Fish Bowl Results

<i>Teacher Priorities</i>	Daily 5, word work, guided reading, weekly words and writing, UFLI, modeling strategies, direct routine phonics instruction, access to technology and small group work
<i>Student Priorities</i>	Novel study, targeted phonics instruction, silent reading time, note taking, having a teacher to help you when needed, teacher delivery, breaking down information/chunking, opportunity to make connections when reading, listening to others read and speak, games, projects and access to technology, literature choices in library, audio books, writing prompts, word/spelling games, practice and learning to type, reading with a parent
<i>Conclusions</i>	Both teachers and students identify the importance of direct phonics instruction, use of technology and direct teacher contact for individual learning support. We will continue to prioritize these things in our school literacy planning. Students emphasized the need for choice in the literature they read and access.

SCHOOL GOAL: All students will develop improved proficiency in literacy skills.

With continued staff professional development, collaboration and reflection we will develop effective practices that will support our students in meeting or exceeding literacy expectations.

AREAS TO CELEBRATE: Staff are receptive to collaboration and as a result, we have a cohesive staff with a shared vision for student learning. Our staff see the value in focusing on literacy skills. This goal was developed in collaboration with the staff and it is meaningful to their practice and beliefs.

Most of our students are proficient or extending in reading when we review the Primary Reading Assessments. Teachers are highly committed to developing literacy skills and they continue to implement plans, professional development and program considerations. We have several teacher leaders in this area who have worked with the district team to help develop literacy programs and planning.

AREAS TO GROW: We would like to see an increase in student literacy scores in all grade levels. More specifically, we would like to observe improvements on FSA, NFRA, and PRA results. We have progress to make in order to achieve provincial and district standards. We would like to continue to encourage students to identify and express how they learn best.

OBJECTIVE: All students will demonstrate growth in FSA, NFRA and PRA results. This will include growth not only for all students, but also for our diverse learners and indigenous students.

SCHOOL STRATEGIES:

To improve in literacy, we will implement the following:

- School wide literacy interventions for K/1
- Primary Guided Reading programs
- Investment in Levelled Literacy Intervention LLI kits
- Connecting writing to inquiry and science
- Project based learning with a writing connection
- Hands on activities with science that lead to literacy learning
- Heggerty Phonemic Awareness Program
- Participation in Young Authors Event and Battle of the Books
- Come Read with Me Event
- Science of Reading/UFLI Resources
- SPARK Sessions
- Opportunities for teachers to be mentors and/or learners in this area
- Build our literature collection based on student feedback
- Continue to increase our technology resources (IPADs, chromebooks, subscriptions)

We will measure the impact of these strategies through teacher feedback, collaborative team discussions and planning.

To improve classroom practices, we will:

- Designate professional learning time on aspects of literacy
- Access recent research that indicates high yield results in literacy instruction/assessments
- Develop shared language and goals in the area of literacy
- Access collaboration time for staff to work together in planning for literacy instruction

To improve in grade-to-grade transitions, we will:

- Engage the school based team in focusing on literacy skills for priority students to allow the best opportunity for these students to develop these skills

- We will attempt to use a “push-in” model for learning assistance support so that students can be learning in their home rooms and accessing the same lessons/materials as their peers
- We will designate some time in September for teachers to work on class reviews primarily through collaboration with previous teachers to gain insight
- CBIEP Transition meetings in June

To improve Indigenous student learning, we will:

- Engage and plan meaningful cultural and learning programs with Indigenous Education Worker IEW to meet the needs of Indigenous students
- Recognize important dates such as Orange Shirt day and National Indigenous Peoples Day and we will prioritize learning about Truth and Reconciliation
- We will integrate the Seven Grandfather teachings included in the District Strategic Plan into our practice
- IEW will provide additional support in literacy to Aboriginal students
- Indigenous Support Teacher time (April 25th -June 29th) 0.2 FTE

To improve in learning, we are ensuring that our resources meet our students’ needs:

- We will continue to build on our reading interventions and programs for literacy development. We will also seek resources in the area of writing instruction to add to our professional knowledge
- We will use Certified Educational Assistants CEAs to assist with guided reading programs and in class assistance as much as possible. We will also collaborate with our school district coordinators to access resources
- We will continue to pursue resources based on “The Science of Reading”
- Invite student feedback in building our literature collection

Evidence and Next Steps

- As assessments are implemented and data reports are made available results will be added to the plan and the plan will be revised as needed
- The plan will be shared with KTTA, CUPE staff and PAC in both the fall and spring
- Plan will be posted to the website in September
- Plan will be reviewed by the leadership team each term
- Review of literacy achievement data with staff

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS: Results from the School Learning Survey indicate that students at BEST could benefit from further interventions in helping them to develop their sense of belonging at school. Data will be reviewed from the Student Learning Survey, Science Report Card data, Myed Conduct data and street data.

Student Learning Survey

Each winter, students in Grades 4 and 7 respond to the Student Learning Survey. This survey is accessed by all students in the province. The purpose of this survey is to reveal how students feel about their school and their learning. Results demonstrate student perceptions about sense of belonging and feeling welcome. It appears that results are improving for BEST students in these areas.

Survey Question	All Students
Is school a place where you feel like	62% 2022

you belong?	74% 2023 92% 2024 89% 2025
Do you feel welcome at your school?	79% 2022 88% 2023 100% 2024 92% 2025

MyEd Conduct

When students are referred to the school office for behaviour intervention, the incident is recorded into the MyEd system. This year, we have documented 128 incidents. However, it is important to note that these incidents included 40 different students. Therefore, these incidents are only associated with 14% of our student population. Therefore, it is important to use this data accordingly. We can celebrate the low number of incidents and the low number of students requiring office level intervention. Last year we recorded 154 incidents (involving 54 students, accounting for 35% of our population). This data is significant, as this year our school population increased by 18%, but we recorded fewer incidents with fewer students overall.

Student Testimony Empathy Interviews

In the Spring of 2024, we conducted a series of interviews with neuro-diverse, neuro-typical, and Indigenous students centred around one of our school goals: *Students will feel pride and connection in belonging to a science and technology school.*

We sought out patterns that would highlight areas of growth and stretches our school may have by asking students the following questions:

1. Why did you pick BEST?
2. How do you connect to the technologies at BEST?
3. What are your favourite memories of BEST?
4. How would what you learn here help you grow in the future?
5. Science and technology is always changing, how could BEST change in the future to support learning around science and technology?

A common theme that emerged from our students was summed up eloquently by a Grade Five student:

“...We need to keep changing so our technologies match the world around us.”

For us at Bert Edwards, recognizing our identity as a science and technology school, we need to continually reinvest in those areas fostering that sense of pride and connection. This will mean more attention paid to learning tools that enhance student understanding, but more so impact the pride and connection they feel here.

In the winter of 2025, we conducted a google ***Student Inclusion and Safety*** questionnaire to analyze safe and inclusive school practices at BEST. Students (grades 4-7) and parents responded to this qualitative survey. Results indicated the following:

Students and parents at Bert Edwards generally feel positive about the school's environment, especially in terms of safety and acceptance. Many students feel welcomed, citing kind peers and supportive teachers. They identify safe spaces within the school, often linked to trusted individuals or familiar locations.

However, some students experience or witness discrimination, often related to appearance, race, or social exclusion, particularly in classrooms and outdoor areas. Social dynamics also impact their sense of belonging, with reports of exclusion and peer judgment.

While students appreciate the school's anti-bullying and anti-racism efforts, they want more action beyond discussions, including stronger staff-student connections. Parents acknowledge the school's work on inclusion but express concerns about how other parents' approaches affect their children's behavior, and that much of the discrimination has to do with family perspectives.

Overall, while most students feel safe and accepted, addressing discrimination, fostering empathy, and strengthening relationships could further improve the school's inclusive environment.

Science Report Card Data

This data is included to help develop student pride in belonging to a science and technology focused school. Therefore, it is important to review how students are achieving in science across all grade levels. We would like to analyze how these scores are impacted as we focus on this specific goal area. Over the past three years, an increase in achievement in science is evident in all subgroups.

Grade Level	Science 2022/2023 (January) <i>Proficient or Extending</i>	Science 2023/2024 (December) <i>Proficient or Extending</i>	Science 2024/2025 (December) <i>Proficient or Extending</i>
K-7	88% All Students 83% Indigenous 90% Non Indigenous 55% Diverse 96% Non-Diverse	91% All Students 88% Indigenous 91% Non Indigenous 61% Diverse 91% Non-Diverse	93% All Students 95% Indigenous 93% Non Indigenous 69% Diverse 93% Non-Diverse

SCHOOL GOAL: Students will feel pride in belonging to a science and technology school and they will connect to and understand our school identity.

BEST Street Data Strategy Equity Question	
Equity Question	How do we address discrimination at BEST to create a positive, safe learning environment for all learners?
Want to Know	What do students actually know about discrimination? Can we address it with three guiding questions? <ol style="list-style-type: none"> 1. What does it mean to treat everyone fairly (even if they look different)? 2. How can we make sure everyone at BEST feels welcome and included? 3. Why is it important to learn about different cultures and backgrounds?
Who to Ask/Collect	Staff - input on questions and class discussions Library meetings with admin teams and students

Question to Ask/Artifact to Collect	Minutes from meetings Picture books Staff and student testimony
New Learning Gained	Increased level of awareness and empathy
Moving to Action	AP 170 Anti-Discrimination Response Plan (fewer than previous year is the goal) Conduct analysis Student and teacher testimony Intake interviews with specific students

AREAS TO CELEBRATE:

- Our staff expressed interest and commitment in making this goal area a priority. We recognize that our school has a unique and very specific identity. It is essential that we honour our collective purpose and share this love for science and technology with our students
- Over the past few years, office referrals have been reduced
- Student sense of belonging has improved according to the student learning survey results
- Students and parents appreciate the uniqueness of our school and they are proud of who we are
- Families choose to attend BEST because of the philosophy we share and the what they know about our school culture
- Students are achieving positive scores in the area of Science
- Our PAC has built a cohesive group of parent volunteers and advocates to promote science and technology opportunities

AREAS TO GROW:

- Not all cohorts indicate the same rate of growth in positive behaviour and in the survey sense of belonging results. With continued interventions and focus in this area, it will likely lead to further growth for all sub-populations
- Although students and parents appreciate our school and its uniqueness, they are not able to easily identify the elements that make us a science and technology focused school

- Reflection on what practices are happening in classrooms to promote student connectedness to learning in science and technology

OBJECTIVE: All students will demonstrate increased pride and connection in belonging to BEST. This will include growth not only for all students, but also our diverse learners and indigenous students.

SCHOOL STRATEGIES:

- To improve (feeling welcome/sense of belonging), we will (classroom practices): school wide PBIS initiatives, shared vision of school and classroom expectations, school presentation on resiliency, Grade 7 program on Respectful Relations, buddy classrooms, school wide celebrations with a focus on science and technology, WITS, student access to self-regulation options, Kids in the Know
- We will continue to identify as a staff what we need to do to build our Science and Technology profile
- We will continue to make plans to develop the visual elements of BEST to show the sense of pride and commitment to Science and Technology
- We will continue to hold our annual Rivers Day event
- We will continue to keep active partnerships with a variety of community partners
- We will continue to build on adding to our STEM resources and host our annual STEM Showcase each spring
- Intermediate students will partake in weekly STEM rotations
- To improve classroom practices, we will (PD strategies): continue to allow opportunity to share resources at staff meetings, consult with SD73 District staff, attend relevant professional learning opportunities
- To improve in grade-to-grade transitions, we will continue to collaborate amongst staff to share information about student profiles, allow time for different classes to work together, arrange for school based team meetings and host student placement meetings in the spring
- To improve Indigenous student learning, we will have our IEW establish cultural opportunities and boys/girls groups
- We will access [Learning to be Anti-Racist: An Introductory Course](#). Part of the *K-12 Anti-Racism Action Plan*, this includes seven training modules designed to support and strengthen anti-racism learning environments across schools in B.C.
- We will plan and host our second annual Cultural Diversity day at BEST
- To improve wellbeing, we are allocating our financial resources towards PBIS initiatives and possibly purchasing resources that meet our needs
- We have received Community Link grants to fund the Respectful Relations Program, PBIS Initiatives and Rivers Day
- Our staff will partake in professional development opportunities to learn and develop understanding of positive student behaviour support (both formally and informally)

- Universal design for learning to develop positive academic belonging

Evidence and Next Steps

- As assessments are implemented and data reports are made available results will be added to the plan and the plan will be revised as needed
- The plan will be shared with KTTA, CUPE staff and PAC in both the fall and spring
- Plan will be posted to the website in September
- Plan will be reviewed by the leadership team each term
- Science and Technology consistent agenda topic at each staff meeting