



Arthur Stevenson Elementary School
Annual School Learning Plan 2025-2026

September 2025



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

Arthur Stevenson Elementary School partners with Tk'emlúps te
Secwépemc through our Local Education Agreement and the [Aboriginal
Education Enhancement Agreement](#).

CONTEXT

Arthur Stevenson Elementary School Vision

You Belong Here!

Arthur Stevenson Elementary School is a Kindergarten to Grade 7 school that is located in the heart of Westsyde and a part of the Westsyde Family of Schools. Arthur Stevenson has approximately 280 students within 13 divisions. The school population includes 54 students who are of Indigenous Ancestry and 47 students with Inclusive Education Plans.

Our diverse group of students comes to us with a wide variety of talents, abilities, skills, and needs. Our school staff works hard to respond to these diversities by providing engaging learning opportunities that allow for student success. They advocate for their students by finding services or programs that will enhance their classroom practices. In addition, the staff attends professional development sessions, collaborates with one another, and models professionalism, caring, and compassion.

During the 2022-2023 school year, the Well Being goal has been supported by staff through implementation of the 2X10 Strategy (school wide intervention tool aimed to keep the quality of staff and student relationships at the centre of the work). In subsequent school years, staff and students continued with the focus on building positive relationships through the utilization of the 2X10 strategy while also connecting the social responsibility matrix (R.O.C.K. S.) to Indigenous Grandfather Teachings as part of bringing the SD73 5-Year Strategic Plan to life at Arthur Stevenson. In the 2024-2025 school year, the staff and students furthered connections to the well-being goal through empathy building initiatives, such as school wide Kindness Challenges and staff utilizing Kindness In the Classroom curriculum that aligned with monthly school-wide 7 Grandfather teachings themes. The well-being goal this year was also supported by “map” and “street” data via student surveys and interviews to assess the student experience and thereby inform the direction of school goals for the 2025-2026 school year.

ASES students are given the opportunity to participate in many exciting events and programs throughout each school year. These include:

- School Athletics - cross-country running, volleyball, basketball, track and field, flag football, and intramural sports (COBRA hockey league - CHL). Students may also volunteer in scorekeeping to support school athletics.
- After School and Lunch Programs such as: Art club, Intramurals including the Cobra Hockey League and Dodgeball League, cooking program, SOGI club, Bracelet Club, Board Games Club, Leadership Club, and Classroom Lunch and Office Monitor volunteering
- Classroom Experiences - hands-on learning opportunities, Indigenous passions projects, technology-driven activities, student led initiatives, class collaboration projects, outdoor learning opportunities, and more

Arthur Stevenson students are encouraged to think critically and creatively while interacting in a socially responsible way including giving back to their community. In addition to working within their school community, we have a goal within our Family of Schools to promote and encourage collaboration between teachers within the Westsyde Family of Schools. Through various Westsyde Family of Schools events, students at Arthur Stevenson also have the opportunity to connect with students at other Westsyde

elementary schools, enhancing a sense of belonging to their high school and the greater community.

Learning Partner Engagement Process

During the 2024-2025 school year, Arthur Stevenson school staff spent time discussing the gains made regarding our school goals from the previous School Learning Plan and possible changes that may need to be made. While the goals have remained the same through recent years, several new strategies were implemented each year to keep moving the school forward. Further plans were discussed for continuing to bring our new school motto “You Belong Here” to life for the 2025-2026 school year.

Throughout the 2025-2026 school year, our staff, parents, Aboriginal community members, and students will continue to have the opportunity to look at our learning data (DEWRS, Student Learning Survey, Foundation Skills Assessment, District Numeracy Assessment, Nonfiction Reading Assessment, Primary Reading Assessment, and Kindergarten Survey) as well as our Local Education and the Aboriginal Education Enhancement Agreements to help steer our discussions to determine new school goals.

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:

As described in areas to celebrate below, we have many highlights in literacy achievement. This is particularly evident from our FSA results for Indigenous Students who scored significantly above both district and province average this year. As seen in PRA data, our primary literacy achievement is also very strong. Particularly in Grades one in three. All students in Grades 4 and 7 showed significant increases in literacy achievement, as noted through the FSA results, compared to All Students in Grades 4 and 7 last year. In numeracy, Indigenous learners in Grade 4 and 7 at Arthur Stevenson achieved significantly higher this year than district and province averages. We can also see significant gains in scores this year for Grade 4 and 7 All Students compared to our

results last year in numeracy in the FSA. We will continue with some school wide math initiatives such as math genius of the week. This includes the continuation of lunch-and-learn opportunities for teachers to enhance professional development in numeracy, as well as administration incorporating more collaborative time for numeracy during regularly scheduled staff meetings for next year.

As described in areas for growth, we can see from this year's FSA, DNA and some NSA (in a few specific skills among grade 2 students) data that students at Arthur Stevenson are achieving below district and province averages with the exception of Indigenous students in Grades 4 and 7. It is also important to note that, according to Student Learning Surveys (Grade 4 and 7), Map surveys (grades 4, 5, 6 and 7), and Street Data (interviews - grade 5 and 6), intermediate students identify the school subject of Math as a source of concern, worry and/or dislike.

SCHOOL GOAL:

Student achievement in numeracy and literacy will show consistent improvement, with results aligning with or exceeding district-wide targets; there will be an emphasis on achievement in numeracy for the 2025-2026 school year.

AREAS TO CELEBRATE:

Foundational Skills Assessment:

Literacy:

- Gr 7 results showed that Indigenous students at Arthur Stevenson achieved above both district and provincial averages (14% above and 18%)
- Gr. 4 results showed that Indigenous students at Arthur Stevenson achieved 33% above the district and 39% above the province. Over three years the average has increased by 21%.
- The three-year average for All Students in Grade 4 shows an increase of 3%. Furthermore, this year, All Students in Grade 4 at Arthur Stevenson scored 9% above the district average and 10% above the province.
- The number of All Students in Grade 4 at Arthur Stevenson achieving "On Track" or "Extending" increased from 67% to 74% from Fall 2023 to Fall 2024.
- The number of All Students in Grade 7 at Arthur Stevenson achieving "On Track" or "Extending" increased from 60% to 75% from Fall 2023 to Fall 2024.

Numeracy:

- Gr 4 FSA results showed an increase in 3-year averages in most areas: All = 5%, Indigenous = 4%, Non-Indigenous = 6% and Diverse Learners had no change.
- While All Learners at Arthur Stevenson in Grades 4 and 7 demonstrated slightly lower achievement in FSA scores than the district and province, Indigenous Learners at Arthur Stevenson demonstrated higher achievement than Indigenous Learners across the district.

- We have continued with the Math Genius of the Week. Students can submit solutions (and show their work) for 4 problems of various difficulty ranging from grade K/1 to grade 6/7 in difficulty. Students who submit their solutions are entered into a draw for a prize and get to have their picture up in the hallway for the upcoming week. Student interest in this numeracy initiative continues to grow with the greatest growth coming in the kindergarten and grade 4 and 5 areas.
- While we are still demonstrating some deficit in numeracy in grade 7, All students in grade 7 had the second highest achievement in 5 years. As well, Indigenous students at Arthur Stevenson performed 9% above the district average and 16% above the provincial average.
- The number of All Students in Grade 4 at Arthur Stevenson achieving “On Track” or “Extending” increased from 30% to 64% from Fall 2023 to Fall 2024.
- The number of All Students in Grade 7 at Arthur Stevenson achieving “On Track” or “Extending” increased from 51% to 65% from Fall 2023 to Fall 2024.

NSA:

- Grade 1 students at ASES performed 20% above district averages consistently on all skills.
- Grade 3 students performed 10% above district averages consistently on all skills

DNA:

- Students in both grades 5 and 6 are performing on par with the district on the solving portion

Primary Reading Assessment:

- For the DRA Level portion, Gr 1 students at Arthur Stevenson this year achieved “Proficient” or “Extending” at a rate 7% higher than “all Schools”.
- For the Accuracy portion, Gr 1 students at Arthur Stevenson this year achieved “Independent” at a rate 39% higher than “all Schools”.
- For the DRA Level portion, Gr 2 students at Arthur Stevenson this year achieved “Proficient” or “Extending” at a rate 5% higher than “all Schools”.
- For the DRA Level portion, Gr 3 students at Arthur Stevenson this year achieved “Proficient” or “Extending” at a rate 9% higher than “all Schools”.
- For the Accuracy portion, Gr 3 students at Arthur Stevenson this year achieved “Independent” at a rate 9% higher than “all Schools”.

AREAS TO GROW:

Foundational Skills Assessment:

Literacy:

- Grade 4 and 7 All Learners in literacy are still below district average despite significant increase compared to our Grade 4 and 7 results last last school year (+7% and +15% respectively).

- Diverse Learners in Grade 4 and 7 achieved below both the district and provincial levels.
- Non-Indigenous Learners in Grade 4 at Arthur Stevenson demonstrated a 3% decrease in the 3-year average.
- Gr 7 FSA 3-year averages have remained unchanged or decreased this year in all groups (All learners 0%, Indigenous -2%, Non-Indigenous 0%, Diverse -17% and Non-Diverse 0%).

Numeracy:

- Gr 4 FSA 3-year average for all groups is below district and province averages except for Indigenous learners (above by 6% and 9% respectively)
- Gr 7 FSA 3-year average for all groups is below district and province averages except for Indigenous learners (above by 9% and 16% respectively)
- Other than in 2022/23 Grade 7 students at Arthur Stevenson have consistently performed slightly below the district average in numeracy (FSA data).

NSA:

- Grade 2 students showed a large variation in their skills. Overall, they performed 3% below district averages, but when broken down into sections, performed 12% below average on 9/14 skills, but 15% above on 5/14 skills

DNA:

- Grade 5 and 6 students performed below district average on all skills sets. They particularly struggled with analyzing, communicating, and applying.

Primary Reading Assessment:

- For the DRA Level portion, Gr 1 students at Arthur Stevenson this year achieved “Proficient” or “Extending” at a rate 5% lower than “all Schools”.

OBJECTIVES:

All students will meet or exceed literacy and numeracy expectations. More specifically, all students below expectations (Emerging or Developing) will improve their numeracy skills and achievement in numeracy throughout the 2025-2026 school year.

SCHOOL STRATEGIES:

To improve in literacy, we will:

- Utilize pre/post assessments and recommended strategic literacy interventions to support student achievement in literacy.
- Encourage Home Reading Program with small prize incentives.
- Provide Learning Assistance support during class lessons as well as intensive literacy instruction for specific students to ensure all students are reading at grade level by the end of grade 3.

- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Provide diverse learning opportunities featuring multi-level resources that promote joyful reading, thoughtful written responses, and interesting conversations.
- Provide easy access to Indigenous reading materials (guided reading books, literature circle books, picture books, etc.).
- Embed First Peoples Principles of Learning into project tasks (i.e. Aboriginal storytelling, critical thinking discussions around Aboriginal ‘read aloud’).

To improve in numeracy, we will:

- In the spring 2025 our 3 grade 6/7 teachers spent one morning learning how another teacher finds good success with a platoon teaching model that targets lagging skills. These teachers are planning to utilize this technique in the 2025/26 school year.
- We will utilize pre/post assessments and strategies recommended by district numeracy resource teachers with grade 4 and 5 teachers.
- Provide diverse learning opportunities that ensure an entry point for all learners that promotes positive mathematical mindset and computational understanding.
- Continue work on redesigning numeracy lessons to include Cognitive Guided Instruction, and real-world problems.
- Engage in number talks at all levels to develop computational fluency while using thinking skills to transform their understanding to new levels.
- Implement effective numeracy approaches using real life problems so that students can interpret, apply, solve, analyze, and communicate. Encourage teachers to spend more time on the higher-level thinking areas like apply, and analyze by providing activities at their grade level and pro d.
- Use proficiency-based and formative assessments to identify appropriate interventions and guide classroom instruction.
- Administration will provide lunch to staff on professional development days that focus on numeracy collaborative practices.
- Target numeracy teaching and strategies during staff meetings.
- Continue with the “Math Genius of the Week” contest that awards prizes at all skill levels and works on real world problems.
- Use our PBIS matrix (ROCKS) to encourage students when they show accountability in their numeracy skills by being able to explain why they chose to solve a numeracy problem the way they did (entered into ROCKS draw)
- Include parents on strategies for numeracy and literacy by adding a numeracy and literacy “corner” to every newsletter.
- Implement strategies from Local Education Agreements and the Aboriginal Education Enhancement agreement.

To improve classroom and school-wide practices, we will (PD strategies):

- September 22nd Professional Development Day (Admin driven) will be focused entirely on numeracy assessment and instruction.
- Build collaborative planning time into the schedule - prep schedule, staff meetings, and release time dedicated to teacher collaboration for the purpose of

identifying and (moving forward) students who are Emerging and Developing in ELA and Math.

- Encourage discussions around best practices in literacy and numeracy instruction at staff meetings.
- Encourage staff to participate in literacy and numeracy offerings put on by the district on professional development days and in district workshops.

To improve Aboriginal student learning, we will:

- Implement strategies in Local Education Agreement and the Aboriginal Education Enhancement Agreement.
- Promote the 7 Grandfather Teachings school-wide with monthly themes and assemblies. As part of these assemblies, we will teach directly about the First Peoples Principles of Learning.
- Involve students in Land Acknowledgements at assemblies (including the use of personal photos of landscapes from across the region).
- Continue to foster an interest in local Aboriginal language through direct teaching at assemblies and posters with spelling, meaning and phonemic pronunciation of Secwepemctsin words.
- Link lessons to the First Peoples Principles of Learning by ensuring that:
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness to the land, the spirits and the ancestors).
 - Learning involves patience and time.
 - Learning recognizes the role of Indigenous knowledge.

Evidence and Next Steps

At various times throughout the 2024-2025 school year, teaching staff reviewed data (District Numeracy Assessment, Primary Reading Assessment, Foundational Skills Assessment, and Student Learning Survey) to discuss next steps for the remainder of the school year and moving into the next school year.

Further consultation will begin in the Fall of 2025 with staff (teaching, support, IEW), students, parents/PAC, and Indigenous community members. Additionally, the administration will continue to gather survey data from our grade 5 and 6 non-diverse and non-Indigenous students to unpack what is impacting their learning the most and derive the best ways to unlock their academic potentials.

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:

Since the 2023/2024 school year, we have promoted a new school motto - “You Belong Here!”. The impact of our work to bring this motto to life can be seen in several ways through the DEWRS and Student Learning Surveys as highlighted in Table 1 below. From year to year, we have seen steady to significant growth in 4 major categories for student well-being. Most notable is the Sense of Belonging category as reported by our students. In the spring of 2022, All Students in Grade 4 and 7 at Arthur Stevenson reported experiencing a sense of belonging at school either “Most of the time” or “All of the time” at a rate of 48%. In the spring of this year, 2025, that response rate increased 27% to 75% for All Students in Grade 4 and 7. Additionally, most indices of social emotional learning represented in the Student Learning Survey for Grades 4 and 7 in the district, showed that All students in Grades 4 and 7 at Arthur Steveson were notably above district averages. Overall, we see strong evidence for positive teacher to student connections with respect to accountability and support for social emotional learning.

Table 1:	2021-2022 <i>Spring</i>	2022-2023 <i>Spring</i>	2023-2024 <i>Spring</i>	2024-2025 <i>Spring</i>	3-year Growth (% difference)
Feel Welcome	65%	70%	70%	85%	+20%
Feel Safe	68%	71%	75%	86%	+18%
Sense of Belonging	48%	52%	68%* (51%)	75%	+27%
Identify 2 or more Adults who care	57%	58%	62%	70%	+13%

* Data taken from DEWRS survey of students in grades 4, 5, 6, and 7 [all other data extracted from the SLS (Student Learning Surveys) for students in grades 4 and 7]

SCHOOL GOAL:

All students will feel welcome, safe, and connected to their school.

AREAS TO CELEBRATE:

Student Learning Survey Data:

- Feeling Safe:
 - Number of All Students in Gr 4 and 7 at Arthur Stevenson reporting “All of the time” or “Most of the time” has continued to increase every year since 2021 (Spring 2021 = 64%, Spring 2022 = 68%, Spring 2023 = 71%, Spring 2024 = 75.3%, Spring 2025 = 86%)
- Feeling Welcome:
 - The number All Students in Gr 4 and 7 at Arthur Stevenson reporting “All of the time” or “Most of the time” has increased significantly in the past 4 years (Spring 2021 = 53%, Spring 2022 = 65%, Spring 2023 = 70%, Spring 2024 = 70%, Spring 2025 = 85%)
- Adults Who Care:
 - Students reporting 2 or more Adults Who Care has increased steadily over the past 3 years with a notable increase of 4% this year (Spring 2021 = 56%, Spring 2022 = 57%, Spring 2023 = 58%, Spring 2024 = 62%, Spring 2025 = 70%)
- Sense of Belonging at School:
 - Students reporting feeling a sense of belonging at school “All of the time” or “Most of the time” has increased steadily in the past 3 years (Spring 2022 = 48%, Spring 2023 = 52%, Spring 2024 = 51% (68%*), Spring 2025 = 75%) (*DEWRS Data)

Grade 7 (Student Learning Survey continued):

- 98% of All Students in Grade 7 at Arthur Stevenson report “Agree” or “Strongly Agree” with the statement “At school, I am learning how to take care of my physical health”. Comparatively, 73% of All Students in Grade 7 in All Schools in the district.
- 85% of All Students in Grade 7 at Arthur Stevenson report “Most of the time” or “All of the time” when asked “At school, I am learning to understand and support human rights and diversity”. This compares to 68% across the district for All Students in Grade 7.
- Furthermore, when asked, “Do adults in the school treat all students fairly?”, 74% of All Students in Grade 7 at Arthur Stevenson reported agreeing to this statement “Most of the time” or “All of the time”. While All Students in Grade 7 across the district reported agreeing to that statement 62% either “Most of the time” or “All the time”.
- Additionally, when asked, “How many teachers help you with your schoolwork when you need it?”, 68% of All students in Grade 7 at Arthur Stevenson reported two or more teachers. For All Students in Grade 7 across the district, 50% of All Students reported two or more teachers.
- Similarly, when comparing student responses “Most of the time” and “All of the time” to the question “At school, are you able to get extra help when you need

it?" All Students in Grade 7 at Arthur Stevenson reported 74% while the district average was 63%.

- When asked "At school, are you provided with feedback on how you could improve your learning?" Arthur Stevenson All students in Grade 7 reported 70% versus a district average of 59% for "Most of the time" or "All of the time" responses.
- Lastly, when asked "Are you taught to improve how you learn?" Arthur Stevenson All Students in Grade 7 reported "Most of the time" or "All of the time" in 64% of responses versus 57% for All Students in Grade 7 across the district.

Grade 4 (Student Learning Survey continued):

- When asked to respond to the statement "I am happy at my school", 82% of All Students in Grade 4 at Arthur Stevenson reported "Most of the time" or "All of the time", compared to 74% All Students in Grade 4 across the district.
- The response rate for "Most of the time" or "All of the time" to the question, "Do adults in the school treat all students fairly?", was 9% higher for All Students in Grade 4 at Arthur Stevenson (78%), compared to All Students in Grade 4 across the district (69%).
- 7% more students at Arthur Stevenson (70%) for Grade 4 All Students reported "Most of the time" or "All of the time" to the question "Do you like school?" compared to All Students in Grade 4 across the district (63%).
- When asked, "If you have a problem, can you get the help you need from adults at your school?" and "Do adults at school welcome your questions?", 85% of All Students in Grade 4 at Arthur Stevenson responded "Most of the time" or "All of the time". Whereas 72% of All Students in Grade 4 responded this way across the district to both questions.
- All Students in Grade 4 at Arthur Stevenson reported 15% higher than All Students in Grade 4 in the district to the question, "Students in my school treat each other with respect even if they are not friends".
- All Students in Grade 4 at Arthur Stevenson reported 23% higher "Most of the time" or "All of the time" to the question, "At school, are you learning about Indigenous Peoples (First Nations, Inuit and Metis)?" compared to the district average in the same category.

AREAS TO GROW:

Student Learning Survey Data:

- Grade 4 Sense of Belonging at School:
 - When asked "When you make a choice, do you think about how it might affect others?", All Students in Grade 4 at Arthur Stevenson reported 46% "Most of the time" or "All of the time". However, All Students across the district in Grade 4 had 55% response rate on this question.

- When asked, "Do you work well with others on group projects?", student responses "Most of the time" or "All of the time" in Grade 4 for All Students at Arthur Stevenson reported 61% compared to 67% of Grade 4 for All students across the district.
- Grade 7
 - When asked, "Do you like school?" 36% of All Students in Grade 7 at Arthur Stevenson responded, "Most of the time" or "All of the time". Whereas 46% of All Students in Grade 7 across the district reported "Most of the time" or "All of the time" to this question.
 - When asked, "Are you learning how to solve problems with others in peaceful ways?", responses for "Most of the time" or "All of the time" for All Students in Grade 7 at Arthur Stevenson was 45%. Whereas All Students in Grade 7 across the district had a response rate of 56%.

SCHOOL STRATEGIES:

To improve feeling welcome, safe, and connected to our school, we will:

- Continue to identify the students who aren't feeling safe, welcome and a sense of belonging at school, the administration will utilize a survey for students in gr 4-7s in which only PVP will know student identities and follow up with those students to learn more about their perspectives and how the school can make changes to better support them.
- Teach social-emotional skills to support mental health, physical well-being, and student success:
 - Continue to promote a school wide strategy for teaching empathy using *Kindness in the Classroom* curriculum and mindfulness techniques with staff at regular staff meetings.
 - Foster a school culture of giving back to our community by encouraging classes to research, volunteer, raise awareness and/or fundraise for a charitable organization at times of the year that align with each division's 7 Grandfather Teaching Assembly presentation.
- Hold 3 or more school wide assemblies dedicated to the Zones of Regulation.
- Provide opportunities for Diverse students to be a part of social groups such as the GSA club and various clubs aimed at bringing staff and students together who share similar passions and hobbies.
- Create opportunities for inclusive community consultation and support (surveys for parents of Indigenous and Diverse learners).
- Share strategies with parents to use at home to promote empathy (via monthly newsletters).
- Seek input and funding from PAC to improve the accessibility of our playground for students with diverse abilities.
- Visibly acknowledge and celebrate diversity in our learning environments.
- To determine which students are "at the margins" and how best the school can support them individually with our school's Well-Being goal, the administration will conduct listening sessions (interviews and student surveys) with students identified as not connected to staff via the 2X10 strategy as well as Indigenous

and Diverse students.

To improve classroom and school-wide practices, we will:

- Continue to promote our school motto - "You Belong Here!"
- Focus on explicit teaching of empathy (*Kindness in the Classroom* unit themes) to connect our R.O.C.K.S. matrix, 7 Grandfather Teachings and W.I.T.S. in classrooms and on the playground (Admin will train teachers and CEAs to model and teach this at recess and lunch).
- Continue the "Kindness Challenge" initiative to promote empathy through monthly to bi-weekly contests and assignments (and draw for prizes)!
- Continue with the 2X10 Strategy with all staff (including regular itinerant staff).
- Admin will revisit de-escalation training (Crisis Development model framework, Communication skills, Responding to Defensive Behaviour and restorative conversations) during staff meetings.
- Listening Circle (Staff) - results indicate the need for LARTs/Admin to run targeted social skills student groups.
- Implement targeted professional learning at staff meetings:
 - Mental health literacy (ex Oct, Feb & May),
 - Diversity (ex Nov, Jan, June),
 - Indigenous World Views (ex Sept, April, June),
 - Inclusive Practices (ex Sept, Dec, April)

To improve Aboriginal student learning, we will:

- Highlight Indigenous Education initiatives/ideas from ABED LEAD sessions and Standard 9 at Staff Meetings.
- Maintain and further develop our practice of class presentations on the 7 Grandfather Teachings at monthly assemblies (and increase student leadership component).
- Implement strategies in Local Education Agreements and the Aboriginal Enhancement Agreement.
- Invite Elders to spend time in our school sharing stories that matter to them.
- Continue to highlight the connections students make to the 7 Grandfather Teachings at monthly assemblies and to display artifacts that represent students' learnings with respect to Indigenous cultures and ways of knowing.
- Continue to promote local Aboriginal language by highlighting new words at monthly 7 Grandfather Teaching Assemblies and during the morning announcements.
- Ensure the First Peoples Principles of Learning (FPPL) are at the forefront of our teaching and learning. Most specifically:
 - Learning requires exploration of one's identity
 - Learning involves recognizing the consequences of one's actions.
 - Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors.
- Provide discussion opportunities regarding how we bring FPPL to life in our school at staff meetings.

To improve wellbeing, we are allocating our financial resources towards:

- Provide honoraria to Elders who commit to spending time with students at our school and sharing their cultural experiences with us.
- Purchasing literacy resources and other learning materials that ensure students from diverse backgrounds are visible.

Evidence and Next Steps

In May 2025, teaching staff reviewed data from the Student Learning Survey to discuss next steps for the remaining two months of school and moving into the next school year.

Further consultation will begin in the Fall of 2025 with staff (teaching, support, IEW), students, parents/PAC, and Indigenous community members). Moreover, the administration will seek to learn more from the students who do not feel a sense of belonging, connection to adults or feel safe at school through formal and informal collection of feedback from students.

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- In what ways can we improve the experience at school for students at the margins? Through collecting specific information from students at the margins about their successes and struggles at school in the form of surveys and interviews, we will be able to adapt our work to create more success for these students at school.

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Students who do not have many friends and struggle socially and/or financially)

State one or two actions taken by staff to understand these learners' school experience:

- Our staff continues to employ the 2 X 10 strategy, collecting map data (mid-year survey of approximately 10% of all grades 4-7), and street data (individual interviews with principal) and discussing this work regularly at staff meetings.

Share how you have used, or plan to use, this information to create positive change:

- Priority is given to these students to participate in after school programs (art based and sports based) for which we typically offer 3 times per year. Staff also give extra consideration to class placements for next year for these

students. We are also planning to enhance the 2 X 10 strategy with staff to include information about the number of students who have only one friend (or none) that is dependable or whether they only have negative peers at school. Next year, we will ensure to include those students in street data interviews and select them for after school programs. Also, from the map and street data collected this year, it is evident that students at the margins have concerns regarding math work in class (and homework). We see this reflected in student achievement in grade 4-7 in terms of Numeracy results on FSA (Foundational Skills Assessment) in grades 4 and 7 and the DNA (District Numeracy Assessment) in grades 5 and 6.