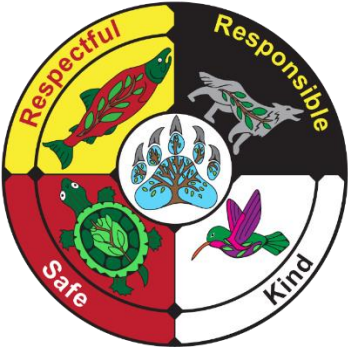


Revised in September 10<sup>th</sup>, 2025



*BARRIERE ELEMENTARY SCHOOL*

Annual School Learning Plan 2025-2026



## 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 the SIMPCW FIRST NATION through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

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## CONTEXT

### Barriere Elementary School – 2025–2026 Overview

#### Our Core Commitments

At BES, our school culture is grounded in four essential principles that guide how we learn, grow, and connect with one another:

- **Kindness** – We show compassion and empathy in our words and actions.
- **Safety** – We work together to ensure a secure and supportive environment for all.
- **Respect** – We value each other’s uniqueness and treat everyone with dignity.
- **Responsibility** – We make thoughtful choices and contribute to our shared community.

#### Our Mission

We strive to build a positive, inclusive, and dynamic learning space where every student feels seen, supported, and inspired to succeed, both inside and outside the classroom.

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#### Who We Are

Barriere Elementary School is home to approximately 200 students from Kindergarten through Grade 6. Nestled in a rural setting, our school community draws strength from its ties to forestry, agriculture, and local small businesses. About 30 of our students proudly identify as Indigenous, including members of the Simpcw First Nation and other Indigenous communities across B.C.

Students who join us throughout the school year are warmly welcomed and quickly become part of our vibrant school family.

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#### Community Connection and Learning Environment

BES thrives on strong partnerships with families and the broader community. Whether it's through volunteering, supporting food programs, or engaging in school-wide initiatives focused on wellness and literacy, our families play a key role in school life. Our nutrition programs, including daily breakfast and lunch, continue to support the health and learning readiness of many students.

We proudly embrace our rural identity while maintaining a strong focus on inclusion and belonging. Every student is encouraged to grow academically, socially, and emotionally through rich learning experiences in the classroom and beyond, including athletics, the arts, and community events.

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### **Our Focus for 2025–2026: Numeracy**

Each year, we reflect on how best to support student growth. In spring 2025, through collaboration with staff and school partners, we identified a clear priority for the upcoming school year: **enhancing numeracy**.

Building on the success of our recent literacy initiatives, which led to consistent gains across grade levels and outcomes above the district average, we will now concentrate our efforts on strengthening students' mathematical understanding. While our literacy supports will remain in place, our targeted improvement work will shift fully to numeracy.

This renewed focus is guided by the **First Principles of Learning** and is aligned with the **SD73 Strategic Plan (2022–2027)**. Our direction reflects input from educators and key partners, including KTTA, CUPE, and our Parent Advisory Council (PAC).

### **Learning Goal for 2025 to 2026**

Our primary focus for the 2025 to 2026 school year is to strengthen student achievement in numeracy. This emphasis reflects both current student needs and a shared commitment among staff to enhance mathematical thinking and problem-solving across all grade levels.

At the same time, literacy remains a continued area of growth, particularly in reading proficiency. Over the past several years, we have seen steady improvement in student reading outcomes, supported by a dedicated and passionate team of educators. We are committed to maintaining and deepening this progress.

Our continued focus on both numeracy reflects our commitment to comprehensive academic development. By nurturing strong foundational skills in these key areas, we aim

to support the success of every student across the curriculum and in all aspects of learning.

**Learning Goals (primary goal-numeracy and secondary goal-reading literacy)**

**Intellectual Development**

At Barriere Elementary School, we are committed to developing the intellectual capacity of all learners. We aim to nurture students who can think critically, reason effectively, and solve problems with independence and confidence. Through rich learning experiences, we seek to foster a lifelong love of learning, curiosity about the world, and the ability to express creative thought.

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**District Goal**

Every learner will develop the competencies and skills necessary to succeed academically.

**District Outcome**

Students will meet or exceed literacy and numeracy expectations for each grade level.

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**School Goal**

To see measurable improvement in student **literacy**, with a focused effort on enhancing **reading proficiency from Kindergarten to Grade 6**.

While literacy remains a foundational pillar of our instructional practices, we have identified **numeracy** as our **primary area of growth** based on recent student performance data.

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**Areas to Grow: Numeracy**

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**School Results Analysis**

At Barriere Elementary School, we have long acknowledged the importance of numeracy as a key area for student success. In response to school-wide data and standardized assessments such as the FSA, we shifted our primary instructional focus from literacy to numeracy last year.

Our most recent FSA results indicate a **31% gap below the district average** in numeracy performance, clearly identifying an urgent need for targeted improvement.

Looking ahead to the **2025–2026 school year**, our aim is to try and close the performance gap and ensuring that student outcomes in numeracy meet or exceed both **district and provincial standards**.

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Barriere Elem All	61%	48%	42%	52%	34%	43%	-4%
Barriere Elem Aboriginal	83%	80%	0%	50%	29%	26%	14%
Barriere Elem Non-Aborigina	56%	38%	50%	52%	36%	46%	-7%
Barriere Elem Diverse	100%	50%	na	33%	17%	25%	#VALUE!
Barriere Elem Non Diverse	60%	47%	42%	55%	38%	45%	-2%
SD73 All	72%	64%	63%	60%	66%	63%	2%
SD73 Aboriginal	67%	46%	46%	48%	51%	48%	3%
SD73 Diverse	61%	39%	34%	45%	54%	44%	10%
Province ALL	72%	66%	63%	63%	65%	64%	1%
Province Aboriginal	56%	45%	43%	45%	48%	45%	3%
Province Diverse	60%	52%	47%	52%	52%	50%	3%

**School Learning Goal Plan – 2025 to 2026**

**Primary Goal: Improve Student Numeracy**

Building on the foundational work from the 2024 to 2025 school year, our primary learning goal for 2025 to 2026 is to continue improving student achievement in **numeracy**. This goal is driven by school-wide data, including standardized assessments, and reinforced by teacher observations and instructional insights.

To evaluate our progress, we will use a multi-measure approach that includes:

- School-created numeracy assessments (administered in the fall and spring)
- FSA (Foundations Skills Assessment) data
- DNA (District Numeracy Assessment) data

- Qualitative insights from teacher observations and student work
- 

## **Our Numeracy Approach: Figuring Out Fluency**

In 2024, BES implemented a new school-wide numeracy program called "**Figuring Out Fluency**." This instructional framework is designed to build deep and flexible mathematical understanding and emphasizes five key components:

- 1. Clarifying the Concept of Fluency**  
Establishing a shared definition of fluency and clearly communicating it with students and parents.
- 2. Addressing Readiness Skills**  
Developing conceptual understanding, number sense, and basic fact fluency as the foundation for further learning.
- 3. Teaching Strategic Problem Solving**  
Helping students recognize problem features and apply a range of effective strategies.
- 4. Focusing on Reasoning Over Speed**  
Encouraging student reasoning, strategic thinking, and choice selection instead of prioritizing speed and rote accuracy.
- 5. Evaluating Fluency Holistically**  
Assessing fluency based on efficiency, accuracy, and flexibility—not just correct answers.

Instructional practices focus on **strategy-based teaching**, providing **regular opportunities for practice**, and empowering students to choose among strategies. The goal is to build numerical fluency through consistent, thoughtful engagement with number operations.

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## **Professional Development and Staff Support**

To ensure successful implementation:

- All recommended books and instructional resources have been provided to teaching staff.
- Monthly **book study sessions** continue during staff meetings to deepen understanding and alignment.
- Professional development is supported through an ongoing partnership with **district numeracy mentor Monica Bergeron**, who introduced the program at BES and remains actively involved.
- **Dedicated collaboration time** is built into staff meetings to share ideas, troubleshoot challenges, and celebrate progress.

This plan emerged from ongoing collaborative discussions between primary and intermediate teams and reflects a shared commitment to improving numeracy instruction school-wide.

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### **Evidence of Progress**

To determine if we are making progress toward our goal, we will monitor the following:

1. **Qualitative “street data”** from teacher reflections, student work, and classroom observations
  2. **District Numeracy Assessments (DNA)**
  3. **FSA results** from Grade 4 students
  4. **School-based formative and summative assessments** tailored to our learning context
- 

### **Why It Matters**

Our most recent FSA data shows BES students are performing **31% below the district average in numeracy**. While we’ve made gains in recent years, continuing to prioritize numeracy is essential to closing this gap and ensuring all students can confidently engage in mathematical learning.

### **AREAS TO CELEBRATE:**

We have consistently observed year-over-year growth in reading literacy across our Indigenous, diverse, and overall student populations. The accompanying data chart illustrates these positive trends clearly.

According to our most recent FSA results, reading literacy has increased by 7% over the past year, and by an impressive 23% over the past four years. In 2020–2021, our school was performing 26% below the district average in reading literacy. Today, we are scoring 7% above the district average, a truly outstanding improvement.

Notably, our Indigenous students have demonstrated remarkable gains during this period, reflecting the impact of focused support and culturally responsive teaching practices.

These outcomes highlight the effectiveness of our sustained literacy efforts and affirm the positive impact of our instructional strategies on student achievement.

Literacy Foundation Skill Assessment Grade 4							
Positive Response Rate	2021/22	2022/23	2023/24	2024/25	2025/26	3 year avg	3 year +/-
Barriere Elem All	48%	55%	64%	71%		63%	8%
Barriere Elem Indigenous	60%	0%	100%	67%		56%	33%
Barriere Elem Non-Indigenou	44%	64%	57%	72%		64%	4%
Barriere Elem Diverse	0%	na	67%	20%		44%	#VALUE!
Barriere Elem Non Diverse	53%	55%	64%	81%		67%	13%
SD73 All	74%	75%	72%	64%		70%	-6%
SD73 Indigenous	60%	60%	66%	53%		60%	-4%
SD73 Diverse	54%	56%	60%	53%		56%	-2%
Province ALL	75%	74%	72%	63%		70%	-6%
Province Indigenous	60%	59%	58%	47%		55%	-6%
Province Diverse	59%	59%	59%	51%		56%	-4%

**AREAS TO GROW:**

**Current Status:**

Despite some gains in our numeracy results in recent years, we did experience a decline this past year. While this drop could be attributed to a variety of factors, the data is clear: we remain 20 percent below the district average and 21 percent below the provincial average in Grade 4 FSA numeracy results. This continues to be a significant area of concern and highlights the need for sustained focus and intentional growth moving forward.

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Barriere Elem All	61%	48%	42%	52%	34%	43%	-4%
Barriere Elem Aboriginal	83%	80%	0%	50%	29%	26%	14%
Barriere Elem Non-Aborigina	56%	38%	50%	52%	36%	46%	-7%
Barriere Elem Diverse	100%	50%	na	33%	17%	25%	#VALUE!
Barriere Elem Non Diverse	60%	47%	42%	55%	38%	45%	-2%
SD73 All	72%	64%	63%	60%	66%	63%	2%
SD73 Aboriginal	67%	46%	46%	48%	51%	48%	3%
SD73 Diverse	61%	39%	34%	45%	54%	44%	10%
Province ALL	72%	66%	63%	63%	65%	64%	1%
Province Aboriginal	56%	45%	43%	45%	48%	45%	3%
Province Diverse	60%	52%	47%	52%	52%	50%	3%

## School Numeracy Strategies

### 1. Professional Development

- Facilitate workshops with the district numeracy mentor and promote relevant professional development opportunities (e.g., mathematical thinking, teaching problem-solving, number sense development).
- Differentiate professional learning based on teacher experience, ensuring sessions are meaningful for both new and experienced staff.
- Provide ongoing coaching opportunities to support teachers in implementing strategies effectively.

### 2. Targeted Numeracy Programs

- Implement small-group numeracy interventions for students requiring additional support (e.g., math facts fluency, place value, problem-solving strategies).
- Use diagnostic assessments to identify areas of need and adjust groups regularly to ensure targeted, responsive instruction.
- Reassess current math group structures, expanding strategies to better support lower-achieving students while continuing to challenge higher-achieving learners.

### 3. Enhanced Resources

- Provide teachers with resources aligned to the curriculum, including a comprehensive package of math games designed to engage students in hands-on, interactive learning.

- Offer clear guidance and support for teachers to effectively integrate resources into daily instruction.

#### **4. Cultural Integration**

- Integrate numeracy strategies aligned with the local Education Agreement and Aboriginal Education Enhancement Agreement.
- Collaboratively co-create numeracy connections with Indigenous communities, incorporating knowledge systems such as seasonal cycles, traditional measurement, and patterns in nature.
- Provide training and support for staff to deepen understanding of culturally responsive numeracy practices, with guidance from the Aboriginal Education Worker (AEW).

#### **5. Experiential Learning**

- Encourage real-world learning experiences (e.g., science centers, grocery budgeting trips, nature walks involving measurement and data collection).
- Incorporate reflection activities to help students connect field experiences back to classroom numeracy concepts.
- Build cross-curricular connections to highlight the role of numeracy across subjects.

#### **6. Community Engagement**

- Organize a **Parent Math Games Night** to involve families, foster positive attitudes toward numeracy, and strengthen home-school connections.
- Provide families with take-home tools, strategies, and resources to sustain involvement in numeracy learning beyond single events.

#### **7. Student Engagement**

- Develop classroom strategies that foster motivation, inclusivity, and curiosity in numeracy.
- Incorporate student voice in shaping learning experiences to increase ownership and relevance.
- Promote a growth mindset by normalizing productive struggle and celebrating progress as well as achievement.

## **8. Collaborative Planning**

- Hold regular team meetings to plan math units, align teaching strategies, and strengthen assessment practices.
- Allocate dedicated time for collaborative planning, encouraging peer learning and sharing of best practices.
- Focus discussions on critical concepts where students tend to struggle (e.g., regrouping, counting on) to ensure consistency across classrooms.

## **9. Alignment with Assessment Language**

- Ensure instructional language matches assessment terminology (e.g., decomposition strategies aligned with subtraction), reducing confusion for students.
  - Regularly review assessment language with staff to maintain clarity and consistency across grade levels.
- 

## **Next Steps for Numeracy Goals**

### **1. Number Sense & Operations**

- Strengthen foundational numeracy skills in the early grades, including number recognition, place value, and mental math strategies.
- Emphasize both conceptual understanding and procedural fluency, with targeted focus on common challenges such as regrouping and counting on.
- Differentiate strategies to support diverse learners and include real-world applications to make learning meaningful and relevant.

### **2. Resource Acquisition**

- Purchase guided numeracy kits for intervention sessions (Grades 3–6).
- Expand access to math games and hands-on resources to enrich classroom practice and math centers.
- Ensure resources are clearly aligned with curriculum outcomes and provide staff training to support effective classroom use.

### **3. Staff Collaboration**

- Continue implementing unified strategies for numeracy instruction (e.g., math talks, number strings, common assessment tools).
- Collaborate with the district's Numeracy Team for joint professional development and inter-grade planning.
- Strengthen collaboration through shared planning tools, peer learning, and regular team meetings to share successful practices and ensure consistent language between instruction and assessment.

### **4. Sustainability**

- Integrate effective numeracy interventions into everyday classroom instruction, embedding them into core practice for long-term impact.
- Maintain a focus on conceptual understanding and procedural fluency as key pillars of numeracy growth.

### **5. Data-Driven Instruction**

- Use formative assessments (e.g., classroom math check-ins, diagnostic tools) to guide instruction and monitor student progress.
- Review data collectively in team meetings to guide planning, identify trends, and adjust supports as needed.

### **6. Wellbeing Integration**

- Make wellbeing goals actionable by embedding them into numeracy instruction (e.g., fostering growth mindset, reducing math anxiety, building student confidence).
- Encourage safe, supportive classroom environments where mistakes are valued as part of the learning process.

**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 at our school.

**SCHOOL RESULTS ANALYSIS:**

According to our most recent satisfaction survey, **52% of students at BES reported a sense of belonging**, which is **4% lower than the district average**. While our three-year trend remains **slightly ahead of the district by 1%**, we recognize that this number is still lower than we would like. For this reason, we are prioritizing this goal heading into next school year. We also hope that improving our students’ sense of belonging will have a positive impact on our **sense of safety** data as well.

Student Learning Survey School Belong							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Barriere Elem All	52%	56%	53%	63%	52%	56%	-1%
Barriere Elem Indigenous	60%	50%	67%	80%	33%	60%	-17%
Barriere Elem Non-Indigenous	50%	58%	50%	59%	55%	55%	3%
Barriere Elem Diverse	50%	0%	50%	na	67%	59%	#VALUE!
Barriere Elem Non Diverse	52%	58%	54%	63%	50%	56%	-2%
SD73 All	53%	54%	53%	57%	56%	55%	2%
SD73 Indigenous	46%	49%	46%	53%	52%	50%	3%
SD73 Diverse	46%	47%	48%	50%	48%	49%	0%
Province ALL	65%	64%	56%	56%	57%	56%	0%
Province Indigenous	57%	56%	47%	47%	49%	48%	1%
Province Diverse	57%	58%	47%	49%	50%	49%	2%

**SCHOOL GOAL:**

Our wellbeing goal for the 2025-26 upcoming year is to continue to improve both students’ sense of belonging in our school.

**Areas of strength:**

A notable strength of our school is the **genuine care our students receive from the adults in our community**. This reflects the dedication and commitment of our BES team, who consistently strive to build meaningful, supportive relationships with every student. We are proud to report that **88% of our students feel that adults at BES care about them**, which places us **20% ahead of the district average** in this area.

Encouragingly, our recent Student Satisfaction Survey also shows that **75% of our Indigenous students** and **75% of our diverse student population** feel supported by the adults in our building. As a school team, we take great pride in these results and the inclusive, caring environment we continue to nurture.

For a visual representation of this progress, please refer to the chart below.

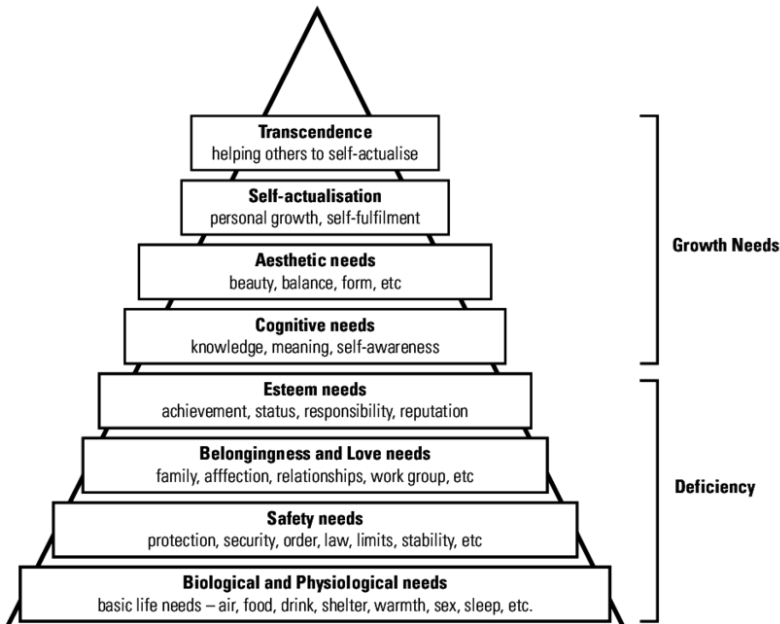
Student Learning Survey Adults Care							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Barriere Elem All	72%	72%	53%	88%	83%	75%	15%
Barriere Elem Indigenous	80%	100%	67%	100%	75%	81%	4%
Barriere Elem Non-Indigenou	71%	65%	50%	85%	85%	73%	18%
Barriere Elem Diverse	100%	100%	50%	na	100%	75%	#VALUE!
Barriere Elem Non Diverse	68%	71%	54%	88%	80%	74%	13%
SD73 All	67%	63%	69%	65%	67%	67%	-1%
SD73 Indigenous	63%	60%	67%	60%	66%	64%	-1%
SD73 Diverse	68%	65%	68%	65%	65%	66%	-2%
Province ALL	66%	62%	62%	63%	63%	63%	1%
Province Indigenous	65%	63%	63%	64%	63%	63%	0%
Province Diverse	67%	66%	66%	66%	65%	66%	-1%

Student Learning Survey Adults Care						
Grade 4	2020-21	2021-22	2022-23	2023-24	3 year avg	3 year +/-
Barriere Elem Gr 4	72%	53%	88%	83%	74%	15%
Barriere Elem Gr 4 Indigenous	100%	67%	100%	75%	86%	4%
Barriere Elem Gr 4 Diverse	100%	50%	na	100%	83%	#VALUE!
SD73 Gr 4	67%	68%	69%	72%	69%	2%
SD73 Gr 4 Indigenous	67%	64%	68%	70%	67%	3%
Sd73 Gr 4 Diverse	72%	59%	69%	72%	68%	7%

**AREAS TO GROW:**

Our primary focus for improvement is to **enhance the overall sense of belonging among students at BES**. According to **Maslow’s revised Hierarchy of Needs** (see chart below), **a sense of belonging in one’s environment is a foundational need**, even more essential than cognitive learning. When students do not feel a strong sense of belonging and emotional safety, their ability to engage and learn effectively is significantly reduced.

With data indicating a 63 percent satisfaction rate, reflecting a 5 percent improvement from last year's survey, we acknowledge the continued need for progress. Every student should feel assured of their safety at school, as it lays the groundwork for effective learning and holistic development. Thus, we are committed to investing significant effort in the upcoming school year to further enhance these numbers. Please refer to the chart below for additional context and reference.



## SCHOOL STRATEGIES: Enhancing Students’ Sense of Belonging at BES

### Introduction

Our primary focus this year is to strengthen the sense of belonging among students at BES. Building a strong connection to school is essential for student well-being and academic success. A foundational component of Maslow’s revised Hierarchy of Needs, belonging precedes cognitive learning. When students feel they are valued and accepted members of the school community, they are more engaged, confident, and ready to learn.

One of the key strategies we are using to support this goal is the establishment of a PBIS (Positive Behavioural Interventions and Supports) committee. This team meets monthly to analyse student behaviour and engagement data, identify trends, and develop responsive strategies that promote inclusion, connection, and school pride. For example, we regularly update our school matrix and monthly themes to better reflect belonging-centred goals and practices.

We are also implementing a wide range of strategies and supports to create a school culture where all students feel seen, heard, and valued.

## **Building Staff Capacity: Strategies and Next Steps**

### **1. Trauma-Informed Practice**

- Professional Development: Shona Wood, our School and Family Consultant, will lead sessions on trauma-informed teaching.
- Staff Book Study: Principal-led study of *The A to Z of Trauma Informed Teaching*.
- Ongoing Reflection and Practical Application: Monthly staff meetings to discuss implementation, share successes, and follow up with peer-supported strategies.
- Goal: Support students with complex emotional needs to foster belonging and connection.

### **2. Cognitive Connections Training**

- Focus: Enhance student self-regulation, emotional resilience, confidence, and social connection.
- Implementation: Staff engage in professional development on Cognitive Connections strategies, with follow-up practical applications and peer collaboration to sustain impact.

### **3. Amplifying Student Voice and Data-Driven Action**

- Sense of Belonging Survey: Students identify areas of strong and weak connection; staff analyze results and plan actions via PBIS and staff meetings.
- Empathy Interviews: Using Street Data methods, staff conduct interviews to understand student experiences; students are actively involved in co-creating solutions.
- Street Data Practice: Identify marginalized students and develop specific, trackable strategies to improve belonging.

- Next Steps: Continuously gather student feedback on initiatives to refine programs and ensure all student voices are heard.

#### **4. Fostering a Positive School Culture and Climate**

- Empathy and Kindness Initiatives: Classroom activities and modeling to strengthen peer relationships and inclusivity.
- Positive Adult Presence: Staff greet students daily, build connections, and reinforce shared values.
- “Golden PAWS” Recognition: Celebrate students demonstrating positive, inclusive behaviors; ensure recognition initiatives are inclusive and student-informed.

#### **5. Embracing Cultural Relevance and School Spirit**

- Indigenous-Focused School Matrix: Guides routines, reflecting Indigenous values and perspectives; involve Indigenous partners, local Elders, or Knowledge Keepers regularly to deepen integration.
- School-Wide Art Projects: Collaborative projects focused on belonging, diversity, and unity.
- School Spirit Events: Spirit days that celebrate student identities and contributions.

#### **6. Sustainability and Long-Term Impact**

- Strategies are embedded in school culture through shared language, expectations, and relationships.
- Documentation and Empowerment: Document strategies and empower staff and students to lead initiatives, ensuring lasting impact.
- Goal: Every student experiences belonging daily.

#### **7. Strategies to Explore Next Year**

##### **Community and Intergenerational Connections**

- Teacher-led group projects; clarify roles and responsibilities to prevent overload for staff not involved in extracurriculars.
- Community engagement and mentoring programs (“High School Big Buddies”) with continuity and follow-up to maintain meaningful connections.
- Student contributions to local senior centres.

- “Art for Others” program: student art sales support community causes.

### **Strengthening Student-Teacher Relationships**

- Daily connection with highflyer students; adult belonging check-ins pairing students with staff beyond their classroom teacher.

### **Morning Belonging and Soft Starts**

- Morning meetings and quiet indoor options for overstimulated students (library, directed drawing, reading, empathy activities).
- Gather student feedback on soft starts and quiet spaces to ensure they meet diverse needs.
- Option for students to return outside if overstimulated.

### **Clubs and Interest-Based Activities**

- Parent-led clubs (board games, chess, sewing, Makerspace, dance competitions).
- Recognition of non-sport achievements at morning gatherings.

### **Cultural Relevance and Indigenous Learning**

- Class-wide Indigenous activities and monthly study of the 10 Secwepemc Beliefs.
- Indigenous-themed art and colouring contests.

### **Community Celebration and Visibility**

- Enhance morning gatherings with welcoming presence and slideshow highlights of diverse student successes.

---

### **Inquiry Question:**

*How can we use Street Data, specifically empathy interviews and student-identified spaces, to understand the experiences of marginalized student groups at BES and develop equitable strategies that increase their sense of belonging and safety within the school community.*

## CULTURAL & IDENTITY GOAL

### CULTURAL & IDENTITY DEVELOPMENT

Fostering personal identity and promoting cultural humility and safety within our school community.

#### DISTRICT GOAL:

Ensure that every learner feels personally and culturally safe, supported, and able to thrive.

#### DISTRICT OUTCOME:

Students will participate in inclusive learning environments that are free from racism, sexism, homophobia, harassment, and all forms of discrimination.

#### DISTRICT OBJECTIVE:

Establish a foundational understanding of cultural safety and humility among students, staff, and families.

---

#### SCHOOL OBJECTIVE:

Students will engage in learning that is rooted in **Aboriginal ways of knowing and being**.

---

#### SCHOOL STRATEGIES FOR 2025–26:

Throughout the 2025–26 school year, we are committed to **creating culturally responsive learning opportunities** that reflect Indigenous perspectives and values. These strategies aim to deepen understanding, foster belonging, and honour Indigenous teachings in our daily school life.

**Key Approaches Include:**

- **Evolving Our Assembly Practices:**

This past year, we introduced a new circle-based seating format during assemblies to reflect the **Circle of Courage**. Moving forward, students will continue to sit in their designated quadrants of the circle, with each area representing a different teaching—**Independence, Belonging, Mastery, and Generosity**—which will be woven into weekly themes.

- **Central Fire Representation:**

A symbolic hearth will remain at the center of our gatherings, inspired by the hearth in SD27's 2022–2027 Strategic Plan, to represent a space of safety, warmth, and community connection.

- **Cultural Integration in Weekly Routines:**

Our assemblies and gatherings will continue to open with the **Welcome Song**, and our **Word of the Week** will be shared in **Secwepemctsin**, supporting language revitalization and cultural visibility.

- **Curriculum Integration:**

Classroom teachers will deepen their commitment to incorporating **Aboriginal ways of knowing and doing** across subjects, supported by continued use of the **First Peoples Principles of Learning**. A school-wide art project based on these principles was completed last year, and we will build on that work in the year ahead.

- **Cultural Art in Our School Matrix:**

Our **core values matrix** now includes Indigenous animal imagery introduced during the 2023–24 year, which will continue to evolve through 2024–25 and into 2025–26.

- **Cultural Learning Opportunities:**

Students will take part in meaningful Indigenous cultural events throughout the year, including:

- The **TREC Powwow**
- The **Dunn Creek Salmon Release**
- A **Cultural Day at Neqweyqwelsten School**

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## PROFESSIONAL LEARNING TO SUPPORT ALL GOALS (2025–26):

Staff learning and collaboration will be a cornerstone of our approach again this year. We will engage in:

- **Book Studies and Shared Inquiry:**  
Building on last year’s studies (*Street Data* and *What to Look For: Understanding and Developing Student Thinking in Numeracy*), we will begin a new book study (title to be confirmed) focused on cultural or identity-based education.
- **Ongoing Staff and CEA Collaboration:**  
Regular discussions during **staff and CEA meetings** will provide time for sharing strategies, planning, and reflecting on progress across all school goals.
- **Workshops and Guest Speakers:**  
We will invite experts and district staff to support learning around cultural safety, literacy, and numeracy.
- **Review and Alignment with Key Frameworks:**  
As a team, we will revisit the **WITS program, Guided Reading, MindUP, and Zones of Regulation**, alongside the **Seven Principles of Learning** and the **Seven Grandfather Teachings**, to ensure our teaching practices support the whole child.
- **Collaboration with District Literacy and Numeracy Teams:**  
BES staff will continue to work closely with district coaches to strengthen our instructional approaches in literacy and numeracy, guided by culturally responsive principles and supported by dedicated time during staff meetings.

