



Dufferin Elementary Annual School Learning Plan 2025-2026

Sept. 17th, 2025



Land Acknowledgment: Kamloops School District No. 73 acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People.

Dufferin Elementary believes that we are all learners and that learning is a life-long process. We see our students as ***belonging to our whole community and value their individual learning styles and unique characteristics***. We, as educators, are invested every day, in not only the education of our students, but their ***social and personal growth***.

At Dufferin, we believe our students should AIM high: **Achieving excellence, Imagining a future and Making it happen**, through creative, hands-on academic and social competencies.

Welcome to Dufferin Elementary School, a wonderful place to live, learn, play, and build engaging, empathetic learners.

WHO WE ARE in SD73



DUFFERIN EDUCATION TEAM VALUE COMMITMENTS

- At Dufferin Elementary respect and relationships are valued in order to build trust amongst the school community - our team will focus on building these vital aspects within our SLP
- Our Dufferin team will show our compassion through accepting values of others with an open mind and placing students' success as our top priority
- By fostering a healthy and open learning environment, our Dufferin team will continue to be respectful, honest, and truthful with our community.
- By being accessible and open, our staff can make sure everyone in our community believes they have a voice.

Dufferin is a part of the Southshore Family of schools which includes; Aberdeen, Beattie, South Sa-Hali, Lloyd George, Savona, and South Kamloops Secondary School. As a Family of schools, we work towards the District Strategic Plan to support all learners with their individual needs and goals. Our evolving world has changed the way we look at education, as rapidly progressing technology, jobs and workplace opportunities have opened endless possibilities for our children. BC's Curriculum has helped us to ***move forward with the flexibility we need to prepare students for a future that is also evolving.***

Our school consists of 12 Divisions that support 259 students (39 Aboriginal). We want to be known for who we are and what a school should be; with welcoming and dedicated educators, respectful, kind, and caring students from both urban and rural settings, and a dedicated and supportive community.

Annually we will involve our school community to help develop our school plan including; community-based gatherings, use of school messenger, newsletters, phone calls, text messages, emails, engagement evenings, cultural presentations, google form surveys, Day of Suwewtcw gathering, and utilizing community resources of advocates and supports.

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 expectations for each level.

SCHOOL RESULTS ANALYSIS: Trend data shows conflicting performance with Dufferin students compared to District averages in Literacy, especially with our Grade 1,2, & 3 Aboriginal students. However, all students are performing average or higher compared to the District, except for our Grade 7 Indigenous students.

SCHOOL GOAL: Through developing students' competencies, students will meet or exceed literacy expectations in both reading and writing.

AREAS TO CELEBRATE: Dufferin Elementary students have experienced positive growth and achievement this past school year.

- Grades 4 through 6 are all demonstrating developing and proficient ability

AREAS TO GROW: Dufferin Elementary students need to grow and achieve stronger results in the following sub-populations:

- Aboriginal Primary student learners who are emerging that require a support plan:
 - Grade 1 (greater than 40%)
 - Grade 2 (greater than 20%)
 - Grade 3 (greater than 60%)
- Aboriginal Grade 7 students (less than 20%) of student learners who are emerging require a support plan.

OBJECTIVES: Indigenous and non-indigenous students will reach parity in Language Arts marks on report cards.

SCHOOL STRATEGIES:

We will look to identify current instructional challenges related to literacy and identify both student and teacher behaviours that can address this challenge. We will then look to identify future learning for staff that will address this challenge (collaborative time in

staff meetings and professional development days), as well as set both short and long-term goals for actionable learning. We will review these goals regularly during staff meetings.

To improve Literacy, we will utilize the following strategies in various areas:

Classroom Practices (we will):

- Utilize Adrenne Gear Literacy Programs
- Invite in District Resource Teachers to further develop our staff pedagogically in reading and writing instruction
- We will further develop the DIBELS pilot from two Grade 1 teachers to K-3 teachers

Professional Development Opportunities (we will):

- The development of specific goals addressing our literacy challenges will be part of our year's work. We must first identify our challenges before setting goals for collectively changing some practice. After that, we will be better able to develop a Pro-D plan for the year.
- District literacy support person to assist with strategies
- Literacy support person to continue to model lessons in our classrooms around this and debrief with staff
- Dedicate one Literacy based PRO-D per school year

Grade to Grade Transitions (we will):

- review specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our School Learning Team
- review our student referrals and what we are doing to support them to stay or return to regular programming
- We will continue to do graduated entry for Kindergarten students.
- Continue to use buddy classes to help develop relationships with other students.

To improve Aboriginal learning (we will):

- Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'
- Utilize our Aboriginal Education Worker to engage and support learners
- Invite in K-12 Aboriginal Resources teachers and community knowledge keepers
- Focus on strategies and goals from the Aboriginal Enhancement Agreement

To improve in learning, we are ensuring our resource meet our students' needs:

- Utilizing the Science of Reading curriculum guide
- Tara West's - Firstie Phonics - Second Phonics
- Primary Sound Walls
- Heggerty Phonics Awareness

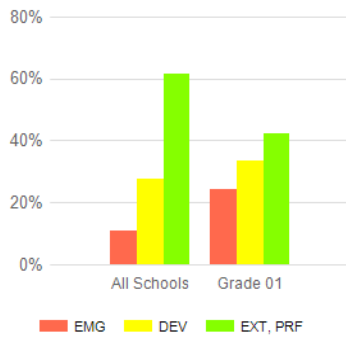
- Adrienne Gear’s Reading Power, Daily 5 Program with CAFE reading strategies, Powerful Writing Structures, and Words Their Way Program

Language Arts Proficiencies – Learning Updates
All Students vs Indigenous Students

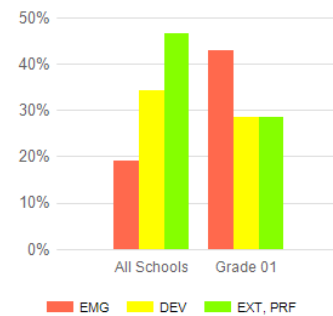
ALL STUDENTS

ABORIGINAL STUDENTS

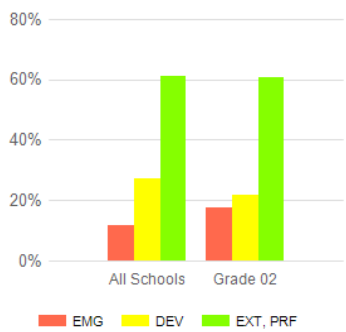
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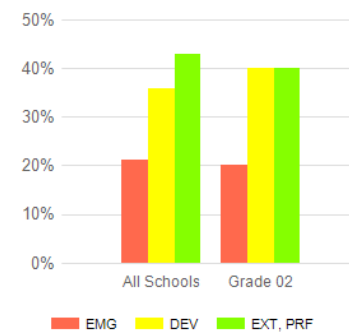
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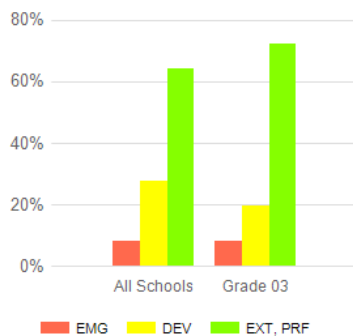
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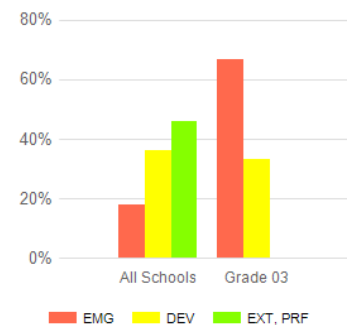
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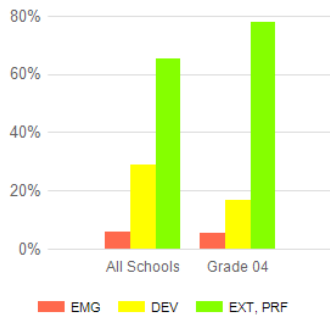
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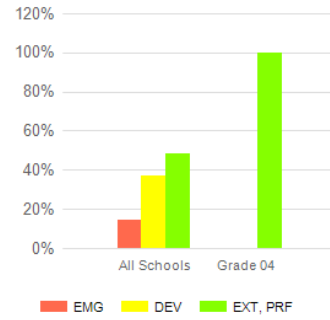
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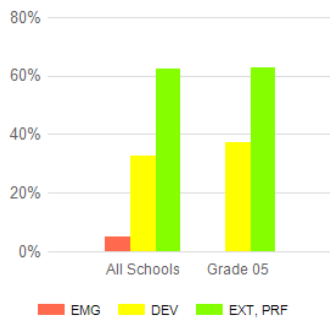
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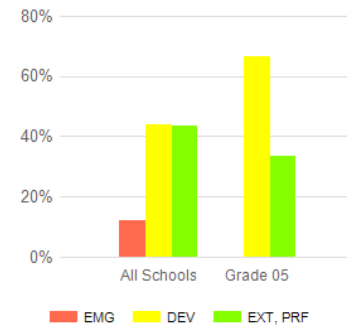
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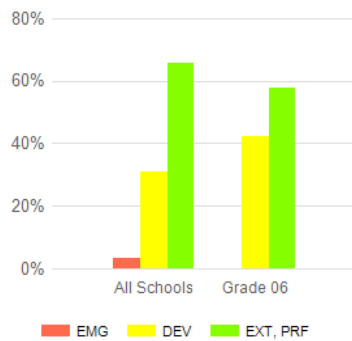
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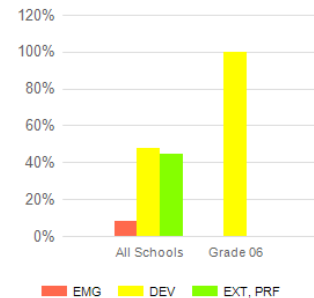
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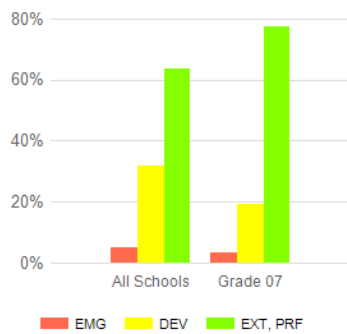
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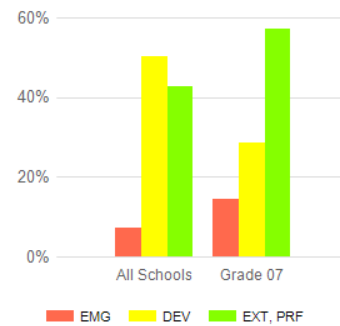
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DUFFERIN ELEMENTARY - 2024-2025

Equity Question	Why are our Indigenous Grade 1, 2, & 4 students not achieving equally with our other students in Literacy?
Want to Know	Why are these students not achieving as the others are?
Who to Ask/Collect	The following is the Indigenous composition: Grade 1: 6 Grade 2: 6 Grade 4: 3 Classroom Teachers/LART/IEW to support Principal to Interview students
Question to Ask/Artifact to Collect	Will focusing and working with these 15 students help improve our overall results, but more importantly support these students' learning?
Actions taken by staff	Principal interviewed all 15 students
Positive changes	Current data is trending upwards

Evidence and Next Steps

Evidence: September/October 2025

Staff: analyze last year's FSA, PRA, and NFRA results, Language Arts marks, looking for trends (positive and negative)

Staff: start to analyze longitudinally by cohort as opposed to annual Grade data

Staff: continue to implement DIBELS survey as a pilot; expand implementation to K-3

Staff: Learn how to use the DIBELS diagnostic tools and intervention strategies

Students: EDPlan Insight: Literacy Report (Grade 1-7)

Parents: Google Forms/PAC/Face to Face

Ab Ed Partners: AEW Partners/Presenters

Review Date #2: April/May, 2026

Students: EdPlan Insight : Literacy Report (Grade 1-7) Term 2

Parents: PAC presentations ongoing

Ab Ed Partners: Contingency plan in place for support

Staff: analyze primary DIBELS results

Next Steps: Strategies to Build on Previous Implementation and Successes

- teacher led reading and writing presentations at our Staff Meetings on a regular basis
 - 5 components to reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- The Science of Reading pedagogy is currently being used with reviews of strategies and effectiveness.
- Reading Rockets is used as a classroom strategy for reading and writing.
- Better learning to use the analytical portion of DIBELS for determining student struggle points by skill, and then using framework and resources to bolster those skills

Intermediate Classes, Grade 4 - 7 have been working with Literacy Coordinator, Tricia Persad

- **Week by Week Phonics & Word Study Activities for the Intermediate Grades** (Gr. 3-6) resource
- **Making Words**
 - <https://www.pearson.com/us/higher-education/series/Making-Words-Series/2282163.html>
- **Words Their Way** is a classic and highly regarded resource. It has an excellent assessment, too. It is differentiated and focused on small group instruction and practice (using various sorts/games).
 - [Words Their Way Series | Pearson](#)
- **The Florida Institute for Reading Research** has a lot of free printable activities for diverse aspects of words study.
 - [Fourth and Fifth Grade | Florida Center for Reading Research](#)
- **Jolly Grammar** is more traditional and structured (2013). It addresses grammar/sentence structure as well as spelling.
 - [Jolly Grammar – JollyWorks Ltd.](#)
- **Canadian Spelling Program, Steck-Vaughn Spelling: Linking Words to Meaning** is from the late 90s. The latter has a wide assortment of word study, grammar, and writing activities (unit/template-based).
- **Week by Week Phonics & Word Study Activities for the Intermediate Grades** (Gr. 3-6) resource. It focuses on "high-utility" syllables and affixes. You can purchase it as a PDF to simplify printing. There's a five-day lesson plan

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 numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: Dufferin Elementary students consistently demonstrate a higher or on par level of performance in Numeracy. However, in 2024-25, numeracy results with both Grade 1 and 3 aboriginal students showed achievement data that has extremes and inconsistencies. Longitudinal cohort analysis will be necessary to flesh out this trend.

SCHOOL GOAL: Through developing students' competencies, students will meet or exceed expectations in numeracy.

AREAS TO CELEBRATE: Dufferin Elementary students have experienced positive growth and achievement in Numeracy

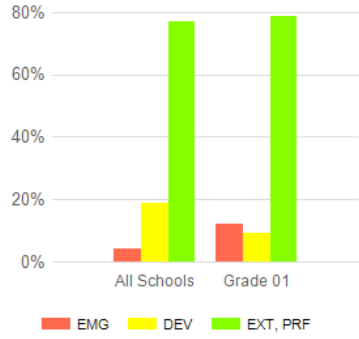
- Mathematics Term 2 Performance results were very encouraging:
 - Grade 2, 3, & 7 classes all performing at developing, proficient, or extending

Mathematics Proficiencies – Learning Updates
All Students vs Indigenous Students

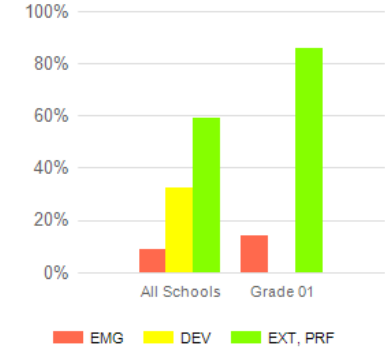
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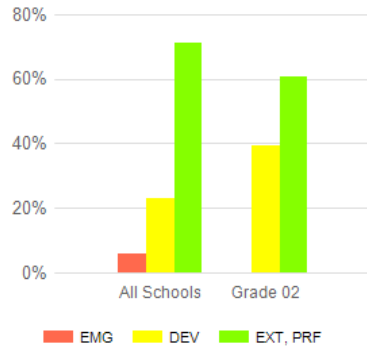
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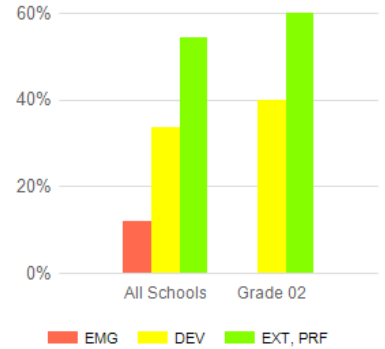
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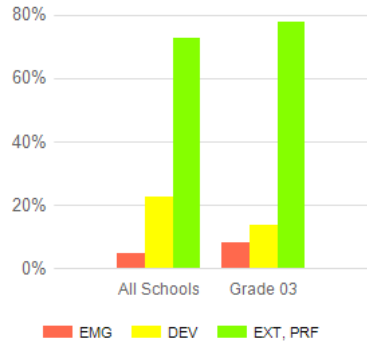
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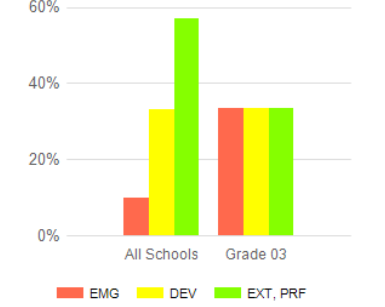
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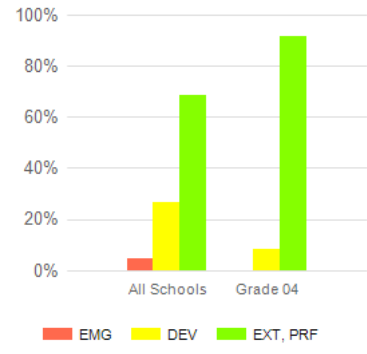
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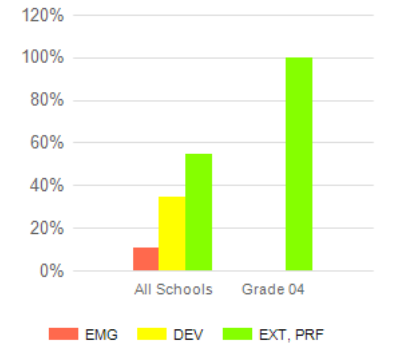
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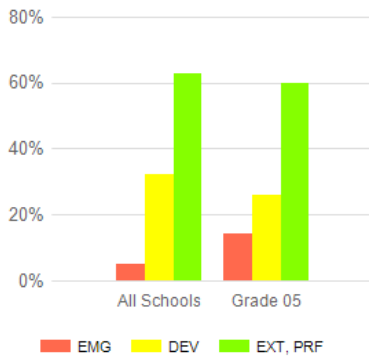
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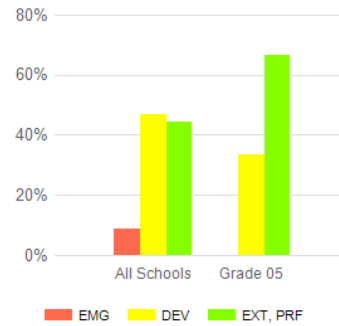
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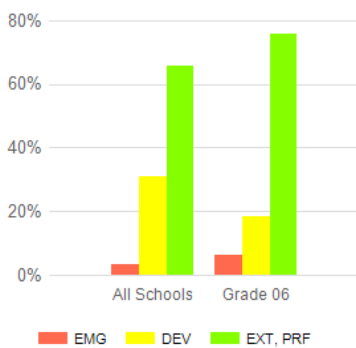
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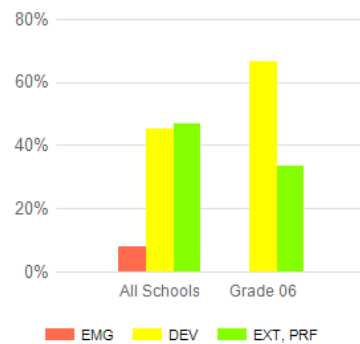
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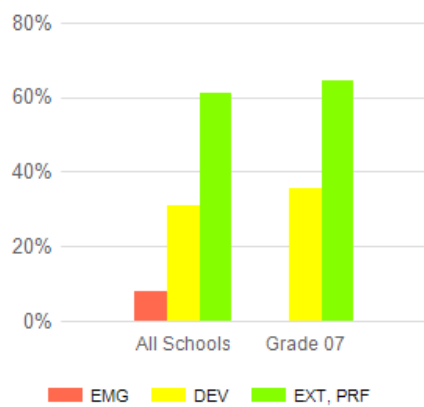
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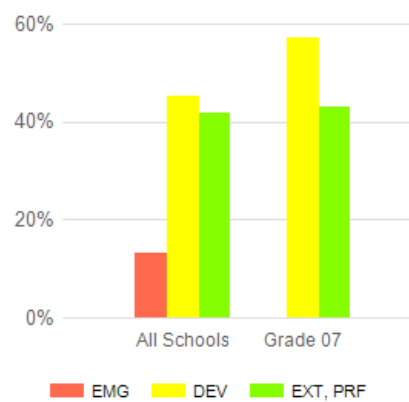
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AREAS TO GROW: Dufferin Elementary students need to grow and achieve stronger results in the following sub-populations:

- All Students recognizing, Identifying, and supporting the following:
 - Grade 1 students who are emerging (less than 15%)
 - Grade 3 students who are emerging (less than 10%)
 - Grade 5 students who are emerging (less than 15%)
 - Grade 6 students who are emerging (less than 5%)
- Aboriginal Students recognizing, Identifying, and supporting the following:

- Grade 1 students who are emerging (less than 20%)
- Grade 3 students who are emerging (greater 30%)

OBJECTIVES: Aboriginal students will meet or exceed the Numeracy expectations of non-Aboriginal students.

SCHOOL STRATEGIES: To improve Numeracy, we will utilize the following strategies in various areas:

Classroom Practices (we will):

- All classrooms working on basic computation skills and number sense appropriate to grade level
- Working to connect Math to real life skills through project-based learning in Math
- Include more formative assessments
- Modeling of multi-step strategies that help students to analyze numerate tasks
- Teacher Collaboration and Modeling
- All classrooms will dedicate a minimum of 45 minutes to basic skills every week
- Classrooms will work to include 1 project (in class or cross class) per term
- Teachers will “check in” at least once during each Math lesson and have students indicate learning (thumbs up/down, whiteboard answers, circle the emoticon)
- All classes explicitly practicing breaking down Math tasks into clear steps
- Aim for one collaboration/modeling block per month
- Presentations of Learning twice a year (Fall and Spring)
- Improve our instruction of number sense, geometric thinking and spatial reasoning in primary classes
- Focus on developing the framework to build thinking classrooms in intermediate classes

Professional Development Opportunities (we will):

- The development of specific goals addressing our numeracy challenges will be part of our year’s work. We must first identify our challenges before setting goals for collectively changing some practice. After that, we will be better able to develop a Pro-D plan for the year.
- Invite the District numeracy support person to assist with strategies and continue to model lessons in our classrooms around this and debrief with staff
- Grade 3 and 6 Teacher Leads to attend, obtain, and present numeracy pedagogy to all staff
- Dedicate one Numeracy based PRO-D per school year
- Participate in the primary and intermediate on-going numeracy sessions facilitated by the district numeracy team.
- Share learning from the numeracy sessions with staff during staff meetings.
- Work with the district numeracy team to learn and observe best practices.

- Primary Teachers have access to Taking Shape: lessons and manipulative kits. Dufferin now has a kit at the school.

Grade to Grade Transitions (we will):

- review your specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our School Learning Team
- review our student referrals and what we are doing to support them to stay or return to regular programming
- We will receive a number sense and taking shape kit to share in our primary classes
- We will ensure teachers have resources to develop thinking classrooms
- We will dedicate LART time to math intervention (Thursday LART time)

To improve Aboriginal learning (we will):

- Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'
- Utilize our Aboriginal Education Worker to engage and support learners
- Invite in K-12 Aboriginal Resources teachers and community knowledge keepers
- Focus on strategies and goals from the Aboriginal Enhancement Agreement

To improve in learning, we are ensuring our resource meet our students' needs:

- Utilizing District Resources
- Providing opportunities such as the Gauss Math Challenge
- Ten frames, 100 and 120 charts, Pattern blocks, addition/subtraction path sheets, dice- 6 sided, 8 sided, 10 sided, dice in dice, number lines, cards, unifix cubes, Number sense addition and subtraction resource books, matific online program, mathletics online program, numerous math games, dominoes., counting strips, counters, and online manipulatives

Evidence and Next Steps

If we continue to focus on organizing the 'steps' for Numeracy processes and 'real world' problems that are engaging and purposeful for our students, then we will see increased ability to analyze Math problems and communicate solutions.

Review Date #1: Fall, 2025

Students: EDPlan Insight : Numeracy Report (Grade 1-7)

Parents: Google Forms/PAC/Face to Face

Staff: Report Cards/Interims

Ab Ed Partners: AEW Partners/Presenters

Review Date #2: Spring, 2026

Students: EDPlan Insight : Numeracy Report (Grade 1-7) T2

Parents: PAC presentations ongoing

Staff: Numeracy inservice Dec, 2023 and Sept 2024

Ab Ed Partners: Contingency plan in place for support

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: Social-Emotional Outcomes from the student learning survey have created a cause for concern as students feeling safe attending school has taken a 12% decline, along with a sense of belonging (down 8%), valuing school outcomes (down 19%), interest and motivation (down 21%), and effort (down 10%).

SCHOOL GOAL: All students will feel welcome, safe, and connected by supporting students' well-being.

AREAS TO CELEBRATE: Dufferin Elementary students feel welcome and safe while in attendance.

- 75% of students have a positive teacher-student relations
- 78% of students have expectations for success
- 91% of students have a connection to the community (sometimes, usually, and always)

- Indigenous Student on the Student Learning Survey (SLS) - 100% Feel Welcome and 83% indicated School Belong 2023-24

AREAS TO GROW: Dufferin students have indicated they are not interested, along with having a positive learning climate

- 53% of student were interested and motivated to learn
- 60% of students are clear on the rules and expectations for classroom behaviour.

SCHOOL STRATEGIES: Dufferin staff will utilize the following strategies to help each child develop within their six dimensions of well-being, while recognizing each student will have compromising factors that will have an impact on their well-being.

- Self-Regulation - in class and out of class strategies/tools
- Focus on school wide consistent language around regulation - expected/unexpected behaviours, emotional brain, and dysregulated/regulated
- PBIS focus on regulation during unstructured times
- Create a classroom culture that encourages attempts and not just “right” answers
- Set classroom expectations around when to ask for assistance (after a length of time or number of attempts)
- Help students reframe problems
- All staff using this language when discussing behaviours
- Students engaged and comfortable with attempts to answer - Teachers will outline these expectations as appropriate for age
- Staff responses to questions will be encouraging of more resilience and attempts to solve - supportive and guiding but not answering
- Ensuring students are ‘seen’ by greeting and engaging with all students when the opportunity arises
- Spirit Work and Collaboration inspired by Fullan & Edwards’ work will help guide and support our learning community - having a shared purpose, connecting people to their work together, for, and with each other, is a powerful force
- 7 Grandfather Teaching Assemblies: Love, Respect, Trust, Honesty, Humility, Wisdom, and Courage
 - [7 PILLARS -CONVERSATION/CONNECTION - LOVE](#)
 - [7 PILLARS -CONVERSATION/CONNECTION - RESPECT](#)
 - [7 PILLARS -TRUST](#)
 - [7 PILLARS HONESTY & CONVERSATION](#)
 - [7 PILLARS IS- HUMILITY AND CONVICTIONS](#)
 - [7 PILLARS WISDOM & LAUGHTER](#)
 - [7 PILLARS- COURAGE & HOPE](#)
- Round Dance Teachings, Presentation, and Video
 - A Round Dance is a traditional indigenous event usually held in the winter that brings people together to heal, honour, and celebrate life
- Self-Identified Aboriginal students attended Sahali Secondary (AEW Hollie Farkas) Grade 8 Welcome Circle with AEW Julia Wright - to ensure a good transition

Evidence and Next Steps

Review Date #1: Fall, 2025

Students: DWERS

Parents: SLS/Google Forms/PAC/Face to Face

Staff: Via Report Cards/Interims

Ab Ed Partners: AEW and Community Partners/Presenters

Review Date #2: Spring, 2026

Community: Round Dance: Community gathering for healing and connecting

Students: DWERS/SLS

Parents: SLS/PAC/Face to Face

Ab Ed Partners: Bernice Jensen ribbons skirts and shakers along with Jenny Fennel storytelling in all classrooms, Aboriginal Grant

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

-

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

-

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

-

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