



Dufferin Elementary Annual School Learning Plan 2026-2027- 2026

September 16, 2026



Acknowledgment

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

Context

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 we value their individual learning styles and unique characteristics.*** We, as educators, are invested every day, in not only the education of our students, but in their ***social and personal growth as well.***

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.

DUFFERIN EDUCATION TEAM VALUE COMMITMENTS

At Dufferin Elementary, we value respect and relationships as the foundation for building trust within our school community. Through our School Learning Plan (SLP), we are committed to fostering these essential qualities.

Our team demonstrates compassion by valuing diverse perspectives, embracing inclusion, and placing student success at the centre of every decision.

We are committed to creating a safe, welcoming, and collaborative learning environment built on respect, honesty, and open communication. By remaining accessible and encouraging meaningful dialogue, we strive to ensure every member of our school community feels heard and valued.

Dufferin Elementary is part of the South Shore Family of Schools, alongside Aberdeen, Beattie, South Sa-Hali, Lloyd George, Savona, and South Kamloops Secondary. Together, we support the District Strategic Plan by meeting the diverse needs of every learner.

As education continues to evolve alongside advances in technology and the changing world of work, BC's curriculum provides the flexibility needed to prepare students with the skills, knowledge, and competencies they need for the future.

Dufferin Elementary serves approximately 181 students in 9 divisions, including 24 Indigenous students. We are proud of our welcoming school community, dedicated staff, caring students, and the strong support of our families and community partners.

Each year, we engage students, families, staff, and community members in developing our School Learning Plan through community gatherings, SchoolMessenger communications, newsletters, emails, phone calls, school

community events, cultural presentations, the Day of Suwewtwecw gathering, and partnerships with local organizations and advocates.

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:

Language Arts Proficiencies – Learning Updates All Students – 5 Year Trend

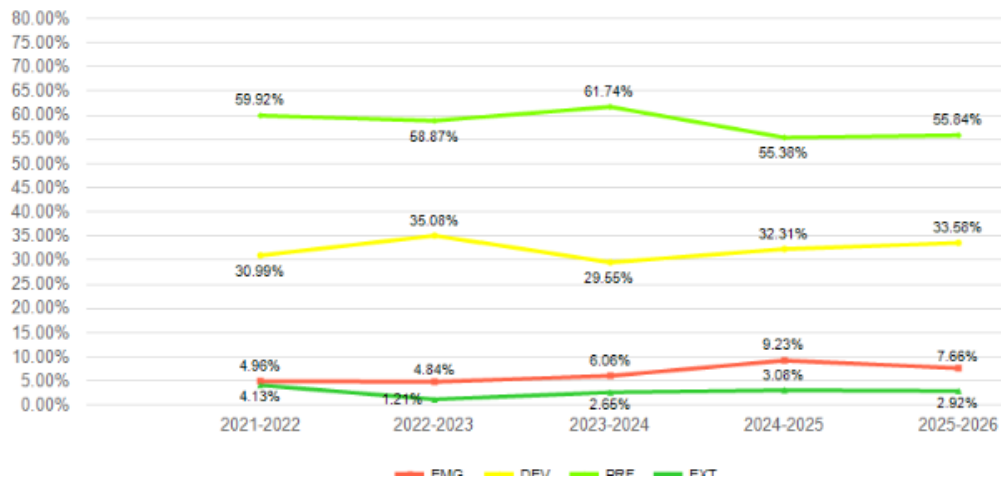
Figure 1:

Leadership Report - Advanced

Literacy - LI

	All Schools	Dufferin Ele
EMG	694	21
DEV	2482	92
PRF	5339	153
EXT	362	8

Literacy - LI



Student final English Language Arts achievement has remained relatively stable over the past five years, particularly during the last two. Moving forward, our focus will be on increasing the proportion of students achieving Proficient while reducing the number of students in the Developing and Emerging categories.

Literacy FSA Results Grades 4 & 7 – 3 Year Trend

Figure 2:

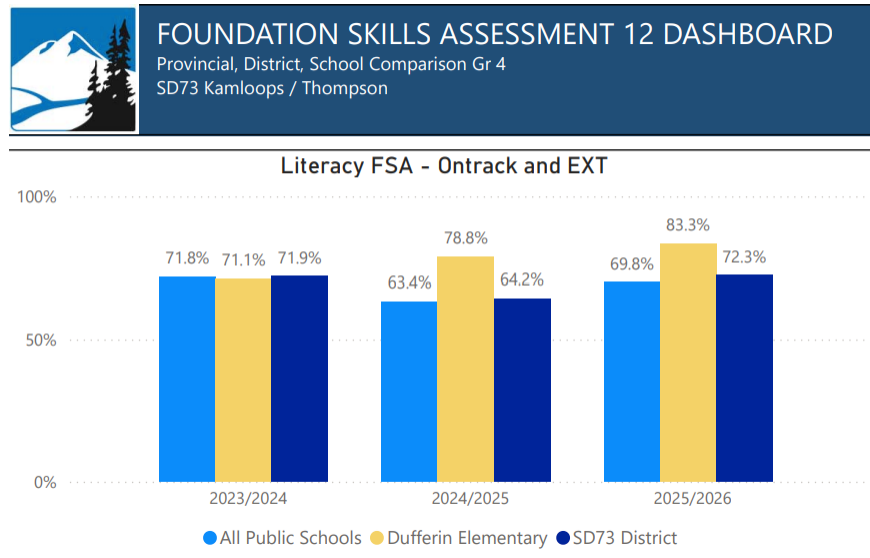
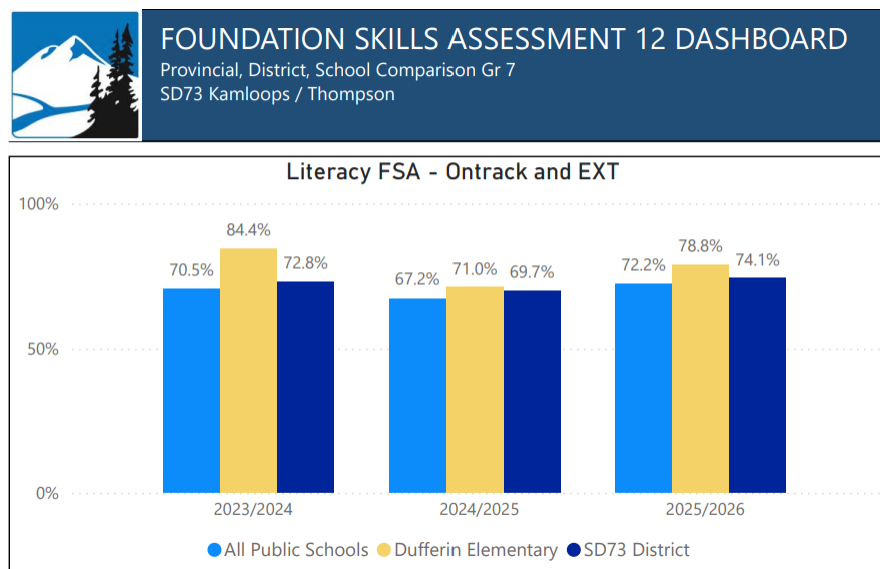


Figure 3:

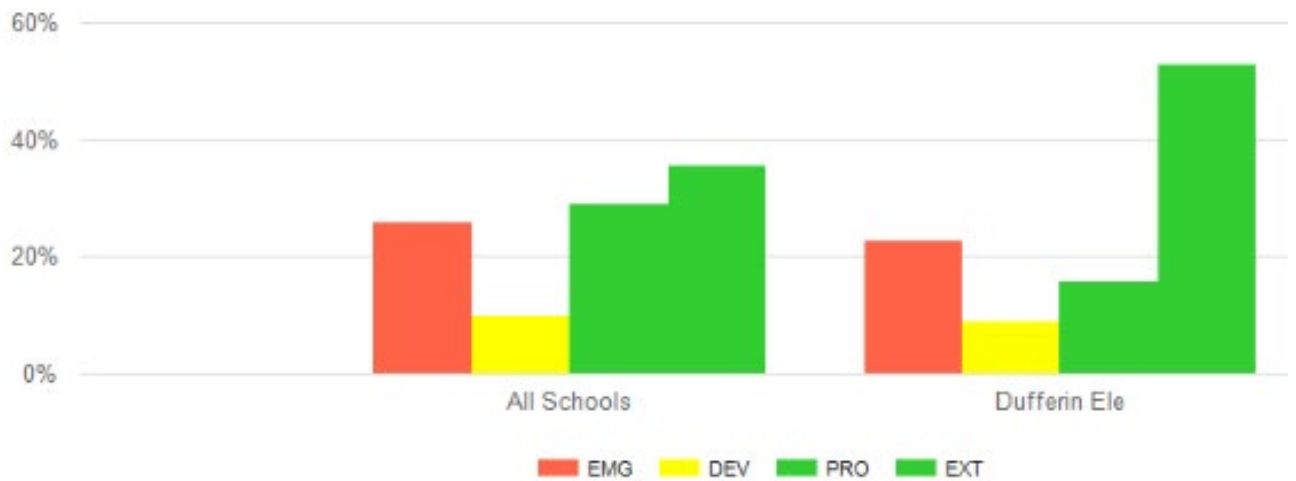


Dufferin Elementary Grade 4 and 7 students over the past three years have achieved above both Provincial and District averages on the Literacy portion of the annual FSA.

PRA Data – DRA Levels - 2025-2026

Figure 4:

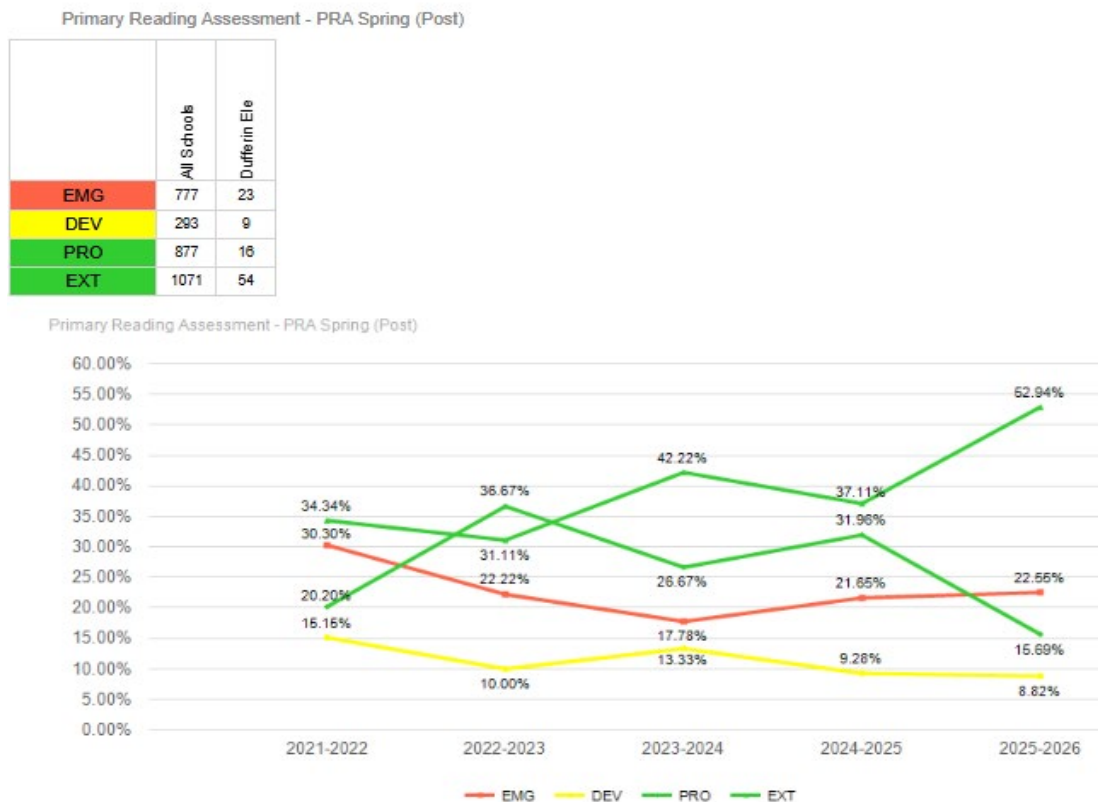
Primary Reading Assessment - PRA Spring (Post)



Dufferin Elementary's 2025–2026 student results demonstrated positive growth, with a slight decrease in the percentage of students achieving Emerging, a notable increase in those achieving Proficient, and a substantial increase in students achieving Extending.

PRA Data – DRA Levels – 5 Year Trend

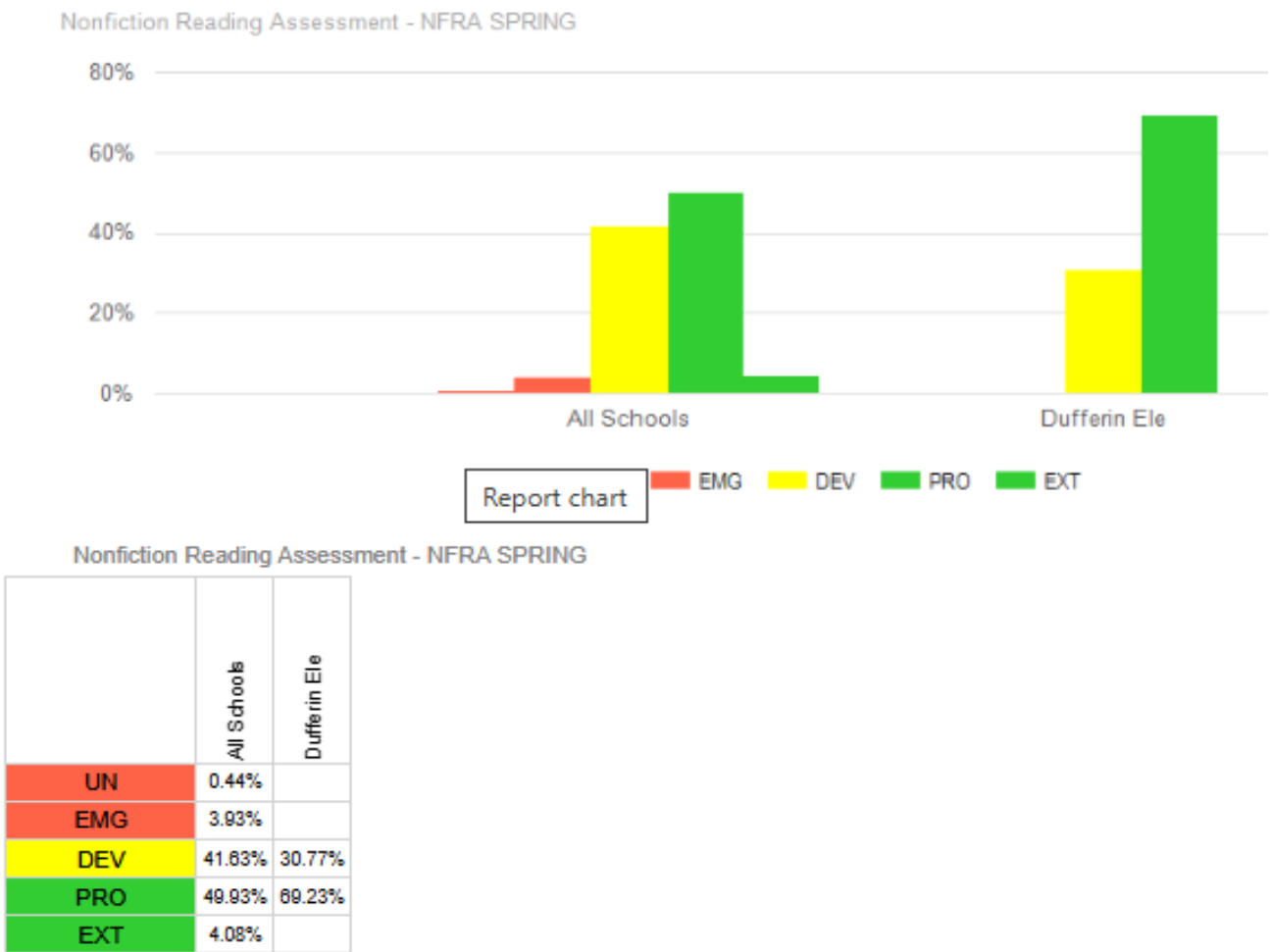
Figure 5:



The five-year trend in Spring PRA student results is generally positive, with the percentage of students in the Emerging and Developing categories decreasing, while the percentage of students achieving Proficient and Extending has increased overall.

NFRA Overall Data – 2025-2026

Figure 6:



Data is only available for this past year for NFRAs. This is a small sample size, but students achieved well above District averages.

SCHOOL GOAL: Improve literacy for all students across all classrooms.

SCHOOL OBJECTIVES:

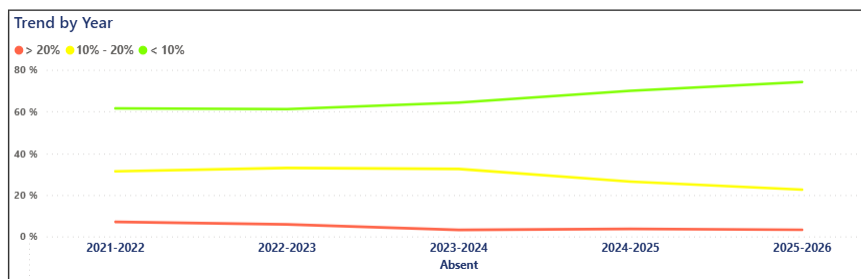
Learn to Read Objective: After the implementation and use of a new Walk to Read program (students grouped for Tier 1 reading instruction based on skills determined by a UFLI assessment), staff will observe improved participation and learning from UFLI sessions.

Read to Learn Objective: With an increased use of higher order literacy tasks and higher order questioning, staff will observe students developing an increase in higher order thinking capacity and use.

AREAS TO CELEBRATE:

Following a collaborative staff analysis of literacy data as well as the principal's analysis of the same data, many areas to celebrate were identified.

- 92.34% of students achieve DEV (33.58%), PRF (55.84%), or EXT (2.92%) in Language Arts
- Students over the past three years in Grade 4 on the literacy portion of the FSA have achieved an average of 9.4% higher than Provincial averages.
- Students over the past three years in Grade 7 on the literacy portion of the FSA have achieved an average of 8.1% higher than Provincial averages.
- 52.94% of students achieved Extending on the Spring PRA this year.
- Attendance is improving at Dufferin Elementary (Table below)



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

English Language Arts percentage of Marks - Proficiency by Cohort and Percentage

Cohort	Emerging	Developing	Proficient	Extending
Indigenous	13.95%	39.53%	44.19%	2.33%
Non-Indigenous	6.49%	32.47%	58.01%	3.03%
Inclusive	34%	54%	12%	0%

2025/2026

IEP Category	D	G	H	Q
Students	4	11	2	12

Students with an CBIEP are achieving a considerably lower average proficiency in English Language Arts as recorded in the above table than other students.

- Indigenous students are achieving a lower proficiency than non-indigenous students.

SCHOOL STRATEGIES:

We identified current instructional challenges related to literacy and identified both student and teacher behaviours that would address this challenge. We then looked to identify future learning for staff that addressed this challenge (collaborative time in staff meetings and professional development days). We will set both short and long-term goals for actionable learning, and we will review this work regularly during collaborative time during staff meetings.

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

Classroom Practices (we will):

- Implement a Walk to Read program – K-3 Tier 1 literacy instruction
 - June & September – assess student literacy skill using the UFLI placement test and create groups with this data (not grade level)
 - UFLI curriculum used for tier 1 literacy instruction in these groups
 - Student assessments will be repeated throughout the year to determine growth and movement among groups as new skills are mastered
- Utilize the Word Origins program in grades 3-5, concentrating on word morphology.
- We will continue to utilize DIBELS data to assess student phonemic knowledge and build Tier 2 intervention instruction in class from two Grade 1 teachers to K-3 teachers
- Utilize Adrenne Gear Literacy Programs

- Invite in District Resource Teachers to further develop our staff pedagogically in reading and writing instruction
- We will complete task analyses (especially intermediate), looking for evidence to help guide a shift to using higher order tasks, higher on Bloom's taxonomy
- We will continue to explore the types of questions being asked in class as well as the frequency, looking to increase higher order questioning to deepen thinking by students

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.
- Focus collaboration time on task analysis and questioning techniques – shift to higher order tasks and questions
- We will continue to provide collaboration time during staff meetings for Learn to Read (primary) and Read to Learn (intermediate) group learning.
- We will use the District literacy support person to assist with strategies
- 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.
- Support our students in going to Secondary school welcome events
- Support our Indigenous students in attending the Sahali Secondary Indigenous student transition event

To improve Aboriginal learning (we will):

- Provide learning practices for all that are reflective of 'The First Peoples Principles of Learning'
- Continue to support teachers in including Indigenous ways of knowing and learning into their overviews, and most importantly, into their lessons
- Utilize our Aboriginal Education Worker to engage and support learners academically and culturally
- Invite in K-12 Aboriginal Resource teachers and community knowledge keepers

To improve in learning, we are ensuring our resources meet our students' needs by using:

- UFLI manual and accompanying online resource
- Sunform (beginning K)
- Sounds to Spelling
- Word Origins
- Word Connections
- Big Words for Young Readers
- Story Champs
- C-Space (SRSD online resource)
- Teacher's Guide to Effective Writing
- Primary Sound Walls
- Word Walls
- Heggerty Phonics Awareness
- Adrienne Gear's Reading Power, Daily 5 Program with CAFE reading strategies, Powerful Writing Structures, and Words Their Way Program

Evidence and Next Steps

Evidence: September/October 2026

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

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

Staff: continue to use DIBELS survey - K-3

Staff: Continue to use the DIBELS diagnostic tools and intervention strategies to determine Tier 2 instructional needs and Tier 3 referrals

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, 2027

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

Parents: PAC presentations ongoing - keep them informed of literacy program changes – successes/struggles

Ab Ed Partners: Continue to work with our IEW and District staff to discuss better supports and programming

Staff: analyze primary DIBELS results for year-end growth

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
- Continue to focus on data informed pedagogical change during collaborative time

Wellbeing Goal

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

HUMAN & SOCIAL DEVELOPMENT

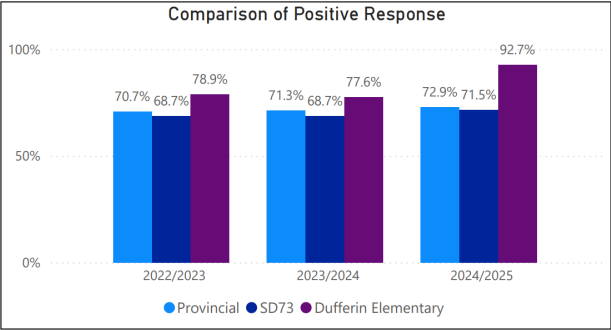
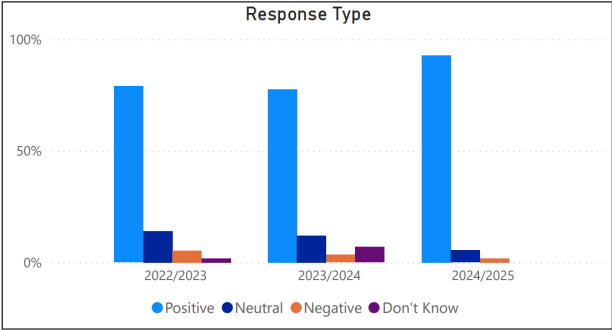
To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect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

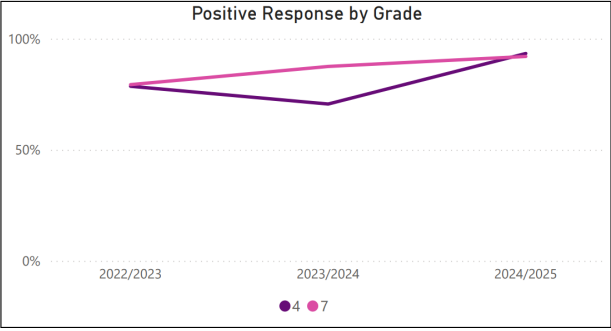
SCHOOL RESULTS ANALYSIS: Social-Emotional Outcomes from the student learning survey are largely positive, as our results are better than both Provincial and District averages in all four categories measured on the School Learning Survey. Data indicates that the 2023/2024 school year showed negative results almost across all categories, but that did not turn into a longitudinal trend.

Do You Feel Welcome?



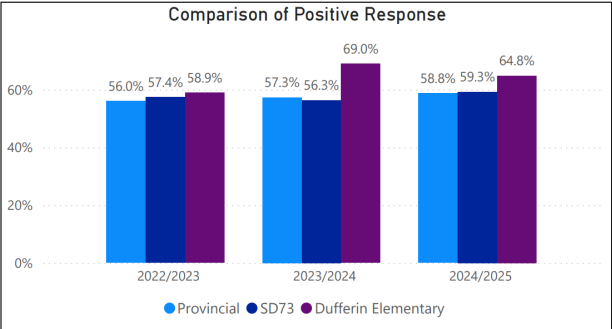
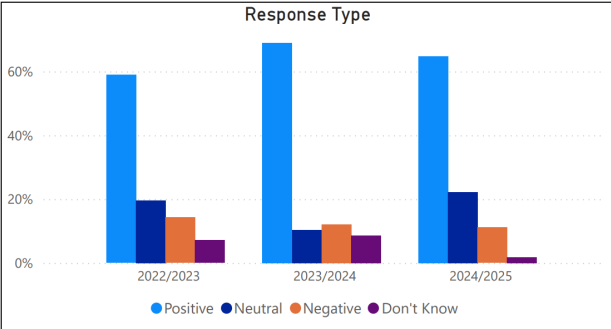
Do you feel welcome at your school?

Reporting Group	School Year	Grade	Count	Positive
Dufferin Elementary	2022/2023	4	56	78.6%
Dufferin Elementary	2023/2024	4	68	70.6%
Dufferin Elementary	2024/2025	4	60	93.3%
Dufferin Elementary	2022/2023	7	58	79.3%
Dufferin Elementary	2023/2024	7	48	87.5%
Dufferin Elementary	2024/2025	7	50	92.0%
Total			340	82.9%



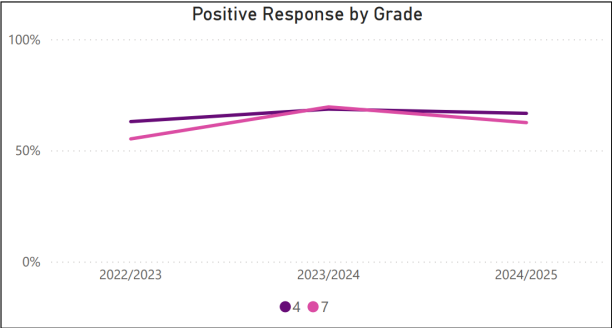
Students feel very welcome at Dufferin Elementary. The above data shows this is improving as well. This year, 92.7% of our students felt welcome, which is something to be proud of as a community. Conversely, there is some digging to be done around the 6.3% that do not feel welcome.

Is School a Place Where You Feel Like You Belong?



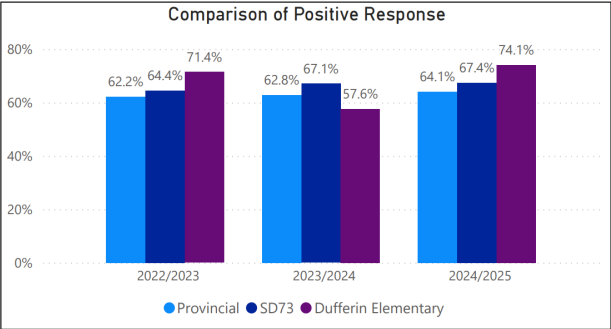
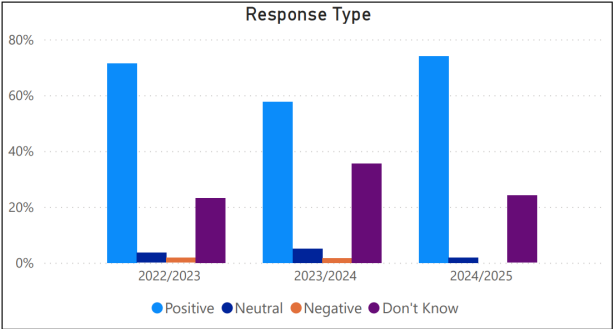
Is school a place where you feel like you belong?

Reporting Group	School Year	Grade	Count	Positive
Dufferin Elementary	2022/2023	4	54	63.0%
Dufferin Elementary	2023/2024	4	70	68.6%
Dufferin Elementary	2024/2025	4	60	66.7%
Dufferin Elementary	2022/2023	7	58	55.2%
Dufferin Elementary	2023/2024	7	46	69.6%
Dufferin Elementary	2024/2025	7	48	62.5%
Total			336	64.3%



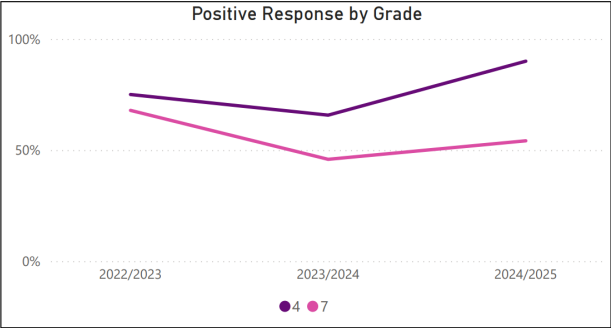
Students have a strong sense of belonging at Dufferin, but in 2024/2025, neutral responses increased, which we could look at as a staff, but ‘Don’t Know’ responses decreased, so this is likely a positive trend. It will be interesting to see what the 2025/2026 data looks like.

Do Adults Care?



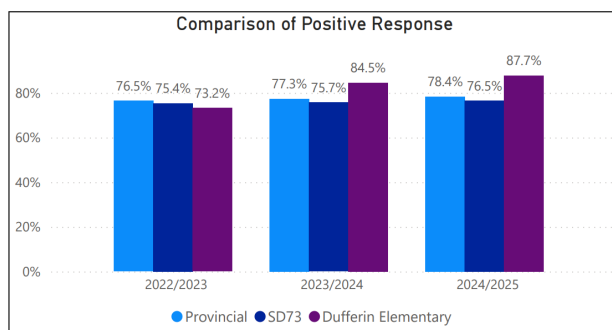
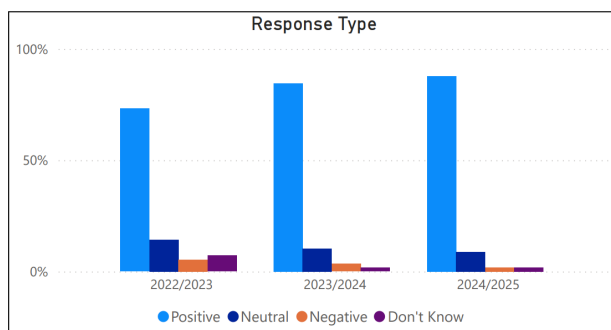
At your school, how many adults do you feel care about you (for example, ...)

Reporting Group	School Year	Grade	Count	Positive
Dufferin Elementary	2024/2025	4	60	90.0%
Dufferin Elementary	2024/2025	7	48	54.2%
Dufferin Elementary	2023/2024	4	70	65.7%
Dufferin Elementary	2023/2024	7	48	45.8%
Dufferin Elementary	2022/2023	4	56	75.0%
Dufferin Elementary	2022/2023	7	56	67.9%
Total			338	67.5%



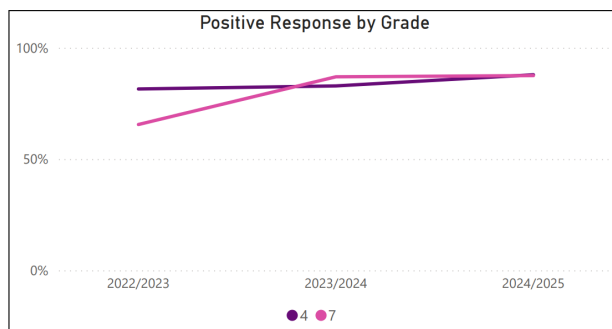
In two of the last three years, data indicated that students feelings of adults caring were above District and Provincial results. Of more importance is that the Gr. 7 results are much lower than the Gr. 4 results, as indicated in the table above. This is worth an investigation.

Do You Feel Safe at School?



Do you feel safe at school?

Reporting Group	School Year	Grade	Count	Positive
Dufferin Elementary	2024/2025	4	33	87.9%
Dufferin Elementary	2024/2025	7	24	87.5%
Dufferin Elementary	2023/2024	4	35	82.9%
Dufferin Elementary	2023/2024	7	23	87.0%
Dufferin Elementary	2022/2023	4	27	81.5%
Dufferin Elementary	2022/2023	7	29	65.5%
Total			171	81.9%



Data regarding students feeling safe is positive and quite static. The only variable in the past three years was in the Gr. 7 cohort in 2022/2023.

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.

- 82.9% of students over the past three years feel welcome – greater than both Provincial and District averages
 - 92.7% of students in 2024/2025 felt welcome – 20% higher than Provincial and District data
- 64.3% of students over the past three years feel like they belong – greater than both Provincial and District averages
- 67.5% of students over the past three years believe adults care – greater than both Provincial and District averages
- 81.9% of students over the past three years feel safe – greater than both Provincial and District averages
 - This data has been trending positively over the past three years as well, peaking at 87.7% in 2024/2025.

AREAS TO GROW:

- 2024/2025 School Learning Survey – only 41% of students listed in Inclusion (CBIEP) feel they belong

- School Learning Survey – 2022/2023-2024/2025 - only 56% of Gr. 7 students feel adults care
- 63% 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
 - Dufferin ROCKS
 - TILT
- Create a classroom culture that encourages attempts and not just “right” answers, encourage risk-taking
- Set classroom expectations around when to ask for assistance (after a length of time or number of attempts)
- Help students reframe problems
- Staff using common language when discussing behaviours
- Staff responses to questions will encourage 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
- Self-Identified Aboriginal students will continue to attend the Sa-hali Secondary (IEW Hollie Farkas & Julia Wright) Grade 8 transition with IEW Bambi Iio - to ensure a good transition

Evidence and Next Steps

Review Date #1: Fall, 2026

Student Data collected via School Learning Survey

Parents: SLS/Google Surveys/PAC feedback during meetings/Face to Face informal conversations

Staff: Via Report Cards/Interims/office referrals

Ab Ed Partners: AEW and Community Partners/Presenters

Review Date #2: Spring, 2027

Students: School Learning Survey

Parents: SLS/PAC/Face to Face conversations

Staff: review SLS data

Ab Ed Partners: IEW cultural and art lunch sessions – Tuesdays & Thursdays