

Updated Sept. 17 2025



George Hilliard Elementary
Annual School Learning Plan 2024-2029



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
- Skwlax te Secwepemculecw Indian Band
- Neskonlith Indian Band

Our school partners with the Tk'emlups te Secwepemc peoples through our Local Education Agreements and the [Aboriginal Education Enhancement Agreement](#).

CONTEXT

George Hilliard was originally opened in 1961 and has a long, positive history in the Brocklehurst community. Many families in the area have roots at the George Hilliard building and we are looking forward to welcoming them back to the newly reopened school. George Hilliard Elementary is part of the Norbrock Family of Schools. Students attend here before moving on to Brocklehurst Secondary School.

George Hilliard is a small, K-7 school with a population of approximately 170 students. We have a diverse population of learners and we strive to provide supports in many ways for each student. We have a full time Learning Assistance teacher and offer daily Literacy, Numeracy, and Social-Emotional assistance for our learners. Our Aboriginal Education worker offers cultural activities to our Indigenous students several times a week and a district Aboriginal Counsellor comes to our school to provide student support. We have a Teacher Librarian who is at the school twice per week, and a Library Assistant on alternate days. Currently, we have 3 Certified Educational Assistants supporting students in classrooms and throughout the school.

George Hilliard students are actively involved in a variety of district initiatives such as Young Authors, Young Artists, Heritage Fair stamp contest, Battle of the Books and school sports. School level opportunities such as intramurals, leadership development, and SOGI club help to foster student interests and connectedness.

George Hilliard Elementary’s Mission and Vision focuses on the well being of students and staff in order to support learning. We believe in creating a school culture where both students and staff feel connected to themselves, their learning, each other, their culture and the community. We believe that by having these connections all members of our school community will feel safe to take risks that improve the quality of their learning. This aligns nicely with the district’s focus on “supporting learning opportunities and environments which inspire students to thrive”, and “fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring and sustainable society”. (District Strategic Plan 2022-2027, pg. 5)

Each year, we meet with members of our community to gather insights and feedback on this plan. We discuss our goals and share relevant information/data with our school PAC (parent advisory council) and staff throughout the year. Student voice is also gathered through year end self assessments of the core competencies and the new CBIEP (Competency - based Individual Education Plans) for our diverse learners. Due to the fact that this plan is meant to be an evolving document, we revisit the plan with our partner groups and community often as our needs change and we grow as learners.

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.

SCHOOL GOAL (2024/25): Through developing comprehending and fluency competencies, students will meet or exceed expectations in reading.

Sub Goal: Students will meet or exceed reading expectations at each level.

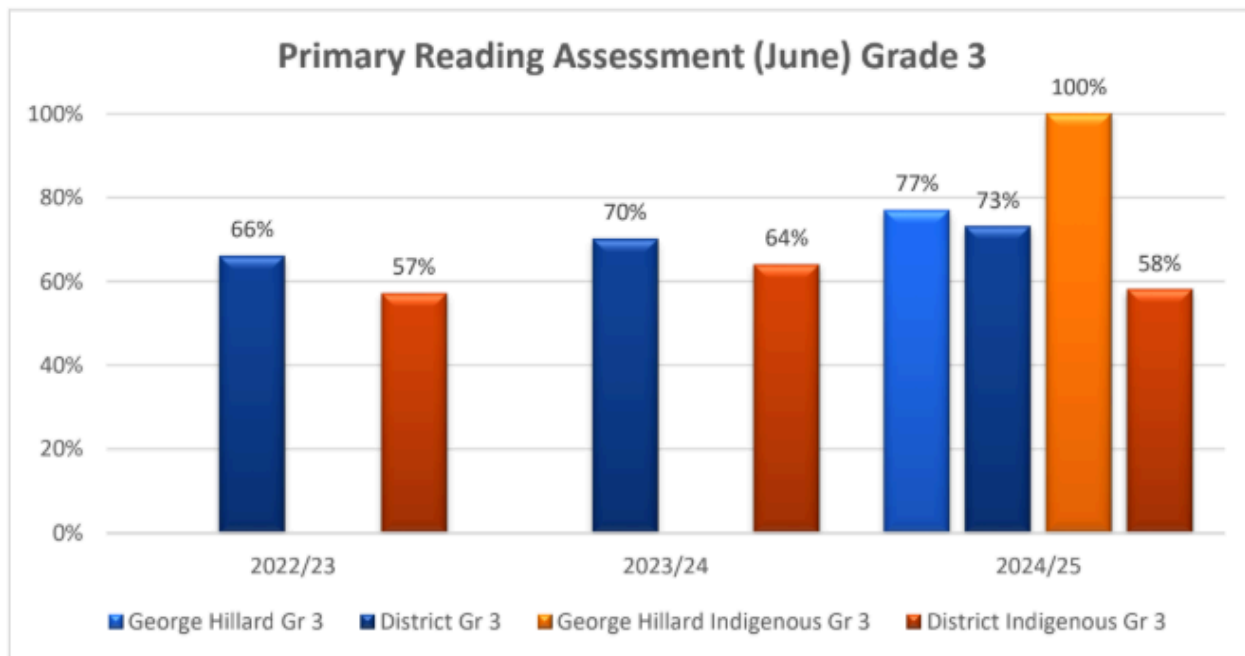
Sub Goal: Aboriginal students and Non-Aboriginal students will meet or exceed reading expectations.

SCHOOL RESULTS ANALYSIS:

In our first year of re-opening, we focused on foundational literacy skills (Reading specifically). Initially we had no historical data to go on, but gathered baseline data as the year progressed. What we noticed was that our students, for the most part, are showing delays in reading and are sitting below both district and provincial data.

AREAS TO CELEBRATE:

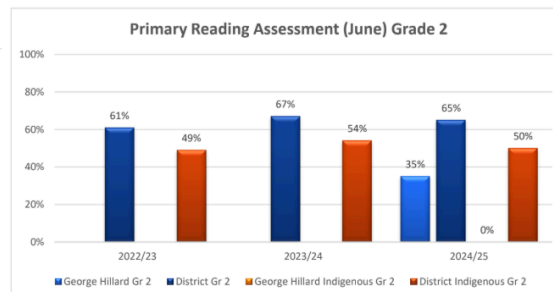
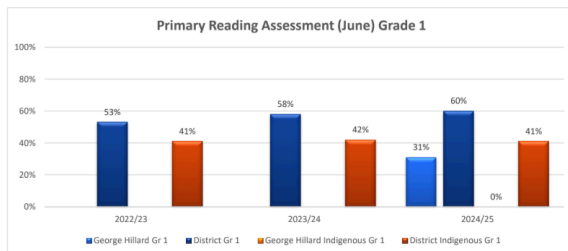
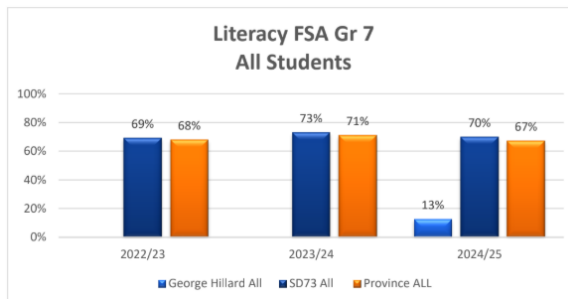
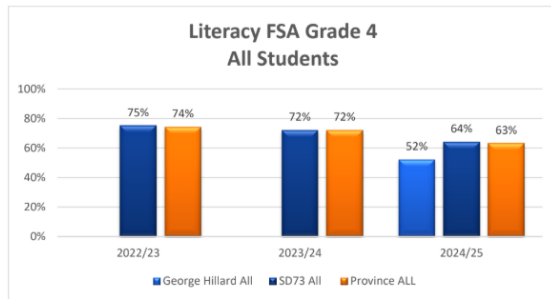
- As a school, we were able to align teaching assessments and approaches. All teachers focused on using the UFLI program with Jolly Phonics enhancements for our youngest learners.
- Experienced staff helped new teachers to become familiar with our literacy resources and implement them.
- Several “new to the classroom” teachers reached out for mentorship through the KTTA and district literacy.
- All staff focused on building positive reading mindsets and students began to enjoy the process of learning to read and “seeing themselves as readers”.



- As the above data shows, one major success was our group of grade 3 readers! As a collective they spanned above the district average and when our Indigenous data is disaggregated, 100% of them were meeting or exceeding in Reading! We are beyond proud of this achievement!

AREAS TO GROW:

- As noted, many of our grade groups were sitting below the proficiency level and below both district and provincial averages.
- We feel confident that our learners will continue to improve, as we gel together as a school. Our continued focus on aligning resources will give our students the best possible learning opportunities.



SCHOOL STRATEGIES:

To improve in literacy we will:

- Implement a One to One reading program
- Enhance our opportunities for students to access RTI and phonemic awareness interventions through LART reading groups
- Engage in buddy reading (older/younger) for support and modeling
- Focus on using Science of Reading and Jolly Phonics in our LART groups and within classes as universal supports

To improve classroom practices through Professional Development, we will:

- Create some “in school” mentorship for our newer teachers to work with our more experienced staff - observing literacy lessons and small group approaches
- Plan our school based professional development days around workshops/ presenters who can offer us research based literacy (reading) strategies
- Focus on presenting school wide programs to support literacy development - (ie. Jolly Phonics/Science of Reading)

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

- Focus on improving results for our Primary readers to build a strong foundation for our learners
- Support our learners who are leaving Primary, into intermediate grades by trying to continue to build in a primary/intermediate grade split and target reading interventions for our grade three students who need supports before intermediate
- Offer “push in” learning supports for our upper primary students to increase classroom time and independence, as well as our intensive small group interventions

To improve Aboriginal student learning, we will:

- review the strategies in the Local Education Agreements and Aboriginal Enhancement Agreement and include those strategies that staff agree will have the most impact
- Focus on traditional ways of knowing and cultural values imbedded in all that we do through resources and teacher/ indigenous staff modeling
- Prioritize on the land learning and community connections
- Continue to build connection and a positive self identity through cultural offerings as per the enhancement agreement

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

- Curriculum resources at George Hilliard vary, depending on staff approach and age of students. In order to align supports in Reading, we have focused on Leveled Literacy interventions for our LART teacher and will have the Science of Reading and Jolly Phonics resources in circulation through our primary and intermediate classrooms as well.
- George Hilliard employs teachers with years of experience and teachers who are new to the craft. Our experienced teachers are committed to our community and school and will help to guide our new teachers and connect them as well. Support staff are all truly committed to the needs of students and model kindness and compassion. Human resources are the heart of a school and are key to making students feel connected enough to learn to their best potential.
- Many extracurricular activities at George Hilliard will engage students in district level sports, and enhanced learning opportunities. Students will participate in team sports like Volleyball, and basketball and individual sports like track and field. We will also join opportunities like district Young

Artists, Young Authors, Heritage Fair, as well as aboriginal opportunities like the School District's PowWow.

- Many Field trips at George Hilliard will focus on the outdoors and providing opportunities for our students that enhance their learning. As a small, family school with a large outdoor area, we will enjoy connecting to the land, moving our bodies and hands on learning. Field trips to various outdoor learning environments and Kamloops cultural activities will help our students to feel grounded and connected to our larger community.

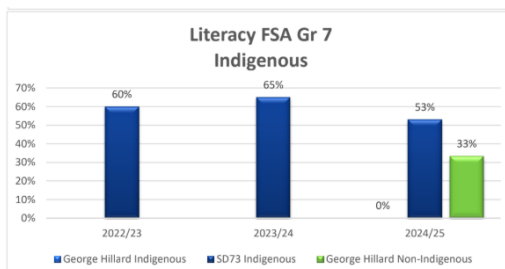
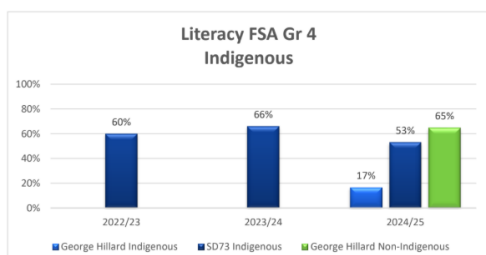
Evidence and Next Steps

A first review of our various data sets will take place in November . As a school team we looked at our assessments and noted areas of strengths and concern. We then drilled down into the data to see our subset of students and ensure we were clear on the needs of our diverse student population. We reviewed this data again in January and again in March.

Our plan was shared with our Parent Advisory Council (PAC) early in the fall and again, after our data point checks to ensure we were keeping our community in the loop. We finalized our goals in June and shared this with PAC and our larger parent community, to help align intentions and efforts.

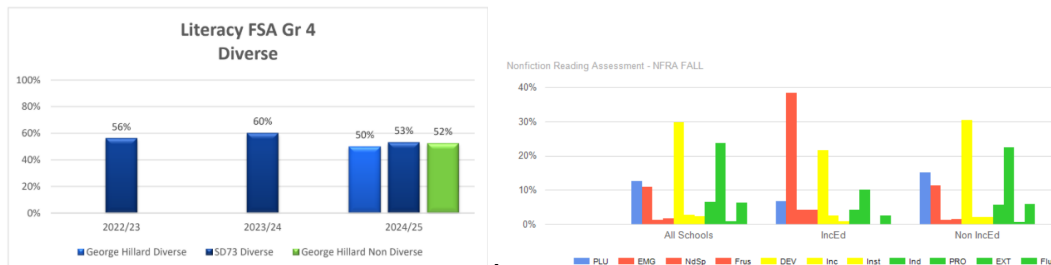
This will be an ongoing process, as we evolve through the years, so we will have the School Learning Plan as a standing agenda item for PAC and staff meetings. This will allow regular staff and parent voice in the plan and a forum for staff to analyze data and look at refining practice.

One of our main focuses, as we move forward, is to continue to improve reading outcomes for our learners, but to also try to shift the gap between our Indigenous and Non-Indigenous students. We noted many areas where this was quite pronounced.



Focusing on Indigenous ways of knowing/learning and continuing our journey of reconciliation and belonging will be a continued goal. In this way we hope to support our Indigenous learners, not only in their learning journey, but their well-being journey

For our diverse learners, we saw more variable outcomes. In some grades the gap was more pronounced and in some, much closer.



Our work in this area is to continue to help our diverse learners meet their full potential. Through targeted LART and CEA support we hope to see outcomes for these learners grow. Our classroom teachers have been working on universal design for learning so that learning is accessible to all, not just our diverse learners.

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).

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

SCHOOL GOAL: All students will feel a sense of belonging and have positive connections to our school community (staff and students).

SCHOOL RESULTS ANALYSIS: This year we focused on gathering street data from staff and students to determine how we were coming together in our first year of re-opening. Our plan was initially to determine if students felt like they belonged in our school, after having come from a different school. We then discussed a sub goal to look at those students who appeared to be on the "margins" of connections (visibly not connecting to peers, playing alone, voicing concerns about peers/friends) We then further discussed the need to look into our diverse student population, as we noted they were over represented in our students without connections. We looked at student and staff surveys and interviews to help inform our approach and to determine if we were on the right track in ensuring a sense of belonging and comfort was developing. We also completed the School Learning Survey data, after our FSA's and will look at this data as it comes in. In order for students to be successful learners, we know they need to feel safe and connected. This goal was an extremely important one as we re-opened George Hilliard and worked towards creating a new school culture with students who had previously been attending other community schools.

AREAS TO CELEBRATE:

- Our fall re-opening celebrations sponsored by the district was a huge success and helped families feel connected straight away!
- New school branding (hoodies, logo, jerseys) made everyone feel a part of the school in the fall! This was much talked about and appreciated.

Student Voice Interview Highlights:

"I feel like I belong because I have a lot of friends - everyone plays with me" - Eli

"I feel connected at school because people are kind here." - Victoria

"I feel like I've been here for 4 years!" - Izzy

Staff Voice Interview Highlights:

"I feel connected at work because of the many colleague conversations I have. This is a safe/inclusive learning environment for all. We have good collaboration, clear communication and defined expectations."

"I feel heard and appreciated."

Parent Feedback Highlights:

“The children at our school are guided daily by adults who understand the importance of relationship building and seek to understand all the individual minds at work in the building.”

“As a parent, upon entering the school, the feeling of belonging is palpable. Students calling out greetings in passing, staff stopping to tell you an uplifting moment they shared with one of your children, and the knowledge that you are in a place where you are welcomed and accepted.”

AREAS TO GROW:

- Continuing to flesh out our behaviour matrix and PBIS program. These foundational expectations are vital in a school and help students to feel safe in their learning journey.
- Continue to work on staff unity, as there is some staff turnover this year. All staff connected and moving in the same direction is a powerful tool in establishing a school culture.

SCHOOL STRATEGIES:

To improve student belonging and connection in classrooms we will :

- Teach social, emotional, and self regulation strategies within each classroom (Zones of Regulation, TILT, Mind Up)
- Direct teaching within the classrooms of acceptance and tolerance of all
- School wide activities and cross grade partnerships to promote modeling and connectedness
- Offer recess and lunch snack programs to support a positive learning environment and help students connect to peers and adults
- Develop school “buddy classes” and leadership programs to help connect students to each other

To improve classroom practices through professional development, we will:

- Offer school wide professional development that is focused on fostering and building connections for our learners
- Ongoing reviews and staff discussions around our PBIS practices and goals (standing staff meeting agenda item)

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

- Model regulation and connection strategies through buddy classes - primary students learning from our intermediates
- Whole staff approach to our students - all staff getting to know students and participating in school wide events so students know teachers they may be transitioning to
- Grade 7 tours and transition program so our students know what is expected of them and can feel comfortable before attending Brocklehurst Secondary for grade 8
- Kindergarten orientation program (SPARK) to help our preschool students transition to Kindergarten and feel welcome in our school

To improve Aboriginal student learning, we will:

- Continue to implement strategies from our Local Education Agreements and the Aboriginal Enhancement Agreement to increase and honour Indigenous ways of knowing to support a culture of inclusion and acceptance
- Continue to imbed Indigenous culture within our classrooms
- Maintain strong relationships with our community and Indigenous families - Aboriginal Year End luncheon, showcasing Indigenous cultural activities throughout the school and in newsletters

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

- Trauma informed literature and information for our staff
- PBIS materials, posters, tools for classrooms
- Regulation, social emotional and mental health tools/information for our “Sensory Space” for student use throughout the day

Evidence and Next Steps

This year we focused on street data, as mentioned. We did regular check-ins with students, staff and parents. This took the form of surveys and interviews. We then drilled down into the data to see our subset of students and ensure we were clear on the needs of our diverse and indigenous student populations.

We noted that although many of our Indigenous students were reporting strong feelings of belonging, some of our diverse students were not. Many of these students had come from other school environments where they had long standing connections to staff teams. Making the transition to new adult teams/teachers took quite a bit of time for both the students and the families.

Next Steps

- In the fall (September) we will hold a welcome back BBQ sponsored by the PAC. This will help to reconnect our families and welcome new ones.
- We will continue our focus on our diverse students/families by inviting them into the school early in the year to meet school teams. We have also already front loaded these families/children with next year's placements/teachers to help prevent any summer anxiety.

Our plan will be shared with our Parent Advisory Council (PAC) early in the fall and again, after our data point checks next year, to ensure we are keeping our community in the loop.

This will be an ongoing process, as we evolve through the years, so we will have the School Learning Plan as a standing agenda item for PAC and staff meetings.

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

To develop in communities cultural safety and humility, and in individuals, a sense of identity.

CULTURAL SAFETY OUTCOME:

Students, parents, and staff will strive to address power imbalances inherent in the education system and shape a district community that is free of racism, discrimination, sexism, harassment, and homophobia.

GOAL: Every learner will thrive personally and culturally.

SCHOOL STRATEGIES: Our school is committed to celebrating diversity and inclusion. As a staff we will work hard at identifying biases, barriers and gaps in our own and students' experiences. We will endeavor to model culturally responsive activities and sensitivities, while working hard to connect our students to each other and themselves. Our school wide behaviour matrix will be created by staff and our community partners to reflect inclusive ways of thinking and knowing. Staff leaders will help to create safe spaces for all students that promote inclusion and acceptance, like lunch clubs with some of our neuro diverse learners and peers, and a "Rainbow club". We will also focus on professional development to enhance our understanding of inclusion and how our practice, language and assumptions can impact cultural safety. In practice, this looks like using gender neutral language, imbedding diverse families/people examples into curriculum, visual representations of our culturally diverse students (showcasing work, crafts, etc) and celebrating culturally diverse moments/events.

Evidence and Next Steps

As a school team we will monitor our efforts towards inclusion and cultural responsiveness by discussing this at staff meetings (on going) and reflecting on our current practice. We will reflect on data gathered through the Student Learning Survey on cultural diversity, knowledge and representation.

Review of this goal will be an ongoing process, as we evolve through the year, so we will have the School Learning Plan as a standing agenda item for PAC and staff.