

Revised September 2025



Haldane Elementary
Annual School Learning Plan 2025-2026



<https://haldane.sd73.bc.ca/>

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 [Adam's Lake](#), [Neskonlith](#) and [Skwlax](#) peoples through our Local Education Agreements and the [Indigenous Education Enhancement Agreement](#).

CONTEXT

Haldane Elementary School is situated in the Village of Chase, 45 minutes East of Kamloops. We service 3 Indigenous Peoples: Neskonlith, Skwlax te Secwepemculecw, and Adams Lake. The surrounding area includes Pritchard, Turtle Valley, and Squilax. Our Indigenous population varies between 27-35 percent annually. Haldane has 243 students in 12 divisions from Kindergarten to Grade 6. Many of our students include those of a diverse socio-economic background.

School Configuration

- 248 Students K-6
- 25 Teaching & Support Staff
- 71 Indigenous Students
- 35 Special Needs

Haldane has a diverse population of learners, and we strive to provide support in many ways for each student. We have 2.0 FTE Learning Assistance time, divided between a full-time and two part-time LART positions. Literacy, Numeracy, and Social-Emotional assistance have been put into place to offer additional programming for our diverse

students. We share our Secwepemctsin Language and Culture teacher with Chase Secondary School and have 1 Indigenous Education Worker. A district Indigenous Counsellor and an Indigenous Consultant come to our school once per week to lead Indigenous Social groups and provide student support. We have a Teacher Librarian who is at the school twice per week. Currently, we have 5 Certified Educational Assistants supporting students in classrooms and throughout the school. We have a 0.50 Vice-Principal, who also provides 0.40 LART and 0.10 educational time. Additionally, she provides check-ins with some of our most vulnerable students, on top of her administrative duties. **Our school has been fortunate to offer a well-attended Strong Start Program for families that have children who are not yet of age to attend Kindergarten. We look forward to when it can start up again, hopefully this year as it can often be difficult to retain staff rurally.**

Haldane Elementary works very closely with our partner high school, Chase Secondary. Due to the fact that both schools sit in close proximity to each other, we are able to offer a seamless transition for our students heading off to high school in grade 7. Project work, joint sports (including the grade 7 students in our track and field) and volunteer opportunities help to connect our high school students to our elementary students. Both Haldane and Chase Secondary are also a part of the North Thompson/Chase & Logan Lake Family of Schools, which includes: Chase Secondary, Barriere Elementary, Barriere Secondary, Blue River Elementary, Clearwater Secondary, Logan Lake Elementary, Logan Lake Elementary/Secondary, Raft River Elementary and Vavenby Elementary.

Haldane 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 community, staff, students, and parents will feel safe taking 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 band education managers, school PAC (parent advisory council), and staff throughout the year. Student voice is also gathered through year-end self-assessments of the core competencies, Street Data interviews and surveys, and 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 RESULTS ANALYSIS:

After reviewing our school data and focusing on grade cohort comparative results, we can clearly see that there are large gains in the Primary Reading Assessment. As well, our Indigenous student achievement for all primary grade cohorts has consistently increased dramatically at the school level since 2020/21. Below is the Primary Reading Assessment data for the last 5 cohorts of students entering grade 1.

Primary Reading Assessment - June							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 Year Avg	3 Year +/-
Haldane Gr 1	12%	8%	26%	39%	76%	47%	25%
District Gr 1	44%	62%	53%	58%	60%	57%	4%
Haldane Indigenous Gr 1	4%	14%	33%	50%	33%	39%	0%
District Indigenous Gr 1	34%	30%	41%	42%	41%	41%	0%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Haldane Gr 2	13%	46%	21%	59%	41%	40%	10%
District Gr 2	58%	66%	61%	67%	65%	64%	2%
Haldane Indigenous Gr 2	5%	33%	17%	50%	50%	39%	17%
District Indigenous Gr 2	44%	47%	49%	54%	50%	51%	1%
	2020/21	2021/22	2022/23	2023/24	2024/25		
Haldane Gr 3	9%	45%	44%	35%	69%	49%	13%
District Gr 3	58%	71%	66%	70%	73%	70%	4%
Haldane Indigenous Gr 3	6%	42%	56%	43%	44%	48%	-6%
District Indigenous Gr 3	43%	72%	57%	64%	58%	60%	1%

Percentage of Students Meeting Expectations (June)

By reorganizing the data by cohort (see table below), the following trends become apparent. Each grade 1 cohort has consistently improved results over 3 years in the primary program, except the 2020-21 cohort, which had a statistically insignificant decrease from grade 2 to grade 3.

Cohort (Gr.1 yr)	PRA Grade 1 (yr)	PRA Grade 2 (yr)	PRA Grade 3 (yr)
2020/21	12% (20/21)	46% (21/22)	44% (22/23)
2021/22	8% (21/22)	21% (22/23)	35% (23/24)
2022/23	26% (22/23)	59% (23/24)	69% (24/25)
2023/24	39% (23/24)	41% (24/25)	Anticipated (25/26)

When disaggregating Indigenous PRA data below, there is a general trend of improvement as students move from grade 1 through grade 3, except the 2022-23 cohort, which experienced a minor drop between their grade 2 and grade 3 results.

Cohort (Gr.1 yr)	PRA Grade 1 (yr)	PRA Grade 2 (yr)	PRA Grade 3 (yr)
2020/21	4% (20/21)	33% (21/22)	56% (22/23)
2021/22	14% (21/22)	17% (22/23)	43% (23/24)
2022/23	33% (22/23)	50% (23/24)	44% (24/25)
2023/24	50% (23/24)	50% (24/25)	Anticipated (25/26)

AREAS TO CELEBRATE:

- We are continuing to see growth in overall student reading strengths in each cohort
- Overall, students have substantially improved literacy skills over the last few years
- Our Indigenous student cohort has largely improved or retained results year by year
- Results in grade 1 cohorts have improved yearly from 12%-39% overall, and 4%-50% for Indigenous students in the four grade 1 years measured

AREAS TO GROW:

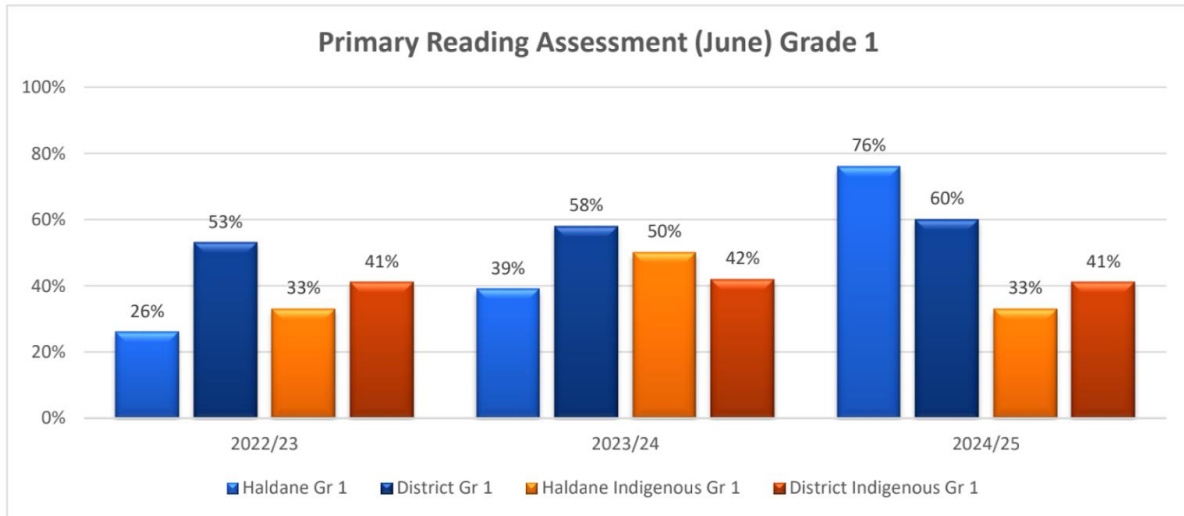
- Investigate the discrepancy in growth trends between Indigenous and all learners as they progress through the primary years
- Provide additional targeted support for the 2022-23 Indigenous cohort, currently entering grade 4, to proactively address the decline in literacy skills highlighted by the data
 - Supporting ongoing success in the intermediate grades **through LART groups targeting literacy goals**
- **FSA results for 2023/24 resulted in 68% of students emerging regarding overall literacy skills**
- **PRA Indigenous grade 3 students' 3-year average is (-6%)**

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

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

Sub Goal: Indigenous and non-indigenous students will meet or exceed literacy expectations, including but not limited to comprehension, fluency, and decoding, with a continued focus on students entering grade 1, as the data shows the effectiveness of early intervention in supporting literacy acquisition in the primary grades.

This will be measured through various data collection, including, but not limited to PRAs, FSA results, and student surveys **tracked across grade 1 cohorts.**



SCHOOL STRATEGIES:

To improve literacy, we will:

- Continue to use our One-to-One reading program - one session focused on Intermediate, one on Primary
- Enhance our opportunities for students to access RTI and phonemic awareness interventions through LART reading groups
- Continue to engage in buddy reading (older/younger) for support and modelling
- Focus on using UFLI (Science of Reading Program) and Jolly Phonics in our LART groups and within classes as universal supports
- IEW focus groups regarding reading targets that incorporate traditional ways of knowing and doing
- Indigenous Shuswap Language Teacher teaching culturally specific language within an Indigenous cultural context
- Liaise with band Education leaders to offer and organize the *Summer Reading Program* for our struggling Indigenous learners in grades 1-3

To improve classroom practices through Professional Development, we will:

- Ask our curriculum support team to come in and work with staff on reading interventions and class practices
- 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/ UFLI)
- Our Secwepemctsin Language teacher will once again be invited to run a portion of the September Professional Development Day at our school, providing an Indigenous lens to staff learning regarding literacy

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

- 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 students to increase classroom time and independence, as well as our intensive small group interventions
- **Continue to gather student voice to guide and improve programming**

To improve Indigenous student learning, we will:

- Review the strategies in the Local Education Agreements and Indigenous Enhancement Agreement, and include those strategies that staff agree will have the most impact
- Focus on traditional ways of knowing and cultural values embedded in all that we do through resources and the modelling of Aboriginal staff
- Prioritize *On the Land Learning* and community connections (collaboratively with Spirit North)
- Continue to offer traditional language opportunities
- Continue to build connections and positive self-identity
- **Foster cultural practices embedded throughout the curriculum**

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

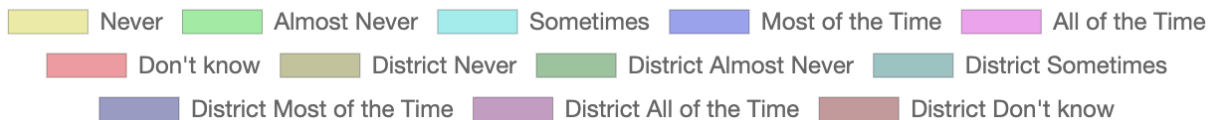
- Curriculum resources at Haldane vary, depending on staff approach and age of students. In order to align support in Reading, we have focused on Levelled Literacy interventions for our LART teachers and have the UFLI and Jolly Phonics resources in circulation through our primary and early intermediate classrooms as well.
- Haldane employs many amazing staff! We have teachers with years of experience and teachers who are new to the craft. Our experienced teachers are committed to our community and school and help to guide our new teachers and connect them as well. Support staff and district staff are all truly committed to the

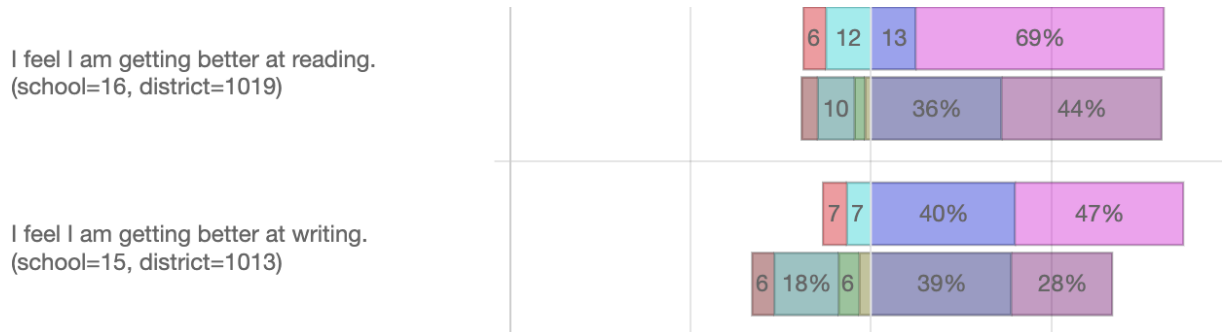
needs of our students and model kindness and compassion. Many of our staff members live in our community and are a part of our students' lives in and out of school. Many of our staff also have indigenous heritage and help to guide us in our ways of knowing and cultural connections. Human resources are the heart of a school and are key to making students feel connected enough to learn to their full potential.

- Many extracurricular activities at Haldane engage students in district-level sports and enhanced learning opportunities. Students participate in team sports like floor hockey, volleyball, basketball and individual sports like track and field with various Kamloops schools. We also join opportunities like District Young Artists, as well as Aboriginal opportunities like this year's School District PowWow.
- Many Field trips at Haldane focus on the outdoors and provide opportunities for our students that enhance their learning. As a rural community school, we enjoy connecting to the land, moving our bodies and hands-on learning. Field trips to our various outdoor learning environments help our students to feel grounded. To add additional learning opportunities, we also take our students to Kamloops a few times in the year to expose them to larger community events.

Evidence and Next Steps

Continuing on the path of reviewing data sets throughout the year, as an administrative team, we consulted with staff in June. In our Student Learning Survey, students had reported a dramatic increase in efficacy regarding feeling they are “getting better” at reading, specifically a 25% increase over District results in the strongly agree category. In writing, students also reported “Strongly Agree” regarding their improved sense of writing efficacy. As a result, stakeholders elected to continue our literacy targets to track and target literacy goals more longitudinally into the next year or so as a next step.





It is encouraging to see an increase, anecdotally and statistically, in students' enjoyment and feeling of efficacy in both reading and writing. We are also looking forward to innovating the use of our Flex Room in order to teach strategies that will continue helping learners access learning at their level, such as learning to regulate their bodies and to integrate successfully back into their classroom environments in a more focused, “ready to learn” way. We will continue to offer this room as a service for those who need support.

We also noticed, anecdotally, that our students really connected to some of our programs, ie, Jolly Phonics. Teachers noted enthusiasm and focus during these lessons. We did, however, also notice a decline within our grade 2 group, so we did some digging to determine what was happening. We discovered that the decline was mostly connected to a classroom that had many teacher changes and some inconsistency in programs and approaches. These students have been flagged for extra support next year, to ensure they have a consistent resource and program to support their learning.

The learning plan was shared with our Parent Advisory Council (PAC) on May 31st, where we also reviewed the data and shared our plan to continue our focus on Reading. This news was well received by PAC.

Our next steps are to review the plan, **and data**, again in the fall with our staff and PAC, as well as our band education managers, to outline our strategies for the 2025/26 school year and receive feedback. This 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, staff, and CIAC (Chase Indigenous Advisory Council) meetings.

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.

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 RESULTS ANALYSIS: When we look at our Student Learning Survey data, we see that Haldane can set higher goals regarding student belonging in school. In order for students to be successful learners, we know they need to feel safe and connected. We have been working for several years now on these things and will continue to do so with this focus in mind.

Is school a place where you feel like you belong?	Count	Percent
Never	1	5%
Almost Never	0	0%
Sometimes	7	41%
Most of the Time	7	41%
All of the Time	2	11%
Don't know	0	0%
Total	17	100%

How many adults do you think care about you at your school?	Count	Percent
None	0	0%
1 adult	1	5%
2 adults	0	0%
3 adults	2	11%
4 or more adults	6	35%
Don't know	8	47%
Total	17	100%

AREAS TO CELEBRATE: Over the last few years, we have seen strong results in our students’ overall sense of belonging and connectedness. We are pleased to see these gains and have set our sights on this improvement to continue. It is encouraging to see that overall our students are valuing school outcomes and are becoming increasingly interested in their learning, which will undoubtedly result in a higher sense of motivation and effort.

AREAS TO GROW:

- Despite strong results in many areas, we want to continue to keep our kids safe and connected at Haldane. This will be ongoing work.
- Of the students surveyed, many learners report feeling connected to more than one adult here at school, but our focus is on determining the small number of students who do not have an adult connection, or do not know which adults care about them, and to correct this.

SCHOOL GOAL: All students will improve personal social skills, self-regulation, and their ability to connect to self and others.

SCHOOL STRATEGIES:

To improve students feeling welcome and safe in classrooms we will:

- Continue to 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, as well as various cultural activities and groups led by our IEW
- School-wide activities and cross-grade partnerships to promote modelling and connectedness
- Continue to offer morning, recess and lunch food programs to support a positive learning environment and help students connect to peers and adults
- Continue to use our “Flex Room” for students to learn social skills, self-regulation, and proactive behaviours - room is offered to all who need it and is used throughout the day to supplement classroom learning
- Collate behavioural data regarding the effectiveness of the Flex Room usage
- Continue offering monthly assemblies that target observational and statistical deficits regarding socio-emotional development and learning, behaviour targets and fostering connectedness for all students and adults in our building
- Continue to survey student voice to see how they feel they belong
- Continue with leadership development of upper intermediate students through weekly group challenges focused on connectedness and belonging

To improve classroom practices through professional development, we will:

- Continue to offer school-wide professional development that is focused on trauma-informed practices, led by our Vice-Principal and Principal
- Provide structured follow-up during staff meetings to review the climate of our school and classrooms regarding trauma-informed practices

- Ongoing reviews and staff discussions around our PBIS practices that are encompassed in data and set goals based on these results (standing staff meeting agenda item)
- Opportunities to collaborate and for teachers to receive mentorship in other teachers' classrooms

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

- Continue to model regulation and connection strategies through buddy classes - primary students learning from our intermediates to help with the grade 3-4 transition
- Continue to collaborate with our nearby high school to model regulation and connection for the high school transition
- Continue with grade 6 tours and transition program, so our students know what is expected of them and can feel comfortable before attending high school
- Continue with our Kindergarten orientation program to help our preschool students transition to Kindergarten and feel welcome in our school

To improve Indigenous student learning, we will:

- Continue to implement strategies from our Local Education Agreements and the Indigenous Enhancement Agreement to increase and honour Indigenous ways of knowing to support a culture of inclusion and acceptance
- Continue to embed Indigenous culture within our classrooms
- Maintain strong relationships with our community and Indigenous families - Chase Indigenous Advisory Council meetings, Indigenous Year End BBQ, regular meetings with Band Education Liaisons

To improve well-being, we are allocating our financial resources towards:

- Trauma-informed literature and books for our staff book club
- PBIS materials, posters, and tools for classrooms
- Regulation, social-emotional and mental health tools/information for our Flex Room for student use throughout the day

Evidence and Next Steps

Our next steps include the review of our various data sets, with stakeholders in the fall and base conversations around areas of growth and concern shown in the analysis of

data noted above in the “Areas to Celebrate” and “Areas to Grow” sections. **Throughout the year, we will gather data such as monitoring attendance, behaviour forms, and observations regarding extra-curricular participation, and loop back each term with stakeholders in order to set concrete next steps.**

The plan will again be shared with our Parent Advisory Council (PAC) and our band education managers to outline our strategies and receive feedback. This will be an ongoing process, as we evolve through the 2025/26 school year. We will have the School Learning Plan as a standing agenda item for PAC, staff, and CAAC (Chase Indigenous Advisory Council) meetings.

STREET DATA STRATEGY:

Equity-centred inquiry question:

- How do we improve primary literacy, grades 1-3, for all students using equitable access

Cohort of learners (at the margins) the staff is prioritizing:

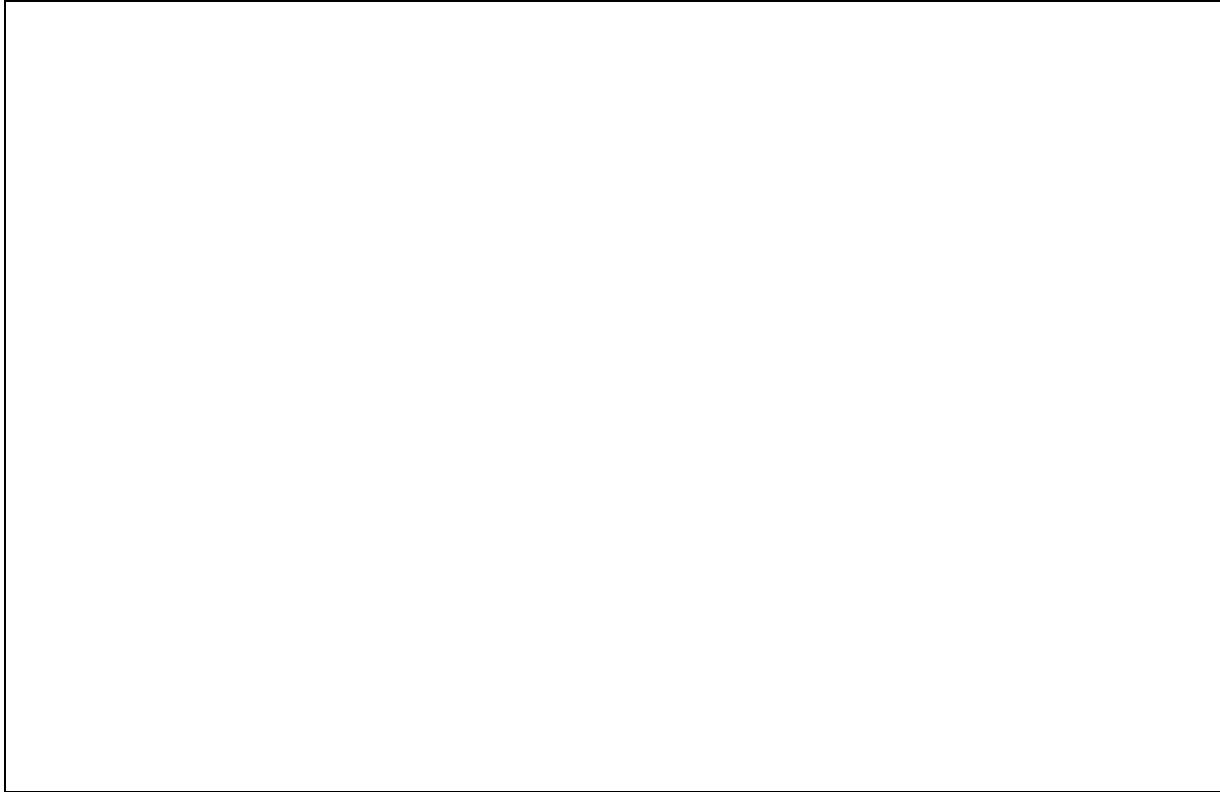
- We have chosen to target our primary readers, particularly grade 1, to build student capacity in preparation for an intermediate-level focus on higher-order learning. Catching readers early directly correlates with student learning success in future years.

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

- Our staff continue to support students attending our 1:1 reading program
- We have collated street data regarding student voice and need to improve literacy skills

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

- Next steps include looking at the data collected and using the tools that students have voiced would help them become successful in literacy learning. Continuing to gather a larger sample size of student voices is also planned for next year, as well as reviewing data collection with staff in the fall, in order to ensure there is a clear focus for next year.



CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

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

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. We have a strong staff who work hard at identifying biases, barriers, and gaps in our

own and students' experiences. Our Indigenous team models culturally responsive activities and sensitivities, while working hard to connect our students to each other and themselves. Our school-wide behaviour matrix is based on the medicine wheel and was created by staff and our community partners to reflect Indigenous ways of thinking and knowing. Staff leads help to create safe spaces for all students that promote inclusion and acceptance, like lunch clubs and intramurals with some of our neurodiverse learners and peers. We 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, embedding diverse families/people examples into curriculum, visual representations of our culturally diverse students (signs in Secwepemctsin, posters with diverse ethnicities/anti-bullying) and celebrating culturally diverse moments/events.

Evidence and Next Steps

Review of our various data sets took place in mid-May of 2025. As an administrative team, we first looked at our data sets and noted areas of growth and concern. We then drilled down into the data to ensure we were clear on the needs of our diverse student population. We reviewed this data again at our June 7th staff meeting and received input from staff to support a continued focus on cultural safety. The plan was shared with our Parent Advisory Council (PAC) on May 31st.

Our next steps are to review the plan again in the fall of 2025 with our staff, PAC, and band education managers, to outline our strategies and receive feedback. This 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, staff, and CIAC (Chase Indigenous Advisory Council) meetings.