



Heffley Creek School

Annual School Learning Plan

2025-2026



Revised September 16, 2025

Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.
School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with Tk'emlúps te Secwépemc through the [Aboriginal Education Enhancement Agreement](#).

CONTEXT

Heffley Creek Elementary is a small, rural school with 22 students from Kindergarten to Grade 3 who live in the community and surrounding area. Our school has two classroom teachers, one Certified Educational Assistant, a daytime custodian and a secretary that is shared between Sun Peaks & Heffley Creek. The Learning Assistance Resource Teacher (LART) from Rayleigh Elementary also supports the students and staff at Heffley Creek Elementary.

The Principal is responsible for both Rayleigh Elementary and Heffley Creek Elementary and usually spends two mornings a week at Heffley Creek.

- 22 students, 2 divisions, 2 teachers, 1 Certified Educational Assistant
- 4 students identify as Indigenous
- 2 students working with a Competency-Based Inclusive Education Plan
- Our students ride the bus to Rayleigh for Grades 4-7

Heffley Creek School is the heart of our community. The students are deeply connected to one another, rooted in their active lifestyles and love of the outdoors. The playground is the hub of the community where everyone meets after school and on weekends. The students at Heffley are free spirits with vivid imaginations and know how to play hard.

Many students ride the school bus from Whitecroft, Knouff Lake, Vinsula and the areas in between while others live within the Heffley Creek Community.

Heffley Creek Elementary is a close-knit community-focused school and some of the children have parents and siblings who also attended the school. Heffley Creek has close ties to Rayleigh Elementary as students transition to Rayleigh for Grades 4-7, and many have siblings that attend there.

Community Engagement:

Heffley has a small, but mighty, Parent Advisory Council (PAC) who have been able to find a variety of grants and donations to support the school. In addition, the PAC supports the school by providing a hot lunch program and community building activities. A local musical group called, Speedy Creek, are regular visitors to the school and add to our Arts Program.

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/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: On-going collective teacher efficacy to improve student achievement in Literacy is evident in our classrooms and in our outcomes, however, we continue to have room for growth in Literacy as a goal moving forward. As we have such a small school, data sets cannot be shared without identifying individual students. The Primary Reading Assessment completed in June indicated that 40% of our Grade 1 students were Proficient or Extending, 100% of students in Grade 2 were Proficient or Extending and 50% of our Grade 3 students were Proficient or Extending.

SCHOOL GOAL:

Literacy: Each learner will demonstrate a year's worth of growth in Literacy.

AREAS TO CELEBRATE:

- Our Grade 2 cohort is excelling in reading
- We are seeing an increase in the number of students who are Proficient overall in Language Arts

AREAS TO GROW:

- Our Grade 1 cohort has 60% of students who are not reading at grade level
- Although we are seeing progress in Literacy skills acquisition, we still have 47% of our students who are Developing or Emerging in Reading
- Student attendance has been a concern, and this can lead to students missing a significant amount of classroom instruction.

OBJECTIVE:

- All students will improve their ability to decode words and read fluently with more than 75% as Proficient or Extending readers (measured through Spring PRA).

SCHOOL STRATEGIES:

In order to achieve our Literacy Goal, we will utilize the following:

Objective Strategies & Assessment Tools:

- Heggerty Phonemic Awareness - daily explicit and systematic phonological and phonemic awareness instruction
- UFLI Program used for Grade 2-3 students
- Companion Phonics
- Words Their Way
- Small Group Reading Instruction
- Come Read With Me ongoing tutoring program
- Regular formative assessment used to guide instruction
- PRA Assessments in the Fall, Winter & Spring
- Home Reading practice

To maintain and improve Indigenous student learning, we will:

- Have ongoing Professional Development for staff pertaining to the Aboriginal Education Enhancement Agreement and the First Peoples Principles of Learning
 - Regular classroom use of literature written by Indigenous authors
- Regularly engage with the Indigenous Family Counselor to ensure that Indigenous students and families are receiving support as requested.
- Indigenous Outreach Workers will be engaged to support students and families as requested.

To maintain and improve Inclusive Education Student learning, we will:

- Regularly review student referrals for Inclusive Education services and what we are doing to support these students.
- Regularly review the specific subpopulations who are needing targeted strategies and identify strategies by working with our school and district support teams.
- Pull out and push in reading groups to target lagging learning needs.

Professional Development Strategies:

- Implement strategies and Principles of Learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.
- Utilize District Literacy Coordinators to continually improve teaching practice through mentorship opportunities and team teaching with Coordinators.

- Use of collaboration times for Heffley Creek Teachers with Rayleigh Teachers to examine practice and learn from one another.
- Financial alignment of resources to ensure that our resources meet our students' needs.

To improve in Grade-to-Grade transitions and transitions to Rayleigh Elementary for Grade 4, we will:

- Work with our Inclusive Education team to ensure that diverse learners are assessed and supported
- Small group intensive Literacy support with an intervention focus using Heggerty with our Kindergartens, UFLI and Phonic Companion with our Grade 1, 2, and 3 students.
- Have alignment of strategies and language (Literacy, SEL, etc.) between Heffley Creek and Rayleigh to allow for a more seamless transition.

To improve in learning, we are ensuring that our resources meet our students' needs. Thanks to the support of a \$5,000 Tolko donation and PAC funding, we were able to invest in our School Library and purchase books, decor, comfortable reading furniture and Chromebooks for search stations.

Evidence and Next Steps

Information on the 2025/2026 School Learning Plan goals will be shared in the September 2025 newsletter and will be revisited throughout the school year.

The Parent Advisory Committee will review the School Learning Plan goals in the first PAC Meeting in September 2025. The PAC will be consulted on the goals and strategies with opportunity being provided for input.

Staff Meeting times will be used to review strategies and time will be provided for collaboration around Literacy ideas. These staff meetings and collaboration times will include reflecting on SLP Objectives to bring more clarity and focus for all. We will work together to brainstorm a working list of strategies & resources that can be used to achieve these objectives.

District Literacy Coordinators will be brought in during staff meetings and collaboration times to introduce new strategies and provide support and mentorship opportunities.

When Professional Development opportunities for staff are available, Literacy opportunities will be emphasized and encouraged.

The Come Read With Me program will be offered to all Grade 1 families in an effort to resource families with tools and strategies to support early literacy at home.

At least three school newsletters will highlight a Literacy topic in an attempt to engage families.

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: With our students being entirely in Primary grades, we created our own Equity Survey in 2024/2025 that was administered by our school team individually with each student in Grades 2 & 3. All students reported feeling welcome, safe, and had a strong sense of belonging at Heffley Creek Elementary. Each child could name at least 2 adults who cared for them. An Equity Survey was also shared with families and the common challenge that was raised related to the ongoing need for after school care. Families overwhelmingly noted that their children felt strongly connected to the school, to the staff and our school community.

SCHOOL GOAL:

Students at Heffley Creek Elementary will feel a strong sense of belonging.

AREAS TO CELEBRATE:

- All students reported feeling welcome, safe, and that they belonged at Heffley Creek Elementary
- All students reported that they had 2 or more adults who cared for them
- Families reported that their children felt a part of the school community and welcome.

AREAS TO GROW:

- Although students feel strongly connected at Heffley Creek, staff and families have noted challenges related to the Grade 4 transition between Heffley Creek and Raleigh. These challenges often involve trying to build new friendships and adapting to the larger school environment.

OBJECTIVE:

Staff will teach specific SEL skills and guide students to create connections within the school community.

SCHOOL STRATEGIES:

In order to achieve our Wellbeing Goal, we will utilize the following:

- The adults in our buildings are the heart of our school. We will focus on meeting students at the door, interacting with all students and using common language to strengthen SEL skills.
- Using Mood Meters, RULER, Zones of Regulation, and other Social-Emotional programs and initiatives to teach strategies to identify and regulate feelings, emotions and build a sense of community connectedness.
- School-wide use of the SEL resource, Open Parachute
- Articles in school newsletters that alternate between an SEL and Literacy focus
- Whole class activities (Day of Suwentwecw, Terry Fox run, Halloween fun, Christmas concert, National Indigenous Peoples Day Celebrations, end of the year assembly, etc.)
- Working together with our PAC to host some community activities such as school movie nights and other celebrations
- Heffley Creek students attend a variety of functions at Raleigh throughout the school year in order to lessen the stress of being in a larger school environment. This includes Arts Presentations and Student School Photos. Having alignment of strategies and language (Literacy, SEL, etc.) between Heffley Creek and Raleigh will also allow for a more seamless transition.

To improve Indigenous student learning:

- Drum the Welcome Song at the opening of all events and assemblies
- Ongoing school-wide recognition and engagement during significant dates in the school calendar

Professional Development Strategies:

- Seek opportunities for staff to learn more about trauma-informed practice, FASD, and other important areas that impact student learning, behaviour and development
- Share Raleigh SEL Committee discussions, strategies and projects at combined staff meetings
- School-focused professional development opportunities on Pro-D days

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When Professional Development opportunities for staff are available, SEL opportunities will be emphasized and encouraged.

At least three school newsletters will highlight SEL topics in an attempt to engage families.

Mood Meters will be present in all classrooms and staff will find ways to engage students in the use of this tool.

Art Starts Performances that align with students creating connections with each other and SEL skills will be chosen to provide unifying experiences and learning for the entire school. These performances happen at Rayleigh Elementary and Heffley students are bused there to take them in.

STREET DATA STRATEGY:

Our Equity-Centred Inquiry Question:

- How is the culture of our school experienced by students who struggle to make friends?

The cohort of learners (at the margins) that our staff are prioritizing:

- We noticed that students who display signs of neurodiversity, especially in more subtle ways and as they get into Grades 2 and 3, struggle to develop friendships with peers.

Actions taken by our staff to understand these learners' school experience:

- Using an Equity Surveying process, we had Grade 2 & 3 students, staff members and families complete a Five Question Equity Survey. In staff meetings, we analyzed the results and brainstormed ideas on how to address the concerns that were raised in the survey responses.

We have used (and are planning to use) this information to create positive change by:

Classrooms	School-Wide
<p>Helping students to connect outside of the classroom by having an optional family connections list (built with family consent) that is sent home to families at the beginning of the school year so students can connect outside of school.</p> <p>Use creativity in how students are being mixed. Seating plans, partner changes, watching for student connections in subtle ways.</p> <p>Holding class meetings and intentional SEL lessons to teach how to initiate, respond and resolve conflicts in friendships. Open Parachute program taught throughout the school.</p> <p>Making time for Buddy class activities, field trips, afternoon activities together, etc.</p>	<p>Provide outdoor equipment for recess and lunch to help students engage with each other that is both active (soccer balls, etc.) and passive (chalk, etc.).</p> <p>Ongoing engagement with Mood Meters and Open Parachute Program throughout the school.</p> <p>Visits to Raleigh Elementary to help in making that space feel more familiar and welcoming for the Grade 4 transition.</p>

CULTURAL & IDENTITY GOAL

CULTURAL & IDENTITY DEVELOPMENT

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

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.