



Revised Sept. 2025

École Élémentaire South Sa-Hali Annual School Learning Plan 2024-2025

Principal: Alain Blais
Vice-Principal: Sonja Corea



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 our Local Education Agreement ([link current signed copy](#)) and the Aboriginal Education Enhancement Agreement ([link](#)).

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CONTEXT

SCHOOL VISION

In our safe and inclusive French Immersion community, we value respect and curiosity to embrace academic challenges, creativity and responsible citizenship.

SCHOOL CONTEXT

École Élémentaire South Sa-Hali, perfectly situated next to Peterson Creek Park, is a single-track French Immersion school of choice which draws its student population from a variety of neighborhoods located south of the TransCanada Highway. Because of the size of our catchment area, the majority of our students arrive at school by car or bus (either BC Transit bus or SD73 school bus). Our school has a diverse socio-economic and cultural population of 371 students from Kindergarten to Grade 7, who are housed in 17 classrooms. We have 38 students of Aboriginal Ancestry and 36 students who have a Ministry Designation and whose learning is guided by an Inclusive Education Plan. There are two portables on site; one is used for our music/band program which is delivered by our music prep teacher, and the other is the home for an after-school daycare program, KamloopsKidz. We currently have approximately 100 students accessing additional support from one of the LARTs or CEAs: 70 students receiving small-group support outside of the class and 92 students receiving additional support within the class (some receiving both).

Our school campus is located in close proximity to Peterson Creek Park, which offers excellent opportunities for students to use their natural surroundings to explore the natural world and their connection to it. Many of our classes frequent the park several times a week to explore themes in Physical Education, Science, Social Studies, and Mathematics.

Our staff consists of 23 teachers, five CEAs, one Aboriginal Education Worker (2 days/week), one Administrative Assistant, three custodians, one Vice-Principal, and one Principal. Our Learning Assistance time is divided between 2 LART teachers and our vice-principal.

École Élémentaire South Sa-Hali is a part of the South Kamloops Family of schools which includes Savona Elementary, Aberdeen Elementary, Beattie Elementary, École Élémentaire Lloyd George and South Kamloops Secondary. EESS participates in all District activities and are also privy to a few special opportunities such as Concours d'art oratoire, Carnaval d'hiver, French Filmfest, and le Festival du théâtre.

FRENCH IMMERSION - SCHOOL OF CHOICE (Brief History)

Since the restructuring of the French Immersion program in 2010 from dual-track to single-track schools, and the concentration of French Immersion from 4 elementary schools to two, there was a steady increase in enrollment at South Sa-Hali until we reached capacity. Each year we typically have space for 48 Kindergarten students each year.

One of our core beliefs in French Immersion is for students to speak French during instructional activities to develop fluency in oral French to the greatest degree possible. Our school believes that French is not a language learned solely in school, but rather a language that will be used in many facets for the rest of our students' life. It is our hope that there will be some students who will use French when attending post-secondary institutions, when traveling around the world, and when entering the workforce as an adult. It is, therefore, the staff's expectation that students speak French in all areas of the school, with staff members and with their peers.

In the early years of Kindergarten and Grade 1, when students are gradually building their oral French fluency, some English is acceptable; however, the instruction is given largely in French. These students are encouraged to attempt to express themselves with the French language that they do have and fill in the rest with English when needed. In addition, it is a bonus for students' oral French growth if they speak French in the hallways and outside during recess and lunch; although, this is not mandatory unless they are speaking with a French-speaking staff member.

Students in Grades 3-7 receive English Language instruction 20% of the time. This equates to approximately 60 minutes per day.

An important factor in the success of our French Immersion program is the strong support of parents and families. As a school of choice, the parents have made the conscious decision to place their children in a program in which they have confidence. Our parents and teachers are committed to working together, and success is achieved because both groups support each other.

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 GOAL 1: Students will read at grade level in French by the end of grade 4.

This is a new goal. After talking with our teachers in the fall, they felt that it was important for our school to have a goal focusing on French. We will use June 2025 as a baseline for our data. Teachers, from both South Sa-Hali and Lloyd George, have worked on developing a scope and sequence and a new ELAP assessment that will be implemented in 25-26. Both schools met at the May 2025 pro-d to make final decisions about the scope and sequence as well as the assessment tool. We will meet again during the September 2025 Pro-D to roll them out for that school year.

ELAP DATA June 2025

	EESS	Indigenous	District	D.Indigenous
Grade 1	53%	100%	62%	64%
Grade 2	59%	80%	72%	82%
Grade 3	64%	67%	75%	64%
Grade 4	N/A	N/A	N/A	N/A

Strategies:

Scope and sequence link:

https://drive.google.com/drive/folders/1CaKZMdes5cQoBEjCkMym0ZAFRB7oaXft?usp=drive_link

New ELAP (Évaluation de Lecture Au Primaire) rolled out in Sept. 25.

Our students will develop a rich French vocabulary to express their ideas on a variety of subjects and boost their reading comprehension in French.

Exemples de leçons

<https://drive.google.com/file/d/1FoB3skWbInlUI0z-8V2lceGNmog8BKTW/view?usp=sharing>

SCHOOL GOAL 2: Students will solve real-world problems.

SCHOOL RESULTS ANALYSIS:

Although our school typically scores higher than the District in Numeracy, we have decided to focus on Numeracy for our learning goal for a number of reasons.

1. Our **2024-2025 FSA results** indicated that:
 - a. In Grade 4, we saw an increase of 6% of students who are at either On-Track or Extending, currently sitting at 89% (23% and 24% above District and Provincial results). This surpasses our last year's target of a minimum of 80% of our students achieving On-Track or Extending.
 - b. In Grade 7, we saw an increase of 9% over last year's results, moving from 65% to 74% of students achieving On-Track or Extending. Our students continue to significantly outperform their peers in the rest of the District (61%) and the province (59%). We are not satisfied with these results, and we would like to see a minimum of 80% of our grade 7 students achieve On-Track or Extending on the 2025-2026 FSA in Numeracy.

Year-End Learning Update Data - Numeracy												
	Proficient/Extending June 2022			Proficient/Extending June 2023			Proficient/Extending June 2024			Proficient/Extending June 2025		
	All	Non- Aboriginal	Aboriginal	All	Non- Aboriginal	Aboriginal	All	Non- Aboriginal	Aboriginal	All	Non- Aboriginal	Aboriginal
K	93%	93%	100%	90%	87%	100%	94%	96%	80%	100%	100%	100%
Gr. 1	93.4%	93.4%	100%	98%	100%	67%	86%	87%	80%	91%	92%	83%
Gr. 2	93%	93%	100%	94%	98%	50%	93%	92%	100%	81%	80%	100%
Gr. 3	90%	90%	88%	98%	98%	100%	92%	91%	100%	89%	90%	86%
Gr. 4	88%	90%	67%	87%	84%	83%	98%	97%	100%	87%	86%	100%
Gr. 5	90%	91.8%	67%	84%	85%	67%	98%	97%	100%	95%	95%	100%
Gr. 6	82%	82%	100%	83%	85%	50%	67%	67%	67%	77%	81%	57%

Gr. 7	86%	86%	0%	94%	94%	100%	67%	69%	40%	76%	76%	67%
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The June 2025 Learning Update data shows positive numeracy results for most of our students in grade K-5. **One anomaly that we noticed was the rapid decrease in the number of students in Grades 6 and 7 who achieved Proficient or Extending. Although we are not entirely sure why this has occurred, we will be discussing this with our teachers in September.**

Our Indigenous numbers are inconsistent throughout the grades. This is due to the fact that we have very few indigenous students in each grade. For example, when we only have 3 indigenous students in a grade we can go from 100% to 67% if one indigenous student is not proficient. As a whole we have 38 indigenous students in our school. It would be more beneficial to look at the indigenous students as a cohort rather than by grade level. Data would be more accurate this way.

84% of our indigenous students are proficient or exceeding in numeracy in all grades compared to 87% of non indigenous students. This shows an equity between the two groups.

AREAS TO CELEBRATE:

One area to celebrate was the positive trend for our Aboriginal and Diverse students in both Grade 4 and Grade 7 in our FSA data. In Grade 4, 100% of our Aboriginal and Diverse students had a positive response rate. We have outperformed the district by 23% in grade 4 and 13% in grade 7 on our numeracy FSA results.

AREAS TO GROW:

We would like to see our students in Grades 6 and 7 achieve at the same rate or better than in their younger years. Some inquiry into what is happening for our students in Grades 6 and 7 in Numeracy is needed.

SCHOOL STRATEGIES:

Our Numeracy Goal was re-tooled last year, and this year we started work on the following strategies and classroom practices:

- [Scope and sequence](#) of common language/vocabulary and problem-solving strategies for Numeracy.

- Implement the use of the District Numeracy Assessments and the Primary Numeracy Assessments as tools to inform our teaching and provide feedback, rather than simply as reporting tools or a means to collect data.
- Continued work on assessment with the proficiency scale and communicating student learning with our parent community, with particular focus on the use of the proficiency scale in Numeracy.
- Build collaborative relationships with the teachers at LGES to discuss resources and their work on assessment and feedback.
- Have all Grades 3 to 7 students complete the DNA assessment Fall and Spring
- Encourage the implementation of a Numeracy word wall in classrooms
- Review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our School Learning Team.

Evidence and Next Steps

The Numeracy Goal will be reviewed with:

- School Staff - September 2025
- Students - Fall 2025
- Parents - October 2025
- PAC - October 2025

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.

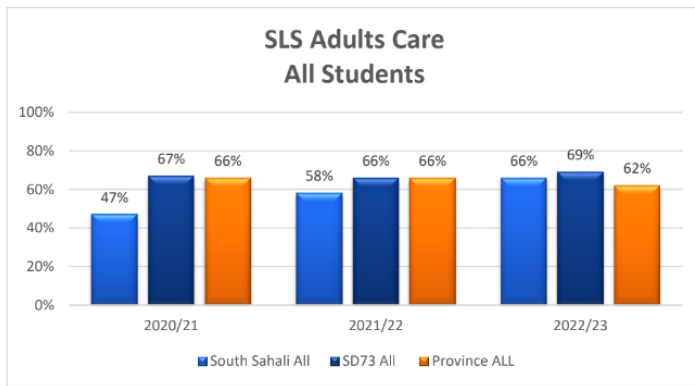
SCHOOL RESULTS ANALYSIS:

According to the **2024-2025 Ministry Student Learning Survey**, it will be available in September 2025.

According to past surveys 77% of our students feel welcomed and 69% of them feel that they belong (2023-24). 86 % of our students felt safe at South Sa-Sahali in 2023-24. To increase a sense of belonging, we have revamped our PBIS program and did some Anti-Bullying presentations to increase their safety.

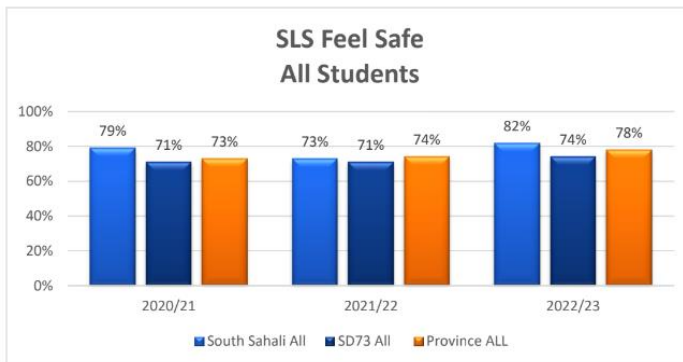
We will continue with those strategies for next year.

**DATA to be updated in Fall
Student Learning Survey DATA 2024-2025**



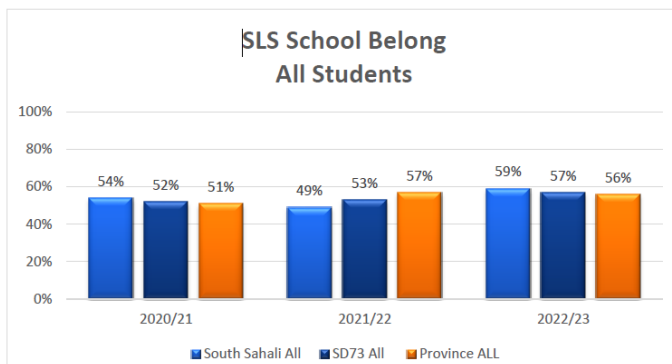
Welcome

École South Sahali 76%
District 68%
Province 72%



Feel Safe

École South Sahali 82%
District 76%
Province 78%



School Belonging

École South Sahali 59%
District 57%
Province 56%

Adults Care

École South Sahali 66%
District 69%

Province 62%

AREAS TO CELEBRATE: 24-25 data not available yet.

Based on Student Learning Survey Data (2023-2024) for Sub-populations, *Indigenous and Diverse Students are **higher** in these outcomes than the Non-Indigenous and Non-Diverse students at ESS*

- FEEL WELCOME: Indigenous Students (IS) at ESS 83%, Non-Indigenous students (NIS) at ESS 76% and the district Indigenous Students were at 63%.
- FEEL WELCOME: Diverse Students (DS) at ESS 100%, Non-Diverse students (NDS) at ESS 74%, District Diverse Students (DDS) 64%.
- *EESS Indigenous Students are **higher than the Indigenous students in the whole district**, for this outcome*
- ADULTS CARE: Indigenous Students at ESS 83%, Indigenous Students, whole district (DIS) 66%.



AREAS TO GROW: 24-25 data not available yet.

- SCHOOL BELONGING: Indigenous Students at ESS 67%, Non-Indigenous students at ESS 69%.
- SCHOOL BELONGING: Diverse Students at ESS 57%, Non-Diverse students at ESS 70% as compared to last years' data- DS 43%, NDS 50%
- ADULTS CARE: Diverse Students at ESS 57%, Non-Diverse Students at ESS 73%, Diverse Students, whole district 65%

SCHOOL GOAL: Develop academic engagement with our students.

This is a new goal for 2025-26. Now that we have our students feeling welcome and safe in our school, we want to develop their academic engagement. We want students to be active learners in the classroom. This goal will help both academic results as students will be more involved in their learning and their well-being as they will feel a sense of belonging by being more involved in their learning. We will continue all the implemented strategies as well as focusing on academic engagement.

SCHOOL STRATEGIES:

- Bullying presentations to every class will happen in September and again in February. Presentations focus on mean behaviours, going from being a bystander to caring majority, integrity, taking responsibility, learning from mistakes, stopping mean behaviours and using ERASE reports.
- This year we were fortunate to be awarded 3 separate Feeding Futures Grants, which went a long way to feed students and reduce some of the food insecurity experienced by some of our families. With these monies, we were able to offer nutritious breakfasts and snacks to anyone who needed them. Some of the feedback offered in our Spring District Engagement, Wellbeing Survey (DEWRS) survey indicated how much the students enjoyed these offerings; one student responded with: "I like the food they give at the office, which the school provides for the students." We were also able to provide food hampers throughout the year to several families who have had significant setbacks to their financial situation. The last grant covered the cost of the PAC Hot Lunch program for families that would not otherwise be able to afford it.
- Developed a new Matrix and implemented a PBIS program Link to new Matrix https://docs.google.com/document/d/1P9hdadwPXo_5-mjeBeO9KDSIs4io5VGJw7boLDFPeRc/edit?usp=sharing
- This December we hosted our 3rd annual ADST Cardboard Winter Village. It was great to hear that students were looking forward to this school-wide project, and the ideas that they had to improve upon their project from the previous year.
- We also held our annual Egg Drop Competition in April, where over 100 students created a contraption that would protect a raw egg from cracking when dropped from a height. Most students who did not participate in the competition, watched from the hillside and cheered on the participants.
- Welcome Song is played to open morning announcements on Mondays and to begin each school-wide assembly. There are also several classes who start the week with a morning circle outside, where they sing the Welcome Song.
- Our grade 7 students also hosted the stations at our year-end Fun Day and Jump Rope for Heart, which was a hit with everyone. Students and staff alike enjoyed themselves immensely.
- Our grade 6/7 students also provided leadership to our school as the classroom lunch monitors and delivered the PAC Hot Lunch to students weekly.

- Our annual Talent Show, where students showcased their diverse talents and abilities, continues to be a highlight of the year which students look forward to every March.



- Students also participated in the Drama Club, where they produced a musical called Seussical Jr. and presented it to the school and the community.
- Continued to develop comfort with the use of technology (i.e. Chromebooks - Google Read and Write) on behalf of students and staff. This will promote UDL, encouraging teachers to offer all of our students multiple ways to present their learning, thus increasing students' feelings of being cared for.
- Continued use of Zones of Regulation, Superflex, Social Thinking, Behaviour Mapping, and PBIS to teach expected behaviours and to self-/co-regulate emotions to staff and students.
- Two new clubs were established last year, we had a chess and a crib club that students could join at lunch time.
- We hosted our third annual school Powwow which included dancers, singers, storytellers, and bannock.



Our P.A.C. is very supportive of this SLP Goal. They provided the hot chocolate and timbits for our Hot Chocolate Day, where students came outside with their Big/Little buddies for a hot and sweet treat.

They also organized a Year-end Picnic, a Welcome Back BBQ and Halloween Family Dance/Trunk or Treat, which did not raise any funds, but were rather opportunities to foster our school's sense of community.

Our plans for targeting growth in the Well-Being Goal are aligned with the following [District 73 Strategic Plan](#) Value Commitments, Priorities, and Strategies.



Value Commitments

- **Connections/Relationships:** Building meaningful relationships that support and strengthen learning and growth
- **Equity:** Removing barriers and creating environments that provide accessible and empowering opportunities for all students and staff to thrive
- **Well-Being:** Fostering opportunities to promote emotional, psychological, and physical well-being for all students and staff

Priority: Human and Social Development: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

Equity Question

How to increase engagement in our students?

Goal: To improve student academic engagement in school amongst students who attend the French Immersion Program

Equity Question:

As a school/staff, what can we do to increase engagement with our students? Are there similar struggles amongst all students who attend French Immersion Programs in Kamloops?

Objectives:

Develop an action plan to increase student engagement based a better understanding academic engagement

Targeted actions:

- Staff were asked to complete a Teacher Equity survey with questions that included:
 - what is going well and what has been a struggle in their teaching practice
 - who "their people" at work are that they can talk to, and connect with about what is going on for them
 - The hope was that this would give a better understanding of who had developed a strong support system amongst the staff and who may need some help developing a better one
 - name some kids who don't seem engaged and ways we as a staff can improve engagement amongst students who are struggling to stay engaged
- Empathy interviews were conducted with our students at the margins as identified by staff. Questions included:
 - what was going well for them, what was hard for them in school and what was something they were proud of
 - Talk about home routines to explore whether they may/may not be a factor in engagement
 - who were their safe adults at school and ways the school could support them when they were having a difficult time
 - what it looks like to be engaged/focused as well as anything else they wanted to share about their school experience

- Staff had a discussion with the Principal about ways to academically engage students by brainstorming learning opportunities that students remember, enjoy and look forward to

Gap in results or practices that the strategies were intended to address:

- To improve communication with parents about what student academic engagement looks like and ways we can improve this

Results:

- Teacher Equity Survey:
 - The survey responses highlight a **strong sense of teacher efficacy and student engagement**, with educators confident in their established routines, understanding of student needs, and ability to foster a positive and effective learning environment through varied instructional strategies and enrichment activities. Teachers are adapting well to diverse student needs and noting significant progress in literacy, numeracy, and French language acquisition
 - Staff overwhelmingly point to **significant challenges stemming from students' foundational skill gaps and behavioral issues**, likely exacerbated by the lasting effects of the pandemic on self-regulation and social-emotional development. This creates a demanding classroom environment where teachers are grappling with a wide range of learning abilities, a lack of parental engagement, and limited resources for crucial early interventions, all of which impede effective instruction and student progress.
 - Teachers are striving to boost student engagement and address diverse learning needs by **prioritizing individualized support, fostering a sense of purpose and belonging, and employing varied, interactive, and interest-based teaching strategies**. They emphasize the importance of positive reinforcement, parental involvement, and building foundational skills to enhance student confidence and reduce disruptive behaviors.
- Student empathy Interview:
 - Student responses indicate a **strong sense of personal achievement and enjoyment in core subjects like Math and Science, alongside a high value placed on social connections and physical activities**. Many students express pride in their academic performance, particularly in areas where they feel competent or receive positive reinforcement from teachers,

while also highlighting the importance of friendships, recess, and hands-on learning experiences.

- Students frequently identify **challenges with academic subjects, particularly Math and French, often linked to difficulties with focus, attention, and foundational understanding.** Many also express struggles with **social dynamics, self-regulation, and prolonged periods of passive learning,** highlighting a desire for more engaging activities
- When discussing home routines, responses highlight a **mix of structured routines and individual variations in students' home lives, often influenced by extracurricular activities or family dynamics.** While many report consistent bedtimes and wake-up schedules, some face challenges like navigating parental rules around screen time, managing sibling responsibilities, or dealing with less stable home environments, which can impact sleep quality and daily routines.
- Students frequently rely on **individualized supports and self-regulation strategies** to manage focus and frustration, including sensory tools (fidgets, squishes), movement breaks (walks, rocking chairs, more gym time), and designated quiet spaces. The presence of **supportive adults, peer connections, and the ability to access snacks or adapted tasks** are also highly valued for promoting engagement and well-being in the classroom.
- Student engagement is primarily driven by **hands-on activities, particularly projects and collaborative work with peers or teachers.** While some students express a natural enjoyment for specific subjects like math or history, others view schoolwork as a mere obligation. A quiet learning environment and the opportunity for one-on-one support are also frequently cited as conducive to learning, alongside the pride derived from mastering new skills or completing tasks effectively.
- Student suggestions for an ideal school experience consistently revolve around **increased opportunities for play, movement, and hands-on, interest-driven learning.** There's a strong desire for more outdoor time, creative activities like art and building, and reduced passive learning or traditional worksheets, along with a wish for a safer and more inclusive environment.

Based on their effectiveness, which strategies will we continue, discontinue, and adapt:

- We will continue to have discussions with staff and students about academic engagement and what it looks like

- We will continue to connect with Lloyd George to determine if they found similar results and work together to develop an action plan to address student engagement

Next Steps:

- Connect with Lloyd George at the next Family of Schools meeting to share results and develop an action plan
- Share results with staff to develop an action plan, looking at key areas that students identified such as French literacy and math
- Reconnect with staff about ways they believe they could increase student engagement such as Science Fair, Heritage Fair, Leadership, etc.
 - Determine which areas staff would like to focus their energy on to increase student engagement

