



Sun Peaks School Annual School Learning Plan 2022-2027



Revised June 26, 2026

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 Aboriginal Educational Council and through the Aboriginal Education Enhancement Agreement [\(link\)](#). Our School Learning Plan is closely aligned with the Aboriginal Education Enhancement Agreement. We collaborate with families and community partners and use the strategies outlined in the Aboriginal Education Enhancement Agreement to improve outcomes for Aboriginal learners.

We provide on-going learning opportunities to share the rich aboriginal culture with all learners and connect learning to core competencies and Aboriginal ways of knowing and doing.

CONTEXT

Sun Peaks School is located on the mountainside in picturesque Sun Peaks, BC and students can ski and snowboard to attend school. Our students are immersed in an active, outdoor lifestyle, including skiing and snowboarding for Physical and Health Education and at lunch. Students live in both Sun Peaks & Whitecroft catchment areas.

We are a Kindergarten to Grade 9 school in 3 distinct locations: our primary K-4 campus is located on the mountainside (top of the village platter lift), the intermediate Grade 4-7 campus is located near Parking Lot 5, and our Grade 8-9 campus is in Parking Lot 2.

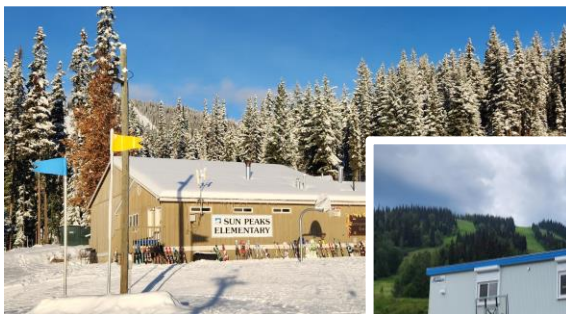
- 135 students, 7 Divisions, 9 teachers, 2 Certified Educational Assistants
- 23 students with diverse needs
- 16 students identified with Aboriginal ancestry
- 3 students designated as English Language Learners

Mission: Building compassionate, resilient learners who are deeply rooted in our mountain community.

Vision: At Sun Peaks school we strive to be a community of resilient learners who embrace diversity, relationships, and proudly represent the school in a safe, kind, and invested manner.

Motto: Embracing diversity, living actively and achieving our dreams one peak at a time.

Community Engagement: We involve our community in the development of our plan through staff meetings, professional development, PAC meetings, and community consultations. The school continues to pride itself on the volunteerism demonstrated by the parents and the community; who come out to volunteer for lunch supervision and to ski with students. We have a very active PAC dedicated to supporting the school.



Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the students' ability to critically analyze and reason, to be independent thinkers, and acquire basic learning skills and bodies of knowledge. To cultivate a lifelong appreciation for learning, and a capacity for curiosity and 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:

Students will develop strong foundational skills in numeracy. With these skills we will promote inquiry and critical thinking to solve problems in real life situations.

SCHOOL RESULTS ANALYSIS:

Sun Peaks students in grade 4 Literacy are demonstrating strong achievement in literacy with the Foundation Skills Assessment. While grade 4 and grade 7 achievement in numeracy and literacy, respectively, are at or near the Provincial average.

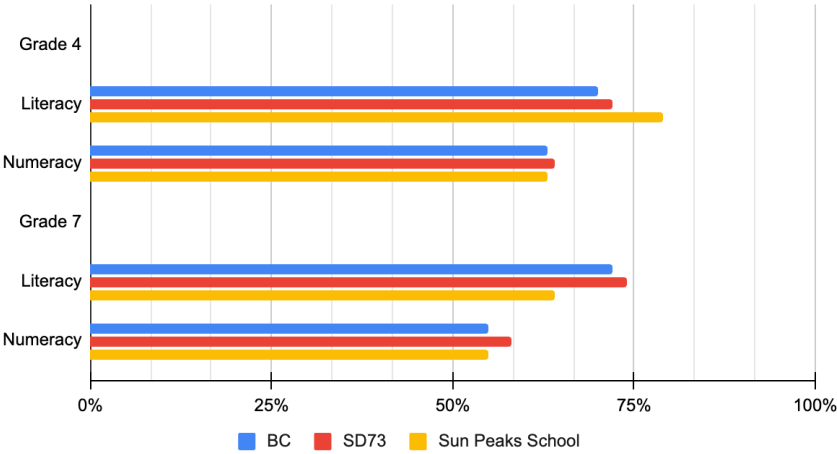
Using the Proficiency Scale, our five-year literacy assessment data shows:
An upward, plateaued and downward trend, which correlates with the FSA data.

Using the Proficiency Scale, our five-year numeracy assessment data shows:
An upward, plateaued and downward trend, which correlates with the FSA data.

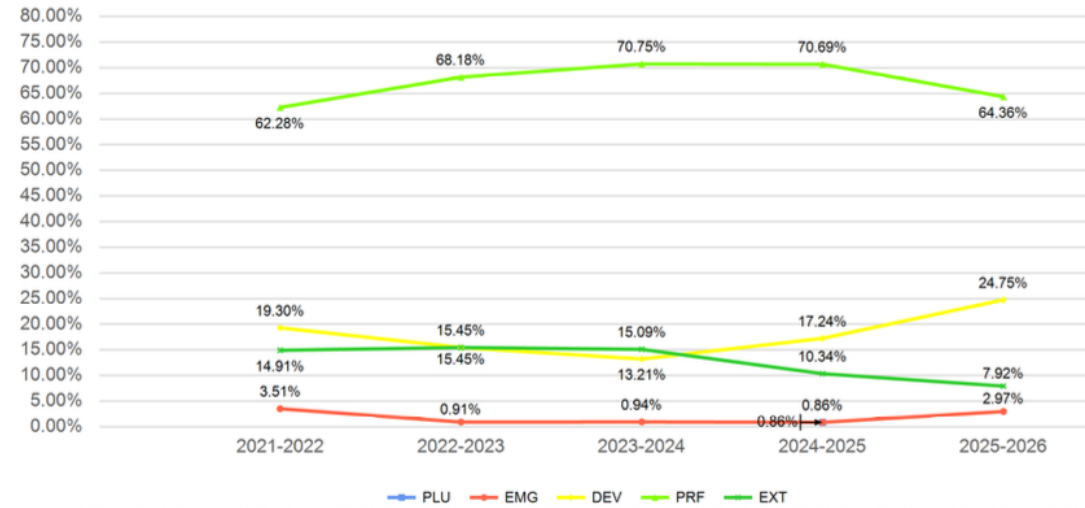
With new school leadership in place and building on the existing changes that were brought in, we plan on having a renewed emphasis on developing strong pedagogy in staff around rich literacy and numeracy tasks.

School Results Analysis – Demonstrated:

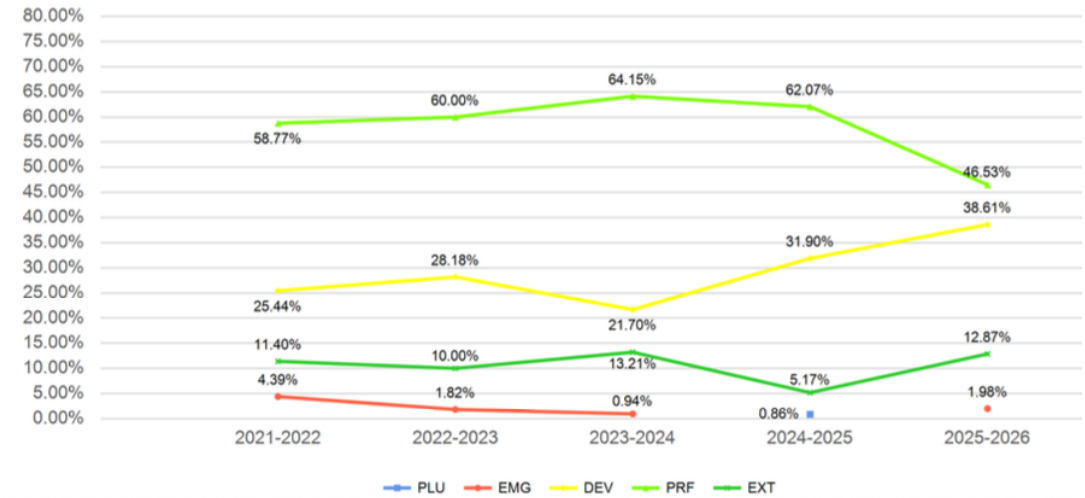
FSA 25-26 - Students Who Are on Track and Extending



Numeracy - NU



Literacy - LI



AREAS TO CELEBRATE:

- Student achievement results have remained consistently above district and provincial results.
 - A strong foundation in primary literacy.
 - Gr. 8 and 9 literacy and numeracy achievement is very strong.

AREAS TO GROW:

- Grade 4 FSA Numeracy results have shown a three-year decline.
- Grade 7 FSA Literacy and Numeracy significantly declined from last school year.

OBJECTIVE:

To improve numeracy results across all grades and different assessments, while helping students to better understand themselves as numeracy learners.

STREET DATA STRATEGY:

Inquiry Question:

- How might emphasizing reflection and self-assessment on numeracy tasks support student improvement and develop a stronger community of learners?

Prioritized Learners:

- The above question is focused on all numeracy learners (K-9).

Actions Taken to Understand:

- When looking at data from the FSA, NSA, and DNA staff highlighted numeracy as an area to explore more deeply.
- Interviews and classroom observations throughout 2024-25 highlighted that students had difficulty explaining what numeracy strategies supported their learning and were not yet consistently able to articulate when they were proficient. In 2025-26, staff continued to deepen the inquiry by embedding structured reflection and self-assessment routines.
- Through continued observation and staff collaboration, the decision to explore a focus on reflection and self-assessment as a strategy to support students emerged.

Next Steps for Positive Change:

- Continuation and deepening of the inquiry question: Ongoing staff collaboration to refine grade-appropriate reflection and self-assessment strategies based on evidence gathered in 2024-25 and 2025-26.
 - Staff Meetings and Professional Development Days (September 2026)
 - Review of professional materials, such as Self-Assessment and Goal Setting, and the Core Competencies.
- Ongoing student check-ins to monitor if students are better able to discuss strengths and stretches in numeracy and the strategies they can and cannot yet use.
- Monitoring of numeracy results. Does this focus impact student results on the FSA, DNA, and NSA?

SCHOOL STRATEGIES:

See the next steps for positive change. Our instructional strategies are informed by the OECD's Schools+ framework (Unlocking High-Quality Teaching, 2025), which identifies five key teaching goals: ensuring cognitive engagement, crafting quality subject content, providing social-emotional support, fostering classroom interaction, and using formative assessment and feedback. This framework serves as a useful backdrop as staff continue to develop and reflect on their practice.

To improve numeracy instruction, we will:

- Continue to engage in professional learning with the District Numeracy Coordinator.
- Continue with number talks, daily problem solving and group work (CGI)
- Continue to use Carole Fullerton materials and strategies (Resources purchased June 2024)
- Aim to connect Math to real life skills through project-based learning in Math
- Modeling of multi-step strategies that help students to analyze numerate tasks
- Teacher collaboration and modeling (building capacity through mentorship)
- Differentiated instruction & UDL models

Resources to consider

- Investment of math resources, with the guidance of the District Numeracy Coordinator.
 - Figuring out Fluency in Mathematics Teaching and Learning: Moving Beyond Basic Facts and Memorization
 - Figuring out Fluency in Mathematics Ten Foundations for Reasoning Strategies with Whole Numbers: A Classroom Companion
 - Figuring out Fluency in Mathematics Addition and Subtraction with Whole Numbers: A Classroom Companion
 - Figuring out Fluency in Mathematics Multiplication and Division with Whole Numbers: A Classroom Companion
 - Figuring out Fluency in Mathematics Addition and Subtraction with Fractions and Decimals: A Classroom Companion
 - Figuring out Fluency in Mathematics Multiplication and Division with Whole Numbers: A Classroom Companion
 - Figuring out Fluency in Mathematics Operations with Rational Numbers and Algebraic Equations: A Classroom Companion

Grade to Grade Transitions (we will):

- Collaboratively review assessment results to highlight strengths and stretches
- Meet in May, June and September with in-coming/out-going teachers
- Discuss and share the literacy and numeracy programs in the classrooms to promote strategic alignment.

Evidence and Next Steps

- Ongoing collaboration and exploration of inquiry question
- Use district (DNA, NSA) and provincial (FSA) assessments to guide instructional priorities and strategies.

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 GOAL:

To strengthen a positive school climate, students feel connected to peers and adults.

SCHOOL RESULTS ANALYSIS:

The results from the 2024-25 school year indicate that students feel welcome 83% of the time. Students indicated that they feel safe 83% of the time. [2025-26 survey data to be inserted when available.] The three-year trends for welcome, safety, belonging, and adult care will be updated once this year's data is confirmed. Sense of belonging in 2024-25 was 58% and the perception that adults care was 71%. [Updated 2025-26 data to be inserted.] When students were interviewed by staff about belonging and safety, they were able to provide specific details about what staff do that make them feel safe and welcome at school. Our qualitative (street) data continues to indicate that more students have a sense of belonging and a positive view that adults care than the survey data reflects. Sun Peaks School will continue to develop strategies that deepen belonging and connections for all learners.

AREAS TO CELEBRATE:

- 83% of all students indicated that they feel welcome in 2024-25, with 100% of students with diverse needs indicating the same. [Update with 2025-26 data when available.]
- 83% of all students indicated that they feel safe in 2024-25, with 87% of Grade 7 students indicating the same. [Update with 2025-26 data.]

AREAS TO GROW:

- 58% of all students indicated that they feel as though they belong in 2024-25. Only 50% of Grade 4 students indicated the same, compared to 83% of Grade 7s. [Update with 2025-26 data.]
- 71% of all students indicated that adults care in 2024-25. Only 50% of Grade 7 students indicated the same, compared to 78% of Grade 4s. [Update with 2025-26 data.]
- Understanding the gap between our qualitative and quantitative data. Why is what students are demonstrating and expressing anecdotally, different than the survey data?

SCHOOL STRATEGIES:

Sense of Belonging:

- Monitor for positive changes that may be attributed to our inquiry question to see if this increases an academic sense of belonging among students.
 - How might emphasizing reflection and self-assessment on numeracy tasks support student improvement and develop a stronger community of learners?
- Continue to develop recess and lunch activities that bring students and adults together
 - Community Link application for supporting cooperative play
 - Bringing in Intermediate aged presenter supporting youth mental health
 - New P5 playground for 26-27
- Continue buddy and mentoring activities set up with classes (ski mentoring, buddy reading)
- Encourage participation in school sports

- Offer multiple extracurricular activities and clubs including student leadership (Peacekeepers at Primary Campus), young authors, young artists, battle of the books, student council, leadership programs, chess clubs, science fair, etc.
- Working together with our PAC to host community activities such as the PAC BBQ.

Adults who Care:

- Staff Pro-D on *The Kids Who Aren't Okay* by Ross. Greene.
 - Utilizing strategies that *support* learners.
- Equitably allocate and continually re-evaluate CEA and LART support so our most challenged learners are supported and that more adults are involved with different students

To improve classroom practices, we will (Pro-D strategies):

- Utilize Ross Greene's *Lives in the Balance* Pro-D resources based on *The Kids Who Aren't Okay* to build staff capacity supporting students.
- Continue classroom connections and partnerships between the three various locations to increase staff and student relationships.

We know that we need to find purposeful and meaningful ways to build relationships and deepen positive connections with all our students. To improve sense of belonging and increase connection to adults we are allocating our financial resources towards:

- Student-led Peacekeeper Mentorship Program at the Primary Campus
- Student Empowerment and Mental Health presenter for intermediate classrooms
- Resources allocated towards whole school opportunities to get together and connect such as track and field days in Heffley Creek.

Evidence and Next Steps

- Continue to emphasize empathy interviews with students and increase student voice to gain clarity around sense of belonging and the student perception of adult care.
- A focus on classroom instruction (access points and tier one supports) to allow all students to see themselves as learners. Utilizing Ross Greene's resources, and the OECD's Schools+ framework as a common backdrop for professional conversations about social-emotional support and classroom practice in 2026-27.
- Monitor for impact of reflection and self-assessment in numeracy via the school inquiry question.