



Sun Peaks School
Annual School Learning
Plan 2022-2027



Revised June 30, 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 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 attend from the Sun Peaks/Whitecroft catchment area.

We are a Kindergarten to Grade 9 school in 3 distinct locations: our primary K-4 campus is located on the mountainside, the intermediate 4-7 campus is located near P5 and our middle school 8-9 campus is in P2.

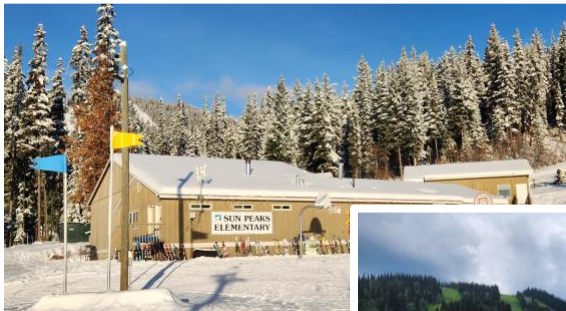
- 135 students, 7 Divisions, 9 teachers, 2 Certified Educational Assistants
- 21 students with diverse needs
- 15 students identified with Aboriginal ancestry
- 3 students designated as English Language Learners

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 and PAC meetings, as well as 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 our students daily. 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.

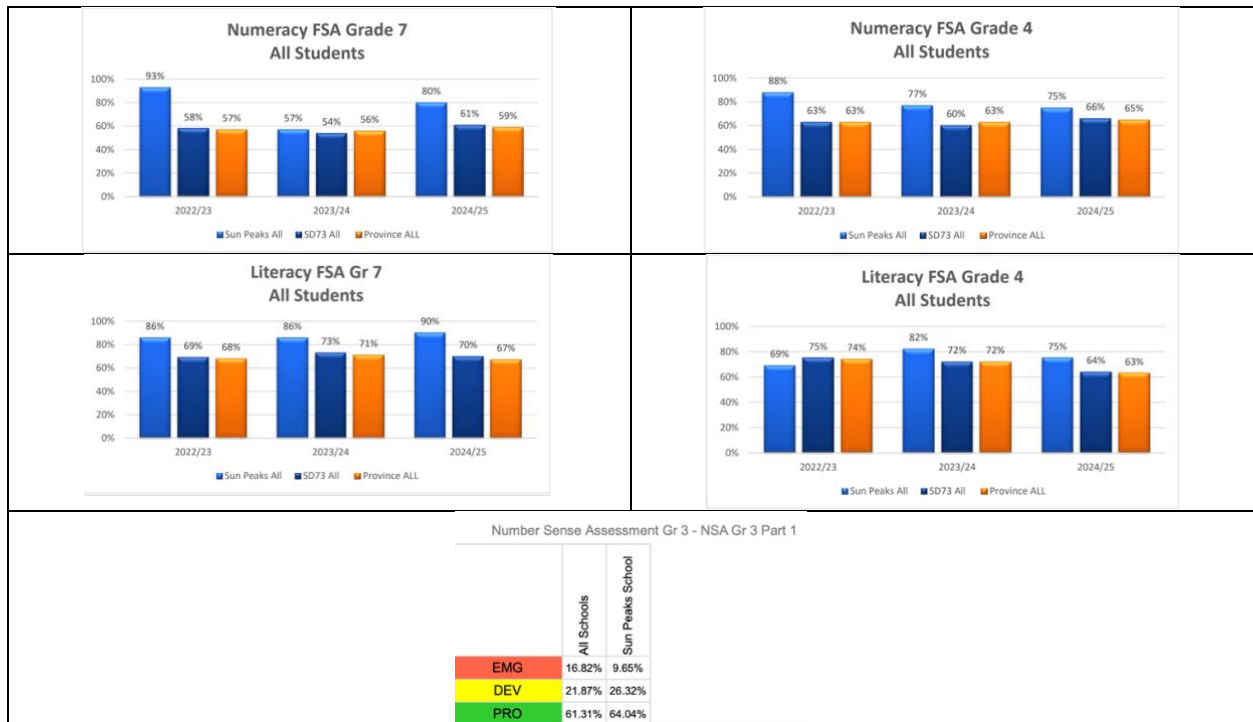
DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

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 grades 4 and 7 have continued to demonstrate results above district and provincial results in numeracy and literacy on the Foundation Skills Assessment. The grade 4 numeracy results have shown a three-year downward trend, while the grade 7 numeracy results showed a lower result in 2023-24 with a rebound this year. When looking at the Number Sense Assessment for grades 1 to 3 and the District Numeracy Assessment for Grades 5 to 7, there are areas for continued growth. After looking at the data available, Sun Peaks staff interviewed students about their numeracy learning. During these interviews, staff noticed a pattern of student difficulty in expressing how they knew if they were proficient and what strategies supported their learning best.

Sun Peaks School Data Appendix

Examples:



AREAS TO CELEBRATE:

- Student achievement results are consistently above district and provincial results.
 - Gr. 7 FSA Numeracy Results are 19% above the district average and 21% above the provincial average.
 - Gr. 1 PRA results are 9% above the district average.
 - Gr. 8 and 9 results on the NFRA showed that 86% of students achieved a level of proficient or extending.

AREAS TO GROW:

- Grade 4 FSA Numeracy results have shown a three-year decline. Gr. 7 Numeracy results require continued monitoring to be aware of patterns emerging.
- NSA results for students in grades 1-3 show a number of students performing at an emerging or developing level.
 - In grade 3, 36% of students were at an emerging or developing level.
- District Numeracy Assessment
 - Grade 5, 6, 7 – 73% achieved a developing or emerging level of proficiency

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 throughout the 2024-25 school year highlighted that students had difficulty explaining what numeracy strategies helped them to be successful in their learning. It also became evident that students were not adept at being able to explain when they were proficient or provide multiple strategies on how to overcome challenges with numeracy activities.
- 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:

- Exploration of the inquiry question: Ongoing staff collaboration to develop grade appropriate reflection and self-assessment strategies.
 - Staff Meetings and Professional Development Days (Sept. 22)
 - Review of professional materials, such as, Self-Assessment and Goal Setting by Kathleen Gregory, Caren Cameron, and Anne Davies.
- 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?
- Adjustment of the inquiry question as necessary.

SCHOOL STRATEGIES: See next steps for positive change above.

To improve numeracy instruction, we will:

- Engage in professional learning with the District Numeracy Coordinator.
 - Specifically, September 22 ProD Day.
- 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
- Differentiated instruction

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):

- Learning Resource Teacher and CEAs to support Numeracy Skills
- Collaboratively review assessment results to highlight strengths and stretches
- Meet in May, June and September with in-coming/out-going teachers

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, where students feel connected to peers and adults.

SCHOOL RESULTS ANALYSIS: The results from the past three years indicate that students feel welcome 86% of the time (18% above the district average). Over the last three years students have indicated that they feel safe 83% of the time (8% above the district average). Sense of belonging over the last three years is 63% (8% above the district average). Students responded that adults care 68% of the time (1% above the district average). When students were interviewed by staff about belonging and safety they were able to provide details about what staff do that make them feel safe and welcome at school. Our qualitative (street) data indicates that more students have a sense of belonging and positive view that adults care than the survey data indicates. While above the district average in all categories, Sun Peaks School will continue to develop strategies and ways of operating that look to increase student belonging and belief that adults care.

[Sun Peaks School Data Appendix](#)

AREAS TO CELEBRATE:

- 83% of all students indicated that they feel welcome and 100% of diverse students indicated the same.
- 83% of all students indicated that they feel safe and 87% of grade 7 students indicated the same.

AREAS TO GROW:

- 58% of all students indicated that they feel as though they belong. Only 50% of Grade 4 students indicated the same, compared to 83% of Grade 7s.
- 71% of all students indicated that adults care. Only 50% of Grade 7 students indicated the same, compared to 78% of Grade 4s.
- 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 large games (Eg. Connect4) to provide opportunities for students searching for connections.
- 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, young authors, young artists, battle of the books, student council, leadership programs, chess club, science fair, etc.
- Working together with our PAC to host community activities such as the PAC BBQ.

Adults who Care:

- Teaching staff to complete class reviews in the Fall to develop appropriate access points and tier one supports for students.
- 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
- Ongoing student empathy interviews to better understand the disconnect between our qualitative and quantitative data.

To improve classroom practices, we will (PD strategies):

- Proactively collaborate with the District Inclusive Education team to design learning activities and structures that support diverse learners.
- Continued classroom connections and partnerships between the three various locations to increase staff and student relationships.

- Meet in May, June and September with in-coming/out-going teachers

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:

- Feeding Futures snack program
- Presentations at the Sun Peaks Conference Centre or other venue
- School committed to contributing to Jess Dance Hip Hop Performance again next year for three days of multi classroom dance lessons
- Resources allocated towards whole school opportunities to get together and connect such as track and field days in Heffley Creek.
- Ensuring that each location has equitable access to sports equipment, self-regulation tools, learning supports.

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. Why does our survey data not match our current qualitative data?
- A focus on classroom instruction (access points and tier one supports) to allow for all students to see themselves as learners.
- Monitor for impact of reflection and self-assessment in numeracy via the school inquiry question.

