

Revised June 30, 2025



Westmount Elementary School Annual School Learning Plan 2025-2026



WESTMOUNT SCHOOL OPEN, BUT UNFINISHED

The Westmount Elementary school opened its doors to students this month, but final finishing touches are still being done. Construction of the shoulders along Westsyde Rd. in the vicinity of the school. Parents petitioned city council to have the work done as a safety precaution for children travelling to and from classes. — Sentinel Staff Photo



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

Westmount has 56 students who identify as being Aboriginal and we are
familiar with the Local Education Agreements and the Aboriginal Education
Enhancement Agreement.

CONTEXT

Westmount Elementary is beautifully situated on the shore of the North Thompson River and will celebrate its 50th year on February 19, 2026. It draws its student population from the immediate surrounding neighborhood and from families living in the Batchelor Heights. Our school has a diverse population of 237 students from Kindergarten to Grade 7. These students are housed in 11 classrooms, with one in a portable. We have 60 students with Indigenous ancestry, and 24 students with a Ministry Designation and whose learning is guided by an Competency Based Inclusive Education Plan.

Our staff consists of 15 teachers, four Certified Education Assistants, one Indigenous Education Worker, one Administrative Assistant, one Library Assistant, three Custodians, and one Principal. Westmount Elementary is a part of the Westsyde Family of Schools which encompasses a K-12 philosophy. We have adopted PBIS to teach positive behaviours and have developed our own Sense of Belonging matrix. In past years, our school has hosted a variety of extra-curricular activities to enhance student learning, such as: volleyball, basketball, cross-country run club, flag football, parloff, track and field, intramurals, choice days, and student leadership.

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:

Foundation Skills Assessment (FSA) (% OnTrack/Extending)

Westmount FSA Grade 4	2021/22	2022/23	2023/24	2024/25	3-year average	3-year +/-
All Students Numeracy Literacy	73% 79%	68% 76%	59% 72%	55% 50%	61% 66%	-7% -13%
Indigenous Numeracy Literacy	25% 63%	68% 76%	17% 50%	55% 36%	47% 54%	-7% -20%
Non-Indigenous Numeracy Literacy	82% 82%	62% 76%	70% 78%	55% 55%	62% 70%	-4% -11%
Diverse Numeracy Literacy	100% 50%	0% 100%	50% 50%	100% 100%	50% 83%	+50% 0%
Non-Diverse Numeracy Literacy	72% 80%	71% 75%	59% 74%	51% 46%	60% 65%	-10% -14%

Foundation Skills Assessment (FSA) (% OnTrack/Extending)

Westmount FSA Grade 7	2021/22	2022/23	2023/24	2024/25	3-year average	3-year +/-
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All Students						
Numeracy	62%	73%	58%	75%	69%	+1%
Literacy	85%	81%	74%	78%	78%	-2%
Indigenous						
Numeracy	60%	100%	63%	20%	61%	-40%
Literacy	93%	75%	50%	40%	55%	-18%
Non-Indigenous						
Numeracy	62%	68%	57%	84%	70%	+8%
Literacy	81%	82%	83%	84%	83%	+1%
Diverse						
Numeracy	33%	100%	0%	50%	50%	-25%
Literacy	50%	100%	33%	50%	61%	0%
Non-Diverse						
Numeracy	65%	71%	64%	76%	70%	+3%
Literacy	89%	79%	79%	79%	79%	-3%

Numeracy FSA Data Notes:

- Grade 4 students have seen a decline in proficiency each year since 2021/2022 school year (an 18% overall decrease)
- Grade 7 Students have seen an increase of 2% since their last FSA in Grade 4
- Indigenous and Diverse students are continuously the lowest performing group of students

Literacy FSA Data Notes:

- Grade 4 students have seen a decline in proficiency each year since 2021/2022 school year (a 29% overall decrease)
- Grade 7 students have seen a slight proficiency decrease of 1% since their last FSA in Grade 4

Primary Reading Assessment (PRA) (% Proficient)

Westmount	2020/21	2021/22	2022/23	2023/24	3-year	3-year +/-
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Primary Reading Assessment					average	
All Students Westmount Gr.1 District Gr. 1	30% 44%	37% 62%	37% 53%	70% 58%	54% 56%	+17% -2%
All Students Westmount Gr.2 District Gr. 2	47% 58%	76% 66%	57% 61%	55% 67%	56% 64%	+11% +0%
All Students Westmount Gr.3 District Gr. 3	74% 58%	73% 71%	50% 66%	71% 70%	61% 68%	-1% -1%
Indigenous Westmount Gr.1 District Gr. 1	13% 34%	55% 30%	50% 41%	75% 42%	63% 42%	+10% +6%
Indigenous Westmount Gr.2 District Gr. 2	84% 44%	29% 47%	60% 49%	0% 54%	30% 52%	-15% +4%
Indigenous Westmount Gr.3 District Gr. 3	64% 43%	80% 72%	14% 57%	100% 64%	57% 61%	+10% -4%

Primary Reading Assessment Notes:

- Grade 1 students have increased in proficiency each year since 2020/2021 (overall a 17% increase of the 3-year average)
- Each year since 2020/2021 we have seen an average increase of 28% in proficiency in Grade 2 students from their Grade 1 year.

Overall, based on our Numeracy FSA numbers, the indication is that this is the area that Westmount needs to focus on at this time. We have comparable numbers to the school district but are consistently seeing 30% to 40% of all students not proficient. We will be entering year 2 of our revamped numeracy program at Westmount and hope to see positive results in the coming years.

In Literacy, our overall numbers have been higher than Numeracy with 20%-25% of all students not proficient and results are still above the district averages despite the sharp declines of last year. For these reasons we will continue to focus on Numeracy as our only learning goal for this school year.

School Learning Goal #1: Numeracy

All students will improve their proficiency (demonstrate growth) in number sense.

Foundation Skills Assessment (FSA) (% On Track/Extending)

Westmount FSA Numeracy	2021-2022	2022-2023	2023-2024	2024-2025	District 2024-2025	School 3-year Ave	District 3-year Ave	3-year +/- (school)
All Students								
Grade 4	73%	68%	59%	55%	66%	61%	63%	-7%
Grade 7	62%	73%	58%	75%	61%	69%	58%	+1%
Indigenous								
Grade 4	25%	68%	17%	55%	51%	47%	48%	-7%
Grade 7	60%	100%	63%	20%	41%	61%	43%	-40%
Non-Indigenous								
Grade 4	82%	62%	70%	55%		62%		-4%
Grade 7	62%	68%	57%	84%		70%		+8%
Diverse								
Grade 4	100%	0%	50%	100%	54%	50%	44%	+50%
Grade 7	33%	100%	0%	50%	32%	50%	32%	-25%
Non-Diverse								
Grade 4	72%	71%	59%	51%		60%		-10%
Grade 7	65%	71%	64%	76%		70%		+3%

AREAS TO CELEBRATE:

2024-2025 FSA Data (School compared to the District):

- Gr. 4 Numeracy (Indigenous) +4%
- Gr. 7 Numeracy +14%

3-Year Trend FSA Data (School compared to the District):

- Gr. 4 Numeracy (Diverse) +6%
- Gr. 7 Numeracy +11%
- Gr. 7 Numeracy (Indigenous) +17%
- Gr. 7 Numeracy (Diverse) +18%

Overall, we have many areas of strength. The data indicates that in Numeracy, our Grade 7 cohort in all areas (All Students, Indigenous and Diverse) is well above the

district averages using both 2024-2025 and the 3-year average. Looking at the 3-year average, Diverse students in Grade 4 are well above the district average.

AREAS TO GROW:

2024-2025 FSA Data

- Gr. 4 Numeracy -7%
- Gr. 4 students: 45% of students are not proficient in Numeracy

3-Year Trend FSA Data (School compared to District):

- Gr.4 Numeracy -2%
- Gr.4 Numeracy (Indigenous) -1%

3-Year Trend FSA Data (School comparison)

- Gr.4 Indigenous vs Non-Indigenous -15%
- Gr.4 Diverse vs Non-Diverse -10%
- Gr.7 Indigenous vs Non-Indigenous -8%
- Gr.7 Diverse vs Non-Diverse -20%

Overall we have multiple areas that we need to improve. The data shows that our Grade 4 cohort has decreased in proficiency from the year before since 2021/22. Based on the 3-year averages we have between 30-40% of all grade 4 and 7 students who are not proficient in Numeracy. Within the school we see large discrepancies within our Indigenous and Diverse students compared to the non-Indigenous and non-Diverse students. We need to begin closing these gaps.

OBJECTIVES:

- Indigenous and Diverse students will demonstrate growth in numeracy.

SCHOOL STRATEGIES:

To improve in numeracy, we will:

- Improve our instruction and assessment of number sense and computational fluency.

To improve classroom practices, we will:

- Continue with the development of a numeracy program at Westmount:
 - Grade K-2 group will improve strategies to focus on areas of growth pulled from the Number Sense Assessment (NSA)
 - Grade 3-5 group will improve their teaching of strategies for number sense and computational fluency and work with the K-2 group to see what areas need improvement based on the NSA data
 - Grade 6-7 group will develop a scope and sequence for Grade 6, implement instructional routines, and review a variety of math strategies to build basic math facts

- Authentic conversations around best practices in numeracy and share what each class is doing and how to create a unified approach to improving numeracy understanding.
- Professional development: Use the days to continue revising and creating a numeracy program
- Introduce problem solving and thinking routines for all grades (ex. Grade specific thinking problems of the week)
- Dedicate L.A.R.T. time for math intervention (push in model).
- Build and use common numeracy language in all classrooms.

The Learning and Assessment:

Area of Focus, Strategies and Initiatives

- Identifying and understanding numbers
- Place value
- Mathematical vocabulary development
- Mental math strategies
- Interactivity and learning by doing
- Community assets and resources
- Number Sense Problem of the Week (Number Talks)
- Numeracy- Focus on Basic Facts: confidence and mastery
- Estimation (PAC sponsored estimation jars)
- Student Continuum of Numeracy Development: Addition and Subtraction

Measures

- FSA Data
- District Numeracy Assessment
- Number Sense Assessment
- Report Card Data
- Communication with PAC at meetings to update progress with our numeracy goal

Link to Strategic Plan

Priority One: Ensure every student acquires strong foundational skills and Core Competencies .

- Students will demonstrate growth in the Thinking, Communication and Personal/Social Core Competencies.
- Students will graduate with strong foundational skills in literacy and numeracy.
- Students will demonstrate proficiency in education, career and life planning.

Link to Aboriginal Enhancement Agreement

Goal #1: To increase the educational success of all Aboriginal students

- Objective #1: Continue to improve the literacy, numeracy, and graduation rates of all Aboriginal students

The Plan:

- Build the scope and sequence for Grades 4-7 (by June 2026)
- Develop a Numeracy Bulletin Board with common language, thinking questions, strategies, etc (by end of October 2025)
- Provide a Numeracy Day (for teacher collaboration) for each term. Each Numeracy Group (K-2; 3-5 and 6-7) will each get 1hr 10mins of collaboration time to develop, review and plan for the next term.
- Consistently reviewing data to determine if interventions are working and then make necessary changes if needed (January/April/June)
- Interactive Numeracy contests for students. This will include thinking questions (grade appropriate) and bringing back the estimation jar. (Begins in September through to June)

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How can we make math more meaningful and engaging for Indigenous students and diverse learners by connecting it to their cultures and communities?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Indigenous and Diverse Learners

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

- Interviews, class discussions, individual conversations
- What does learning math look like for you? How does it feel? How do you like to learn?

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

- Once data is collated, using the information to create individualized plans specific to each student we are targeting.

School Wellbeing Goal: Sense of Belonging

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:

DEWRS Data Results: **** I have included this data again because we are planning on creating a school Sense of Belonging survey in 2025/2026 school year *****

Sense of Belonging	April 2023	October 2023	May 2024
Grade 4	82%	67%	71%
Grade 5	54%	76%	81%
Grade 6	67%	55%	60%
Grade 7	62%	65%	71%

Data from the fall DEWRS survey shows that overall 65% of students (Grades 4-7) had a high sense of belonging in October and it increased to 70% in May. In September of 2023, our school developed a Sense of Belonging statement. A poster was developed through collaboration with the staff which shows how a sense of belonging looks and feels. It is encouraging to see that with consistent language about sense of belonging each grade increased in its feeling of belonging from October 2023 to May 2024.

Student Learning Survey:

Students completed this survey in April of 2025.

All Students	2024	% change from last year	3 - Year Average	% change from last year	Vs. SD73 (diff in %) 2024 data	Vs. Prov of BC (diff in %) 2024 data
Feel Welcome	78%	-5%	79%	+1%	+9%	+7%
Sense of Belonging	72%	-4%	67%	+9%	+16%	+15%
Feel Safe	78%	-9%	83%	-3%	+2%	+1%
Adults who Care	81%	+1%	79%	+2%	+14%	+18%

Indigenous Students	2024	% change from last year	3 - Year Average (All)	% change from last year	Vs. SD73 (diff in %) 2024 data	Vs. Prov of BC (diff in %) 2024 data
Feel Welcome	83%	-17%	89%	-1%	+14%	+12%
Sense of Belonging	91%	-9%	78%	+24%	+35%	+34%
Adults who Care	83%	-5%	86%	-2%	+16%	+20%

Diverse Students	2024	% change from last year	3 - Year Average (All)	% change from last year	Vs. SD73 (diff in %) 2024 data	Vs. Prov of BC (diff in %) 2024 data
Feel Welcome	50%	-17%	61%	-9%	-14%	-15%
Sense of Belonging	50%	-17%	54%	+3%	+2%	+0%
Adults who Care	100%	+33%	65%	+36%	+35%	+35%

Westmount focused on Sense of Belonging in the 2023/2024 school year before switching the focus to Numeracy. In that time, we saw exponential growth in all our

data. This past year we look like we took a step back in feeling welcome, sense of belonging and feeling safe, however, when in comparison with the school district and the province, Westmount data is strong. This is due to the diligence and commitment of the staff, students and parents of the Westmount School community to making the culture at the school one that is welcoming, safe and inclusive.

Attendance Records: % of students away 15% or 27 days or more

	2022-2023	2023-2024	2024-2025
All Students	17% (44 of 260)	18% (43 of 245)	23% (57 of 253)
Indigenous Students	29% (15 of 51)	32% (13 of 39)	39% (22 of 57)
Non-Indigenous Students	14% (29 of 209)	15% (30 of 206)	18% (35 of 196)

The more students are absent, the more challenging it is to have them improve in numeracy and have a greater sense of belonging at the school. Westmount has seen a significant increase in both overall attendance and in our Indigenous students' attendance. Overall we saw a jump of 23% absenteeism and Indigenous students at 39%, based on missing 27 days or more in school, an increase of 6% and 10% from 2022/2023. This number must decrease for us to see any significant progress in our numeracy and sense of belonging goals.

SCHOOL GOAL:

All students will gain a better sense of belonging within the classroom and their learning.

AREAS TO CELEBRATE:

2024 SLS Data (School compared to the District and Province):

- Feel Welcome (All) +9% +7%
- Sense of Belonging (All) +16% +15%
- Feel Safe (All) +2% +1%
- Adults Care (All) +14% +18%
- Indigenous (Belonging) +35% +34%

3-Year Trend SLS Data (School's 3 year +/-)

- Feel Welcome +1%
- Sense of Belonging +9%
- Adults who care +2%
- Indigenous Students +24%

Overall, there has been great growth in well-being at Westmount. Despite the dip from 2023 to 2024, students feel more welcome, they have a greater sense of belonging and they feel safe. The numbers are significantly higher than the district and provincial averages across all areas. We are excited to see our Indigenous students' sense of belonging reach 91%.

AREAS TO GROW:

2023-2024 SLS Data

- 26% (1 in every 4) of students do not feel they have a positive sense of belonging
- 22% (1 in every 5) of students do not feel welcome or safe

2022-2025 Attendance Records

- 6% increase in overall absences of 27 or more days (17% to 18%)
- 1 of every 4 students is missing at least 27 days of school. More than 1 of every 3 Indigenous students is missing at least 27 days of school.
- 10% increase in Indigenous student absences of 27 or more days (29% to 39%)

Although we have many successes to celebrate, our attendance numbers are trending in the wrong direction. In the past three years since we have documented attendance data, we have seen a 1% increase in absences of our total population and a 10% increase in Indigenous students absences of 27 days or more.

OBJECTIVES:

- Indigenous students at Westmount will increase overall attendance
- All students will show growth in their sense of belonging in the school, classroom and their learning.

SCHOOL STRATEGIES:

To improve sense of belonging, we will:

- Collect Street Data and find out how students feel in their classrooms, during instructional and non-instructional times, to give a better indication of how their sense of belonging is.

To improve classroom practices, we will:

- Engage in professional development opportunities that help our staff best support Indigenous and Diverse students' sense of belonging
- Discuss how to better and effectively use our data to plan and focus on a sense of belonging in our classrooms.
- Continue with the Roots of Empathy program

- Extend the work with district staff around creating a positive school culture with a focus on sense of belonging in classrooms
 - Common language
 - Teaching/Lessons for each class (grade specific)
- Work on collecting street data to better understand what sense of belonging looks like at Westmount.

The Learning and Assessment

Area of Focus, Strategies and Initiatives

- Continue Recognition Assemblies, Weekly Howlouts and prizes,
- Discussion of interventions for creating a better sense of belonging and positive school culture (PBIS, Kindness in the Classroom, TILT, etc.)
- Further development of teacher-lead student groups to serve the school in various capacities. Examples could include: Inclusion Group, SOGI group, School Service, Equity Group, etc.
- Collect Street Data to get a better understanding of which students feel/don't feel a sense of belonging and why.

Measures

- School Learning Survey Data
- School Survey Data (new in 2025/2026)
- Report Card Data
- Attendance Data
- Communication with PAC at meetings to update progress with our Sense of Belonging goal

Link to Strategic Plan:

Priority Four - Honour the First People's principles of learning and Aboriginal worldviews and perspectives.

- Students will experience learning through Aboriginal ways of knowing and doing
- Students will appreciate the historical and contemporary contributions of Aboriginal people and the local Secwepemc nation
- Students will appreciate how cultural identity shapes worldview

Link to Aboriginal Enhancement Agreement:

Goal #1: To increase the educational success of all Aboriginal students

Objective #1: Continue to improve the literacy, numeracy, and graduation rates of all Aboriginal students

The Plan:

- Collection of student data (Street Data) around sense of belonging (September to December, 2025)
- Use the data to determine areas of improvement will be the focus where discussions and a plan of action will be the result. (January to March, 2026)
- Implementation of the plan of action (April to June, 2026)

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 individual identity, cultural safety and humility.

SCHOOL STRATEGIES: State how your school community will work together to learn about cultural safety.

Evidence and Next Steps

This section is to be revised on an ongoing basis as you learn from by reviewing school goals, strategies, and evidence-in-action. Describe when (dates) you review the school learning plan and who was involved. Aim to review it with students, parents, and staff on a regular basis to see how we are progressing on school goals and what might need to change. Consider making this work logistically with a student focus group, PAC, and a staff group who offer informal feedback on an ongoing basis).