

Westsyde Elementary Annual School Learning Plan 2025-2026



Revised: September 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

The 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 Whispering Pines/Clinton Indian Band through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

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A district report will be available in the district learning plan.	

CONTEXT

In 2024/25 Westsyde Elementary had a student population of 244 students in grades K to 7. We are part of the Westsyde Secondary Family of Schools. The catchment area covers the northwest area of Kamloops extending to McClure. A significant percentage (~20%) of our students travel via school bus to and from school each day. Westsyde has a strong community connection, and parents/caregivers take an active role within the school to assist with hot lunches, school sports and other volunteer roles. Our school has an active athletics program, and students take part in all district sports.

Westsyde Elementary re-opened in September 2019 after being closed for 13 years due to low enrollment. As a six-year-old school we have worked hard to establish our identity. Our school aspires to maintain the positive atmosphere and culture that can be felt in our building. This can be attributed to the staff ensuring that we are reinforcing desired student behavior along with providing a wide variety of enriching activities that are available to students. We will also continue a regular lunch hour intramural/sports program and during winter months, we will open the gym mornings, at breaks, and after school for students to participate in organized activities.

As a part of SD73, Westsyde Elementary uses a number of means to help students build meaningful relationships and to continually remove barriers to provide the environment for students and staff to thrive. We do this through reinforcing the 7 Grandfather Teachings that are Value Commitments in SD73 (Courage, Love, Wisdom, Respect, Truth, Honesty & Humility) as a Social Emotional Learning foci each month, student participation in our Inclusive Club, and by implementing a variety of school-wide activities that are provided for students and staff members. We have also recently developed an emblem that embodies four key values that we hope to instill in our students (Responsibility, Respect, Resilience, and Kindness).

At Westsyde Elementary we are taking an inquiry approach to working through our school goals. With a new district strategic plan in place, the staff will work together to create our school goals and identify growth areas for staff and students. Our process will include the use of Non-Instructional Days to address teaching strategies to support our goals and data/student performance will be reviewed in regular staff and collaborative team meetings. Additionally, we have connected with and continue to reach out to Whispering Pines/Clinton Indian Band Education Council as community partners.

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 Numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: Data shows that our school is below the district average in Numeracy. Foundation Skills Assessment results for the 2024/2025 indicate a negative trend in all areas for Grade 4 students; however, our Grade 7 students continue to perform above the district averages as a whole group. Through staff consultation and data analysis, we agreed that a focus on Numeracy, specifically in fluency and problem solving, would have the greatest impact on student learning and success. By targeting the use of common Numeracy language and teaching of essential skills, students will improve in their abilities to independently solve problems, think critically and transfer their knowledge from one setting to the next. We will begin to consistently use the Primary Number Sense Assessment and District Numeracy Assessment as additional tools to track student progress and target specific areas that are in need of focus and improvement.

Numeracy Foundation Skill Assessment Grade 4							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Westsyde Elem All	64%	59%	76%	50%	25%	50%	-26%
Westsyde Elem Indigenous	100%	60%	76%	17%	50%	48%	-13%
Westsyde Elem Non-Indigenous	60%	59%	82%	57%	20%	53%	-31%
Westsyde Elem Diverse	0%	67%	100%	33%		67%	-50%
Westsyde Elem Non Diverse	67%	59%	75%	52%	25%	51%	-25%
SD73 All	72%	64%	63%	60%	66%	63%	2%
SD73 Indigenous	67%	46%	46%	48%	51%	48%	3%
SD73 Diverse	61%	39%	34%	45%	54%	44%	10%
Province ALL	72%	66%	63%	63%	65%	64%	1%
Province Indigenous	56%	45%	43%	45%	48%	45%	3%
Province Diverse	60%	52%	47%	52%	52%	50%	3%

Numeracy Foundation Skill Assessment Grade 7							
Positive Response Rate	2020/21	2021/22	2022/23	2023/24	2024/25	3 year avg	3 year +/-
Westsyde Elem All	82%	39%	70%	65%	63%	66%	-4%
Westsyde Elem Indigenous	100%	29%	0%	75%	29%	35%	14%
Westsyde Elem Non-Indigenous	79%	42%	73%	64%	70%	69%	-2%
Westsyde Elem Diverse	na	50%	50%	67%	33%	50%	-8%
Westsyde Elem Non Diverse	82%	37%	71%	65%	68%	68%	-2%
SD73 All	72%	57%	58%	54%	61%	58%	2%
SD73 Indigenous	57%	42%	46%	41%	41%	43%	-3%
SD73 Diverse	48%	31%	29%	34%	32%	32%	2%
Province ALL	65%	65%	57%	56%	59%	57%	1%
Province Indigenous	46%	40%	36%	36%	34%	35%	-1%
Province Diverse	29%	45%	40%	38%	39%	39%	-1%

SCHOOL GOAL:

Numeracy: Each learner will demonstrate growth in Numeracy.

AREAS TO CELEBRATE:

In several metrics, our school is making gains in Numeracy. Staff are seeing improvements in students' abilities to persevere, and problem solving within classroom settings. Overall, Grade 7 students are achieving above the district average when it comes to Numeracy FSA results.

As a school, we have worked hard during the last two years with students and staff to develop a culture of respect and responsibility. This has resulted in more positive learning environments in our classrooms

AREAS TO GROW:

Looking at the same data, we know that Indigenous students and Neurodiverse students in Grade 4 achieved well below the district average when it comes to Numeracy FSA results. It is worth noting that the number of Indigenous students and Neurodiverse students in 2024-25 is low which has a greater impact on the data results.

In addition, when considering the District Numeracy Assessment (DNA) results, we notice that Intermediate students struggle in the areas of fluency, critical thinking and the analysis of problems.

OBJECTIVES:

- 1) All students (K-7) will improve their fluency in Numeracy and develop independent problem-solving skills.
- 2) All students (K-7) will improve their ability to solve Numeracy problems that require them to analyze and think critically.

SCHOOL STRATEGIES:

To achieve our Numeracy Goal, we will work on the following strategies:

Objective 1 Strategies:

- Develop a scope and sequence (Essential Learning Standards)
- Develop a common language for consistency between classes and grades
- Provide collaboration time for teachers to brainstorm, share ideas, and discuss best practices
- Ensure common resources, including a wide range of Indigenous resources, are readily available for teaching and learning
- Have District Numeracy coordinators in our classes regularly to model, collaborate, and provide feedback to teaching staff at all levels
- Seek opportunities to explore systems and structures that are working in other schools in our family to improve student outcomes in Numeracy
- Participate in whole staff professional development opportunities

Objective 2 Strategies:

- Use open ended questions in classroom Numeracy activities
- Integrate vertical whiteboard surfaces and handheld whiteboards for Numeracy problem solving activities
- Participate in at least one collaborative project, ideally with other schools or classes
- Increase the classroom time spent on higher order thinking skills as defined by Bloom's Taxonomy and the SAMR model
- Have District Numeracy coordinators in our classes regularly to model, collaborate, and provide feedback to teaching staff at all levels

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
 - Continued in-class support and family support from our Aboriginal Education Worker
- Continue to incorporate the 7 Grandfather Teachings into our daily routines through monthly assemblies, announcements, and classroom activities/discussions

Professional Development Strategies:

- Accessing District Numeracy Coordinators to assist and model teaching strategies in the classroom setting
- Sharing strategies and successes at staff meetings
- School-focused professional development opportunities on Pro-D days.

EVIDENCE OF NEXT STEPS:

Staff Consultation, Collaboration, and Professional Development:

- Fall 2022: Carole Fulerton resources purchased for Primary Teachers
- January 2023: Carole Fulerton resources purchased for Intermediate Teachers
- February-May 2023: Monthly Team Collaboration Times focused on Numeracy.

- Teachers began building “Essential Skills” documents (Primary & Intermediate) to outline Essential Learning Standards.
- Met with District Numeracy Coordinator Monica Bergeron to explore curriculum and assess current resources
- Aboriginal Education District Coordinator Chelcy Ross shared newly created Indigenous Resources that are available to teachers
- Staff attended “Figuring Out Fluency” Pro D on September 25, 2024
- 2023/2024 - Most teachers had Monica Bergeron or Darren Clark into their classrooms (some multiple times) to have lessons modeled and reflect on current practice

Parent/Caregiver and Community Engagement:

- PAC Meeting: shared current SLP goals and gathered PAC feedback
- SLP shared with parents
- Whispering Pines/Clinton Indian Band Education Director: shared a draft version of the SLP with Sandy LeBourdais and asked for feedback
- Several teachers planning to host Student Led Conferences to demonstrate student learning

Allocating Financial Resources:

- Using our Professional Learning budget to purchase, “Figuring Out Fluency in Mathematics: Moving Beyond Basic Facts and Memorization” for all teaching staff members
- Using our Learning Resource funds to purchase Numeracy resources that emerge as needed and useful as guided by this professional learning.
- Allocating Learning Resource funds towards purchasing Tier 3 level Numeracy interventions with a focus on Primary students
- Using the Library budget to increase teacher and student resources that align with our Numeracy goal and focus on Numeracy problem solving and critical thinking.
- Allocation of funds for teacher professional development

Wellbeing Goal

Feeling Safe & 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: There are a few areas of data analysis that are important to provide direction and guidance to our Wellbeing goal; one of which is the Student Learning Survey, which is completed by our Grade 4 and Grade 7 students and offered to parents/caregivers. 2023/2024 data indicates that 82% of our students felt safe at school. This number is above both district (76%) and provincial averages (77%). We also continue a positive three-year trend in this area. The trend is similar around students feeling welcome at school and we can see a jump of 11% from the 2022/23 to 2023/24. Closer examination of this data indicates that there are significant differences between grade 4 and grade 7 responses in this area. Overall, positive grade 4 student responses are lower than that of grade 7 responses. We can be proud of the work we have done in this area as almost all groups have had growth from the previous year. This continued focus on connection, safety, and sense of belonging will hopefully give space for our students to grow academically.

Student Learning Survey Feel Safe							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Westsyde Elem All	50%	78%	80%	88%	82%	83%	1%
SD73 All	71%	71%	74%	75%	76%	75%	1%
Province ALL	73%	74%	78%	77%	77%	77%	-1%

Student Learning Survey Feel Welcome							
Positive Response Rate	2019/20	2020/21	2021/22	2022/23	2023/24	3 year avg	3 year +/-
Westsyde Elem All	100%	67%	81%	64%	75%	73%	-3%
Westsyde Elem Indigenous	100%	33%	70%	100%	67%	79%	-2%
Westsyde Elem Non-Indigenous	100%	72%	84%	64%	77%	75%	-4%
Westsyde Elem Diverse	na	100%	88%	67%	80%	78%	-4%
Westsyde Elem Non Diverse	100%	68%	68%	68%	75%	70%	4%
SD73 All	67%	65%	66%	68%	69%	68%	2%
SD73 Indigenous	62%	58%	61%	62%	63%	62%	1%
SD73 Diverse	55%	63%	66%	59%	64%	63%	-1%
Province ALL	68%	67%	65%	72%	71%	69%	3%
Province Indigenous	60%	61%	64%	64%	64%	64%	0%
Province Diverse	60%	62%	65%	65%	65%	65%	0%

SCHOOL GOAL: Students will feel safe and welcome at school.

AREAS TO CELEBRATE:

The data shows that our students continue to feel safe at school. We have continued with a positive trend, and we have a more positive response rate than both the district and the province. We are fortunate to have such a caring school community, with teachers, CEAs, IEWs, a principal, district and community members who give much of their time and energy to ensure our students have a truly meaningful experience at school. We have strong intramural and extracurricular programs which provide enhanced opportunities for students to connect with their peers and school staff.

AREAS TO GROW:

In 2023/24 only 66% of our Grade 4 students felt welcome at school. We want to address this area in order to further reduce the number of students who feel this way. We recognize that there is a need to determine which students don't feel safe and/or welcome at our school and target these groups through further intervention.

OBJECTIVES:

- 1) Students will learn and utilize strategies to participate in an inclusive environment for all students.
- 2) Students will learn and apply skills to create connections within the school community.

SCHOOL STRATEGIES:

To achieve our Wellbeing Goal, we will work on the following strategies:

Objective 1 Strategies:

- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement
- Inclusive Club - Meets every couple of weeks to discuss a variety of school and community issues and provide special events and announcements that provide a platform for celebrating our differences
- Aboriginal Groups will provide a safe space for learning and connection
- Seven Grandfather Teachings focus for each month of the school year that is shared through assemblies, announcements, newsletters and in-class activities
- Using the LART Room and sensory room for breaks to help students regulate emotions
- Using Zones of Regulation, Mood Meters, and other Social-Emotional programs and initiatives to teach strategies to identify and regulate feelings, emotions, and a sense of community connectedness.
- Clear communication and ongoing teaching of school-wide expected behaviours
- Identify and develop systems to connect with students individually to determine their thoughts and feelings about safety and belonging at our school
- Continuation of school wide activities related to our new Emblem focussing on Responsibility, Respect, Resilience, and Kindness

- Creation of drop-in breakfast program 2-3 times per week
- Whole staff participation "Emotional Schools" professional development workshop in September 2025
- Creating more opportunities for connection with Westsyde Secondary

Objective 2 Strategies:

- The Social Emotional Learning (SEL) Committee will work on areas of school-wide focus and reinforcement
- To improve classroom practices, we will plan for instruction of expected behaviors and work as a school team to instruct and reinforce.
- To improve Indigenous student learning, we will utilize local resources, including programs and people to support Indigenous learners in the classroom. We will also select cultural activities and resources in consultation with the Whispering Pines/Clinton Indian Band Education Council.
- School-wide activities will occur that provide opportunities for building connections within classrooms and across the school. This will include things like: Terry Fox Run, Jump Rope for Heart, Buddy Activities, Literacy Lunch, etc.
- A well-defined Leadership Program will guide students into involvement in classrooms such as lunch monitors, office monitors and volunteer activities
- Continued opportunities for an excellent Intramural Sports program for Intermediate students
- Lunch hour clubs including DnD and Battle of the Books
- Whole staff participation in "Emotional Schools" professional development workshop in September 2025
- Creating more opportunities for connection with Westsyde Secondary

Professional Development Strategies:

- Collaboration and workshops designed to assist and model Social Emotional teaching strategies in the classroom setting
- Seeking opportunities for staff to learn more about trauma-informed practice, FASD, and other important areas that impact student learning, behavior and development
- Sharing SEL Committee discussions, strategies, resources and projects at staff meetings
- School-focused professional development opportunities on Pro-D days

Allocating Financial Resources:

- Using Learning Resource and PAC funding to promote school-wide expectations. For example: purchasing classroom outdoor equipment to promote fair and cooperative play.
- Using Sports Equipment funding to ensure that the Intramural program has good quality equipment to use.
- Ensuring funds are available for school-based clubs and activities (chess, DnD, art, science fair, etc...)

EVIDENCE OF NEXT STEPS:

Staff Consultation, Collaboration, and Professional Development:

- SEL Committee Meetings: teachers and administrator collaborating to bring consistency and messaging of school-wide expected behaviors to staff and students.
- Teacher/Student Led Assemblies and School Wide Promotion of the Grandfather Teachings and Emblem values - Buddy group activities and daily announcements
- Teacher Led Inclusive Club
- Teachers reflected on Student Learning Survey results and collaboratively built the objectives for the SLP
- LART teacher - providing leadership and assistance with trauma informed practice
- Whole staff "Emotional Schools" training and buy in

Student Feedback on Impact:

- Review Student Learning Survey results with staff
- Work to create and complete an SEL Intermediate Student Survey to provide space for students to share their thoughts with staff
- Collection of street data through student and staff interviews and surveys

Parent/Caregiver and Community Engagement:

- PAC Family Barbecue and Welcome Back Event
- Literacy Lunch event where parents/caregivers can eat lunch and read books with students.
- PAC Meeting: shared information about the Seven Grandfather Teaching focus and the reasoning behind it.
- Information about Inclusive Club shared with PAC and through school newsletters
- Introduced the idea of a monthly Grandfather Teaching focus through newsletters and weekly parent update emails
- June Whispering Pines/Clinton Indian Band Education Director: shared a draft version of the SLP with Sandy LeBourdais and asked for feedback
- Kindergarten SPARK sessions
- Shared and provided feedback opportunities for the new school emblem.

2024/25 STREET DATA STRATEGY:

Equity-centered inquiry question:

- How do we create a school culture that promotes environments where all *students and staff* feel they belong and are connected?

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

- vulnerable *students and staff* who are struggling to connect with peers and thrive in a cohesive school setting

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

- **Student and staff** interviews and discussions related to school culture, peer dynamics, and areas in need of change
- Student surveys

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

- As a strategy to connect staff, identify common values, and provide a school wide set of expectations we designed a new Westsyde Elementary School Emblem
- This will be used as a focus and jumping off point for the development of school wide strategies that emphasize the values that our staff feel is important to focus on as a whole school and address our need to become a cohesive team with common goals for our students.



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.