



Westsyde Elementary
Annual School Learning Plan 2022-2023



Revised September 21, 2022

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 Whispering Pines/Clinton Indian Band through our
Local Education Agreement and the Aboriginal Education Enhancement
Agreement.

TABLE OF CONTENTS

CONTEXT (Required)	p.
INTELLECTUAL DEVELOPMENT	
LEARNING GOAL (Required)	p.
HUMAN AND SOCIAL DEVELOPMENT	
WELLBEING GOAL (Required)	p.
CULTURAL & IDENTITY DEVELOPMENT	
CULTURAL SAFETY GOAL (District)	p.
A district report will be available in the district learning plan. You may choose to include it in your school learning plan and share how you will be involved in learning about cultural safety.	
CAREER DEVELOPMENT (Integrated)	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	p.
SYSTEMS DEVELOPMENT (Integrated)	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	p.

CONTEXT

Westsyde Elementary has a student population of 204 students in grades K to 7. In 2022-23, our student population will balloon to about 270 with new registrations and the addition of students from the Westmount catchment revision. The catchment area covers the northwest area of Kamloops extending to McClure. A significant percentage (15%) of our students travel via school bus to and from school each day. Westsyde has a strong community connection and parents take an active role within the school to assist with hot lunches, school sports, and other volunteer roles. Our school has an active athletic 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. We are part of the Westsyde Family of Schools. The majority of our students previously attended David Thompson Elementary, and in our first year of operation, we only had 7 Grade 7 students due to the Board's decision to allow grade 7 students to continue to attend David Thompson Elementary for the 2019-20 school year. We had 23 grade 7's attend our school in 2021-22. As we are a new(er) school and also, due to the extended school closure as a result of the pandemic, we have very little available cohort performance data that is pertinent to our school's students either in academic or social terms. As a result, this year's plan will use the limited data gathered this year to make assumptions about our school culture and will act accordingly to implement meaningful learning opportunities for our students and school community.

At Westsyde Elementary we are taking an inquiry approach to working through our school goals. With new district strategic plan in place, the staff will work together to create our school's goal and identify growth areas for staff and students. Our process will include the use of professional development days to address teaching strategies to support our goals – and data/student performance will be reviewed in regular staff and grade-wide team meetings. Additionally, we plan to hold regular meetings with members of the Whispering Pines/Clinton Indian Band Education Council.

The School Learning Plan will be discussed regularly at PAC meetings. Parents will have input into the elements that they would like to see in regards to the overall direction of the plan. Representatives from the PAC will be identified to provide input on strategies related to our projected Numeracy goal and Well-being goals. The final draft of the plan will be reviewed with all partner groups in May prior to submission.

As a 3 year old school and – and due to the disruptive effects of the pandemic, we continue to establish and collect baseline data. Regardless of the impact of Covid 19 and other factors

restricting meaningful performance data about Westsyde Elementary students, our school aspires to maintain the current positive vibe throughout the upcoming school year. This will be attributed to the staff ensuring that we were reinforcing desired student behaviour along with many activities available to students during unstructured times. We will also continue a regular noon hour intramural/sports program and we will open the gym mornings, at breaks, and after school for students to give them organized activities to participate in.

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 RESULTS ANALYSIS: SCHOOL GOAL:

To create a school environment that promotes opportunities for student independence, critical thinking and real world problem solving with a special emphasis on Numeracy

AREAS TO CELEBRATE:

As a school, we have worked with students to develop a culture of respect. This has resulted in positive learning environments in our classrooms

AREAS TO GROW:

Westsyde Elementary students will work on foundational Numeracy and problem solving skills. As a newer school, our data is limited. It is our belief that:

- *If we develop the foundational skills of our learners, then the students, staff, and parents will be better prepared for deeper learning that is problem based.*

- *If we focus on foundational numeracy skills and build confidence in students, then students will improve their ability to be independent problem solvers.*
- *If we promote and provide collaborative learning tasks that challenge students to transfer their knowledge to new concepts then students will be engaged, behaviours will be positive, and achievement will continually grow.*

OBJECTIVES:

- By March 2023 staff will participate in ongoing professional learning through staff meetings and inquiry (collaboration) time monthly. Evidence of professional learning will be visible in classrooms through the development of consistent instructional strategies pertaining to numeracy, sharing of best practice, and incorporating the OECD 7 principles of learning and the First Peoples Principles of Learning into student learning
- By March 2023 students will display increased independence and perseverance towards their school work.
- By March 2023 classes will participate in at least one collaborative project, ideally with other schools or classes.
- By March 2023 classes will increase the time spent on higher order thinking skills, as defined by Bloom's Taxonomy, and the SAMR model.
- By June 2023 there will be an achievement level in the DNA results for students in grade 3 from of 80% of students being proficient in numeracy, the FSA Numeracy results will target 80% for grade 4 students meeting expectations and 80% for grade 7 students meeting expectations.

SCHOOL STRATEGIES:

To improve classroom practices, we will:

- use monthly meetings to establish a unified scope and sequence for teaching mathematics/numeracy over the course of the school year. They will also work together to explore/acquire/implement unified strategies for Numeracy and foundational math skills – including problem solving – instruction in their classrooms.
- Use general staff meetings, along with monthly Primary/Intermediate team meetings to review learning and competency outcomes. We will use these to plan quarterly for Numeracy instruction
- Identify students who are experiencing challenges in developing foundational skills and work accordingly with them to address gaps.

- Introduce more culturally relevant educational resources and activities in all subject areas for all students.
- Ongoing professional development with the Aboriginal Enhancement Agreement and the First Peoples Principles of Learning.
 - Continued in class support and home support from our Aboriginal Education Worker.
 - First Nations Culture Board in main hallway/First Nations artwork displayed
 - Culture club (crafts) and Boys Group
 - Culture enhancements through elders and special guests
- Utilize existing curriculum and educational resources developed by the local bands within the District.
- We will consult regularly (monthly/quarterly) with the Whispering Pines/Cilnton Indian Band Education council regarding the instruction and learning of aboriginal students at Westsyde Elementary
 - Curriculum resources – to be reviewed quarterly by staff at Primary and Intermediate team meetings
 - Human resources – Explore and utilize school district expertise including coordinators and local experts
 - Extracurricular – Involve students in the planning, promotion, and execution of extracurricular activities including clubs, intramurals, and after-school events

Evidence and Next Steps

Based on the limited cohort data available, and due to our recent opening and pandemic-related disruptions, Our staff plans to address the following:

- Ensure each student acquires foundational skills and core competencies in Numeracy.
- Develop of numeracy competencies in our students through collaborative problem solving in the intermediate grades
- Student activities will become more learner centred and sustainability and collaboration are being developed within units across all grades.

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:

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

AREAS TO CELEBRATE: Westsyde Elementary has developed a plan for school-wide behavior expectations through:

- The development of the “Warrior’s Code”
- Expected behaviors are taught in context and reinforced positively
- Well defined Leadership program
- Excellent Intramural Sports program for Intermediate students
- Noon hour clubs including Pottery and Chess
- Indigenous students participate regularly in noon hour and after school activities

AREAS TO GROW:

- TBD with results from fall DEWRS survey and local school survey

SCHOOL STRATEGIES:

- To improve students feeling welcome/safe/sense of belonging, we will review, revise, and implement strategies regarding our Warrior's Code behaviour program:
- To improve classroom practices, we will plan for instruction of expected behaviours and work as a school team to instruct and reinforce.
- To improve Aboriginal 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
- To improve wellbeing, we are allocating our financial resources towards equipment, personnel, programs that students find relatable and which they respond positively to.

Evidence and Next Steps

We will monitor and adjust our success with our Wellness goal by

- Reviewing monthly behaviour data and planning for instruction to address any significant issues
- Review of relevant attitudinal data from DEWRs and Student Learning Surveys
- Regularly reviewing our Warrior's Code and adapting language/strategies accordingly
- Use the Intramural program as a foundation to build leadership skills in intermediate students
- Plan for developing leadership in students in regular staff and team meetings