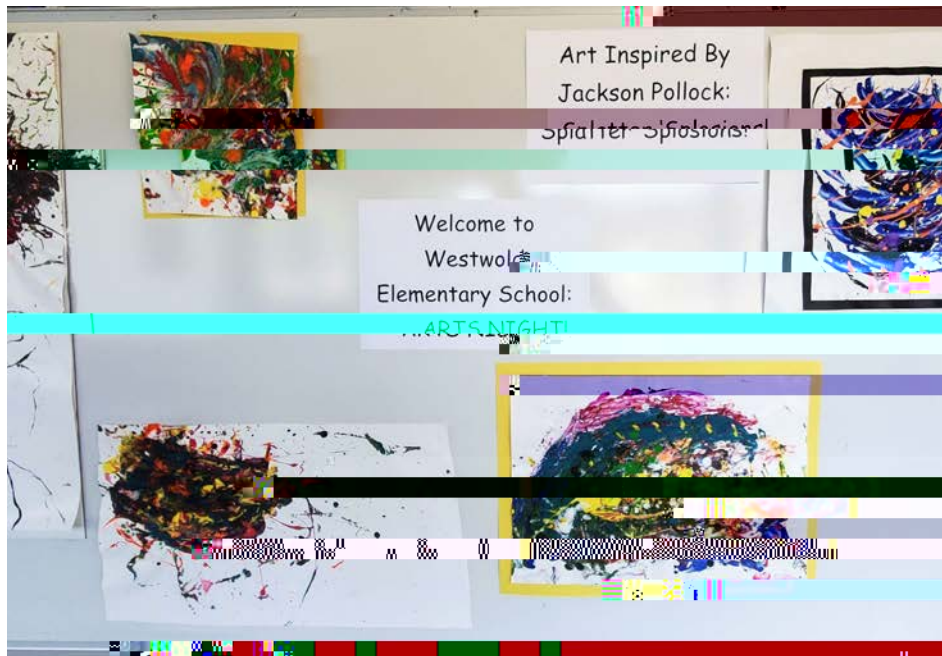




# Annual School Learning Plan 2023-2024

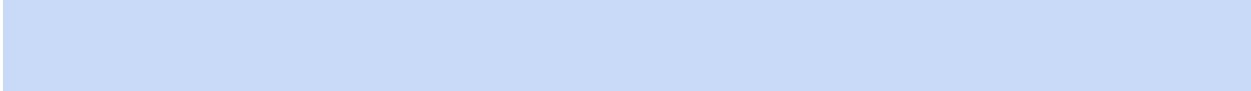


Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.  
School District No. 73 (Kamloops-Thompson) acknowledges that it is on  
the territory of the Secwepemc Nation, specifically the territory of the  
Tk'emlups te Secwepemc People

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 the Secwépemc First Nations through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).



The community of Westwold has undergone many transformations over the past century including a name change in 1926. Community members were faced with a dilemma at that time as they were living in a community called Grande Prairie, using a post office called Adelphi and having a railway station called “Westwold”. Many old timers did not like the idea of changing the community name, but it was finally agreed that it was the most sensible thing to do. From then on, the community, the school, the post office and the railway station were all known as “Westwold”.

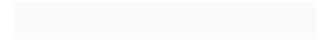
In 1937, a new school was opened on the current site to replace the old school which was becoming rather dilapidated. However, in about three years time the need for an additional classroom space forced the re-opening of the “old school”. Grades 1-4 were in the new school and grades 5-8 were in the old school.

In 1945, there was another big change. Large school districts were set up, so Westwold was included in School District #24 (now #73) and administered from Kamloops. The school population kept increasing and by 1946, there was again talk of building a new school to replace the old Westwold School. In 1952, the current building was built with an office, indoor washrooms and a furnace. The “old school” was used for the Gymnasium.

By the early 1970’s plans were underway for a new Library and Gymnasium. These additions were completed and Westwold officially opened in June, 1972 by Robert L. Clemitson. The “old school”, built in 1937, was placed at the back of the gym and was used for storage. By the late seventies, the school grounds had been completed with the generous donation of turf and the library had seen an expansion of materials.

In June 1983, the Monte Lake Primatheu f and r theö was

Our school is part of a small community where people offer strength and support for each other and where opportunities for personal growth exist for everyone. It is a good place to learn, to work and to be.



In order to accomplish this, the following strategies are used annually:

Class Discussions	Staff meeting discussions	Surveys
Surveys	BC Ed Plan Presentations	Discussions
	Assessment Development	

We also strive to connect with our Aboriginal partners regularly not only through the Aboriginal Education Enhancement Agreement and the Local Education Agreement but also through regular communications with parents and the support of our Aboriginal Education Worker and the District Principal for Aboriginal Education.



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.

Every learner will develop competencies and skills to succeed academically.

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

In looking at the Foundation Skills Assessment data for Westwold in literacy and numeracy it is hard to identify an area for us to focus our interventions as students did equally well in both areas with 80% of students proficient or extending in both areas. Therefore, we need to consider other assessments to help us identify areas for growth. When we drill down to look at individual student results on the FSAs and on the report card for both literacy and for numeracy, we continue to see a trend where students are doing equally well in both numeracy and literacy. In discussions with the classroom teacher, writing, and in particular written output, is a bigger struggle for students. Therefore, our goal will be related to literacy.

Literacy- All students will meet or exceed literacy expectations for each level

For the last year, Westwold has continued to see success for students in numeracy through number talks, and making learning visible. In reading, students continue to see improvement with 80% or 5 students on track or extending in literacy on the FSA.

Although we have seen significant individual improvement in reading, conversations with the classroom teacher suggest that students continue to struggle the most with writing which is where we will focus our literacy interventions.

All students will meet or exceed in writing for each level.

To improve literacy, we will...

- prioritize the Collective Efficacy Learning Cycle : analyze data together, identify common challenges, identify issues, be open to a variety of learning opportunities, create safe practice environments and use formative assessment explicitly inform both staff and students what successful impact looks like from the outset
- review our student data and identify students requiring tier 1 and tier 2 supports

To improve classroom practices, we will...

- access the expertise of the District Principal for Information Management and Analytics and the District Literacy Team
- participate in district literacy learning events and professional development
- use up-to-date research based resources

To improve Aboriginal student learning, we will...

- purchase or develop curriculum resource materials for Aboriginal studies and other programs with Aboriginal content
- provide staff cross-cultural awareness training
- ensure excellent communication with the Aboriginal Education Worker and the Bands to develop support plans for students when needed

To improve Diverse student learning, we will...

review our student data and identify students requiring tier 1 and tier 2 supports  
use formative assessments to identify areas of strength and areas of growth  
develop plans to support individual student needs

Our goals will be reviewed regularly by staff, students and parents not only so that everyone is aware of our goals but so that each group has an opportunity for meaningful and regular feedback. The school literacy goal and strategies will be reviewed once a month at a staff meeting for staff input, quarterly with parents for parent input and once a term by our leadership students for student input.

In order for us to continue to follow our students' progress, we will monitor each



As we use data to inform our decisions, the DEWRS assessment results allow us to look at the larger system and track student responses in grades 4 - 7. Our results show us that our students find it more challenging to develop a sense of belonging with 67% of our students identifying as feeling like they belonged. This may also be connected to our students' feeling safe while attending school as 42% also identified as feeling safe. We continue to need to explore the impact of the 2021 wildfire fires that destroyed family homes and businesses of 40% of our students on how students feel at school. Through classroom discussions, we also know that the connection students feel with other students in the school has the biggest impact on their sense of belonging and feeling safe. Students shared that with fewer students (less than 20) to make friends within the building, it can be challenging when you aren't getting along. Many of the students have been together in the same classroom for multiple years in a row. On any given day, this can lead to feelings of not belonging or not feeling safe. While student to student connections can be challenging, students feel supported by school staff with 58% reporting that they always know they can get support from an adult in the building and 100% reporting they usually or always know they can get support from an adult in the building. As we move forward with our wellbeing goal, we have many facets to explore..

Students will feel a sense of belonging and feel safe at school.

One area to celebrate is the strong connections our students have with the teacher as 86% felt they had positive teacher-student relations. This past year, the staff at Westwold has worked extremely hard to increase a sense of from



Use student focus groups to better understand how students define and understand belonging and feeling safe.  
Develop activities and strategies to address student needs based on the feedback from students  
Connect students and their families to the school community by hosting evening events for families to attend  
Provide opportunities for students to connect with the school outside the classroom through intra-mural activities, clubs, and extra-mural activities  
Staff professional development regarding Positive Behaviour Interventions and Supports and the impact it can have on school culture  
Introduce common language and practices school-wide to support connection and well-being

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

Integrate feedback from student focus groups into classroom practices  
Teach the EASE program to support students in managing stress and anxiety and feelings of being unsafe attending school  
Incorporate classroom instruction that includes targeted teachings related to Social-Emotional Learning and well-being

Our goals will be reviewed regularly by staff, students and parents not only so that everyone is aware of our goals but so that each group has an opportunity for meaningful and regular feedback. The school wellbeing goal and strategies will be reviewed once a month at a staff meeting for staff input, quarterly with parents for parent input and once a term by our leadership students for student input.

In order for us to continue to follow our students' progress, we will use the DEWRS Survey and student focus groups. With these, we will be able to drill deeper to better understand where our students are struggling to connect with their peers or struggling to feel safe. Before we move forward, we will work with student focus groups to get a better understanding of how students perceive belonging and safety. With a clearer understanding of student perceptions, we will be able to develop strategies to connect students to the school while feeling safe attending. Looking ahead to next year, the student enrollment will be smaller and Westwold will move from two divisions to one division. There will be fewer intermediate students in the school so our data will be collected from only a few students which may have an impact on the reliability of the data. Therefore, it will be important to continue to collect street data in a variety of ways.