

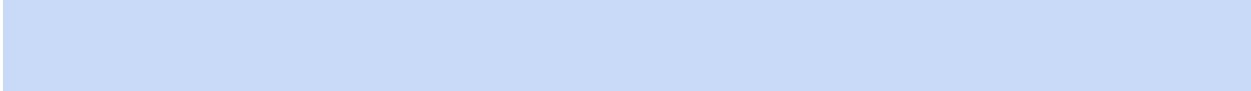


Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.  
School District No. 73 (Kamloops-Thompson) acknowledges that it is on  
the territory of the Secwepemc Nation, specifically the territory of the  
Tk'emlups te Secwepemc People

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 Tk'emlúps te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).



Our school is a 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. Our students and staff work together to support the core values and beliefs that we all live by to make RLC a great school.

Our purpose is to continue to implement the new Ministry Curriculum, focus on supporting our district's Strategic Plan, integrate the First People's Principles of Learning, connect with our Aboriginal Enhancement Agreement and Local Education Agreement and meet the changing needs of our students. We have identified two major learning goals. We continue to focus on these to help move teacher practice, and in turn, student learning forward, as we develop the needed competencies for learners in the 21st century.

RLC is a K - 7 school located in Barnhartvale on the South Shore and is part of the Valleyview Family of Schools that feed into Valleyview Secondary School. About 38% of our students walk or ride their bike regularly to school with the remainder arriving by car or school bus. We are a growing population and will have 403 students in 18 divisions, a full time Principal and a half time Vice-Principal shared with Westwold Elementary, a 0.6 FTE Librarian shared with Westwold, a 0.454 Library Assistant, 1.6 FTE of LART time shared with Westwold , 5 CEAs and 0.5 FTE for an Aboriginal Education Worker. We support a wide range of students with unique needs and take pride in the achievement of these students. Approximately 18% of our students are Aboriginal. Another 10% of the school population is designated as diverse learners. The school works hard to ensure that all of our students receive the support they require.

At RLC, we believe that students are socially responsible citizens who participate actively in their school community. As adults, we model this through collaboration and engage students in positive and productive days at school and in the community. We work diligently to teach and reteach our behaviour matrices and the W.I.T.S. program toM mha  
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participate in various activities like Science Fair, Heritage Stamp Contest, Sports Teams, Track and Field Meets, Kamloops Honours Choir, Battle of the Books, Young Authors, and Young Artists.

The school goals have an impact on everyone in the school community from the students in the classroom, to the teachers leading learning to parents who help bridge the gap between school and home. For this reason, everyone must be engaged annually in the process of learning. Engagement for each group will look different because they all have different roles to play but the first step is working together to formulate and communicate the goals.

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

Class Discussions	Staff meeting discussions	PAC Meetings
Surveys	Pro-D Days	Surveys
Focus Groups	Surveys	Discussions
Self-Reflection	BC Ed Plan Presentations	
	Assessment Development	
	Breakout Sessions (Grade Level)	
	District Team (lead staff Pro D)	

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. In May, we held an Aboriginal Engagement Family event which was well-attended.



interventions to support these students. We will also need to monitor our grade 7 results to see if a declining trend begins to appear in the next couple of years.

Aboriginal students, and diverse students will meet or exceed numeracy expectations for each level at parity with our non-aboriginal and non-diverse students.

To improve in numeracy, 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
- rotate the staff who attend the numeracy training sessions each year so all members have an opportunity to receive professional development on current best practices

To improve classroom practices, we will...

- access the expertise of the District Principal for Information Management and Analytics and the District Numeracy Coordinators
- participate in district numeracy learning events
- share learning from the numeracy sessions with staff during staff meetings
- use up-to-date research based resources including a number sense and taking shape kit to share in our primary classes
- invite District Numeracy Coordinators to visit classrooms and model best practices for numeracy instruction and assessment
- improve our instruction of number sense, geometric thinking and spatial reasoning in primary classes.
- focus on developing the framework to build thinking classrooms in intermediate classes.

To improve Aboriginal student learning, we will...



## Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

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.

Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

Students will feel welcome, safe, and connected to their school.

As we use data to inform our decisions, the Student Learning Survey results allow us to look at the larger system and track student responses in grades 4 & 7. Our results show us that we saw an increase in the number of students that feel like they belong from 61% to 62% and the number of students who feel adults care from 55% to 71%. This year, we also began tracking how many adults students feel connected to in our building. 82% of students reported that they felt connected to 2 or more adults in the building while 55% reported being connected to 4 or more adults. While our overall sense of belonging has increased from 70% to 73% this year, when we further explore our data we continue to see a trend where students see a decreasing sense of belonging and connectedness as they move from grade 4 to grade 7 with a high of 83% of grade 4 students reporting feeling a positive sense of belonging to 59% of our grade 7 students on the DEWRS survey.

Students will feel a sense of belonging and a positive connection with the adults in the building.



also worked on ways to recognize and show appreciation to our staff to help foster connection and community - staff breakfasts, snacks at staff meetings, staff lunch, handwritten notes and small tokens of our appreciation throughout the year, finding ways to include our support staff in school events, Pro D activities that foster opportunities for team-building and collaboration, GOTCHA draws, and Wheel of Names prizes. Our students, staff and parents worked together to create opportunities for students, staff and parents to feel connected. These included special invitations to school events including our PAC Carnival both this year and last year, the PAC Spaghetti Dinner and Talent Show, our RLC Raffle, Volunteer Tea, and Winter and Spring Concerts. In addition, we incorporated many activities to foster opportunities for connection within our school such as RLC mixed grade "House" activities during the first week of school, theme-day events organized by Student Leadership throughout the year, RLC track and field meet (with over 30 parent volunteers!), Aboriginal Engagement Night, the RLC Fun Day and many more activities. We also engaged staff and students in working together to define what "belonging" looks like from both a staff and student perspective. We will continue to develop this work during the next school year, with the assistance of resources provided by the District Health Promoting Schools

at the beginning

scenarios to develop what the

