



HILLCREST ELEMENTARY SCHOOL

School Learning Plan 2025-2026



School Context:

(Describe your school, population, geographic location. Community, demographics, and unique needs.)

K’wsaltktnews ne Secwépemcul’ecw. The Hillcrest school community is proud to support our new SD83 name, which translated means “we are all connected (people, animals, sky, land, and water) on Secwépemc land”. We begin every school day by using our new SD name as part of our land acknowledgement on morning announcements. Hillcrest Elementary School is located at the top of the hill, in a densely populated residential area of Salmon Arm. The large school grounds are home to forested areas, hills, an outdoor classroom, a large playing field and three playground spaces. Students, staff, parents, and community members value and take pride in this natural setting and you will often find classes participating in outdoor learning opportunities, and community members utilizing this environmentally rich property as well.

The Hillcrest catchment area includes the surrounding suburbs and stretches through South-East Salmon Arm into the downtown area. There continues to be development and new home construction in our catchment area which has resulted in a stable enrolment over the past few years. However, our overall enrolment has decreased the last 2 years, mostly due to lower kindergarten registrants. We currently have 278 students registered in 13 divisions for the 2025-26 school year. Hillcrest typically receives cross-boundary requests due to the daycare facilities in our catchment area and our educational reputation for meeting the needs of all students.

The Hillcrest school motto is “At Hillcrest, Everyone Belongs”. This core belief is well known by students and staff who work towards inclusion and teamwork with their classes everyday. We support this belonging and inclusion belief by starting with daily PA announcements where we share (and practice) our new name, along with our land acknowledgement, and as a specific act of reconciliation, a daily greeting spoken in Secwepemctsin (translated to ask, Are you well? Yes or no). Most recently, we have started the practice of learning numbers to 10, days of the week, and months of the year in Secwepemctsin, and these are shared daily over the announcements. Our inclusive school is also fortunate to have a very supportive PAC who organizes several school wide fundraisers and special events (Spring Carnival, school dances, movie nights) throughout the year and enthusiastically supports school initiatives and projects as well.

Strategic Priority: Intellectual Development

- In the School Learning Plan, the **Intellectual Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.*
- Goals must be specific, measurable, achievable, informed by and supported by data.
- Potential data sources may include FSA results, PM Benchmarks, SNACC results, School-wide writes, SD No. 73 Non-Fiction Writing Assessments...

Literacy Goal:	Numeracy Goal:
Each student will work towards increasing their writing proficiency in relation to each student’s grade level or CBIEP. Teachers have held deep pedagogical discussions about learning and assessment and have recently decided to use the Vancouver Island North writing rubric to assess student writing of authentic in-class writing samples of “writing from experience” and/or “personal writing”. We plan to increase students’ proficiency, confidence, and achievement as writers. Target: To strive for 25% fewer students at the emerging, and developing levels in June 2026 than what we observe in November 2025, and to have 25% more students at the proficient and extending levels in June 2026 than in November 2025.	Each student will work towards proficiency of their skills in the problem-solving domain as measured by classroom based SNACC results as formative assessment in relation to their grade level or CBIEP. We will also refer to the Grade 4 FSA results in problem solving to help recognize strengths as well as areas needing more attention. We plan to increase students’ proficiency, confidence, and achievement as mathematicians. Target: To that show at least 80% of students in spring of 2026 can demonstrate a logical problem solving strategy (Level C) on the SNACC assessment tool. The FSA data has been included to show an achievement snapshot of a cohort of students.

Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

Writing From Experience/Personal Writing

of Students

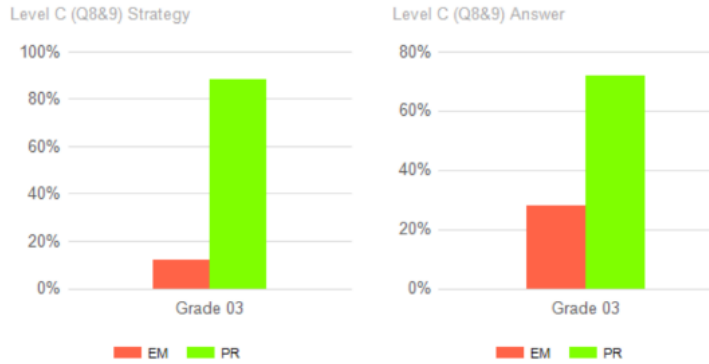
	EMG Fall 2024	EMG Fall 2025	EMG Spring 2025	DEV Fall 2024	DEV Fall 2025	DEV Spring 2025	PRF Fall 2024	PRF Fall 2025	PRF Spring 2025	EXT Fall 2024	EXT Fall 2025	EXT Spring 2025
Grade K			3			8			19			2
Grade 1	5		6	13		11	26		30	4		3
Grade 2	10		13	18		9	20		23	0		1
Grade 3	6		9	28		17	15		25	1		0
Grade 4	5		5	20		19	24		25	1		1
Grade 5	3		1	25		19	23		31	2		3

% of Students at all Grade Levels

	Fall 2024	Fall 2025	Spring 2025
EMG	12%		13%
DEV	42%		29%
PRF	43%		54%
EXT	3%		4%

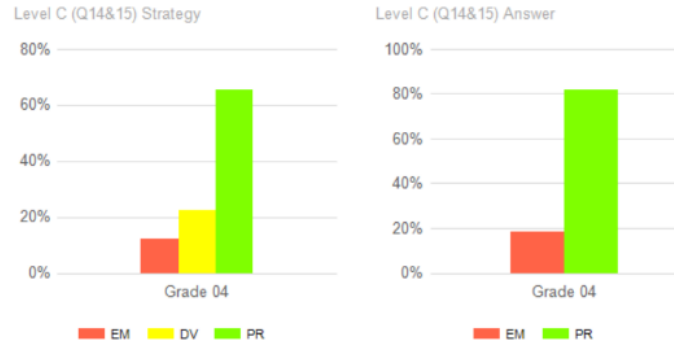
Grade 3

Student Numeracy Assessment of Critical Concepts - Spring



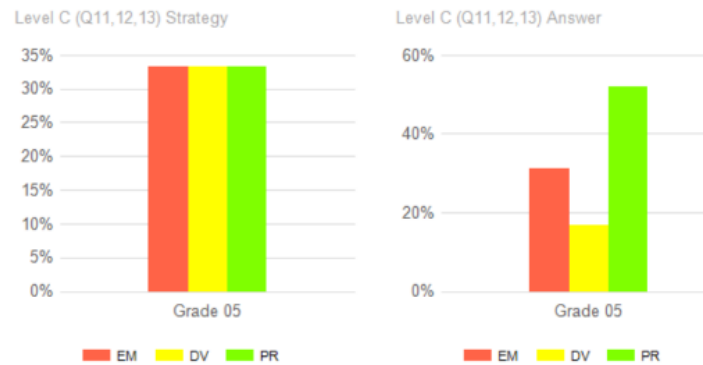
Grade 4

Student Numeracy Assessment of Critical Concepts - Spring



Grade 5

Student Numeracy Assessment of Critical Concepts - Spring



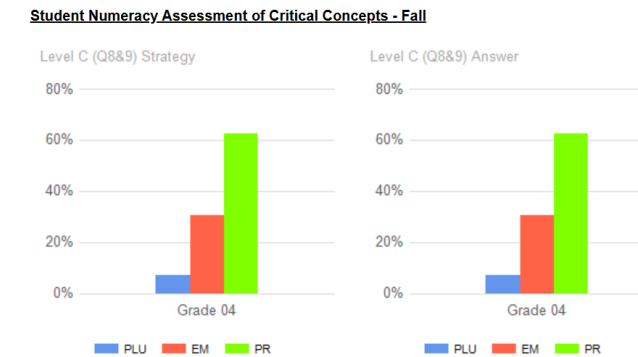
Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

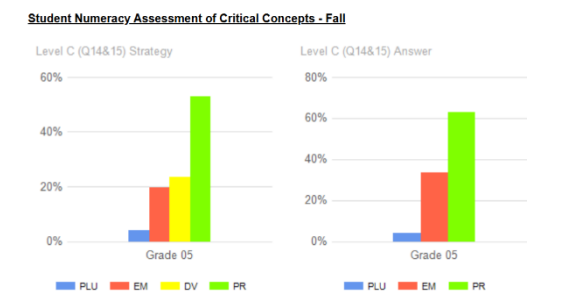
Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

- **SNACC** data: Each fall, this is a required assessment for grade 4 and 5 only, results shown below. In the spring of 2026, data for grades 2 – 5 will be included.

Grade 4 – Oct 2025



Grade 5 – Oct 2025



Data Analysis/Narrative:

- Our FSA data from 2024 indicates more growth is needed since only 53% of our grade 4 students that year scored at the Proficient level, and 0% of our grade 4 students scored at the proficient level.
- Qualitatively and generally speaking, we believe our students do not yet have the confidence and skill level of which they are capable, as evidenced by in-class written activities including journal writing, spelling, narrative writing, and non-fictional writing.
- We now have in-class data gathered at all grade levels from Fall 2024 and Spring 2025 as a baseline. It will be important to observe our students' achievement when we collect classroom based writing data in November 2025, so we will have a basis of comparison to help us learn if students are making gains.

Data Analysis/Narrative:

- In the 2024-25 school year, we celebrate that our grade 2-5 learners, between 60-80%, depending on the grade level, showed competency with problem solving using the SNACC tool. The level of success shows somewhat lower with the FSA results. The goal remains to increase the problem solving abilities of the students at the developing level.
- Qualitatively, we do recognize that many of our students generally do not show the confidence and stamina that we know they are capable for math reasoning and problem solving, so we feel this continues to be a worthy goal.

Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

<div>Strategic Priority: Human and Social Development</div> <div><ul style="list-style-type: none">In the School Learning Plan, the Human and Social Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel welcome, safe, and connected to peers and adults in their schools.</i>Goals must be focused on measuring a sense of belonging.Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</div>	<div>Strategic Priority: Developing a Culture of Well-Being</div> <div><ul style="list-style-type: none">In the School Learning Plan, the Developing a Culture of Well-Being goal must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will feel socially, emotionally, and mentally supported within their schools and the district.</i>The goal must be focused on STUDENT well-being.Potential data sources may include the School District No. 83 EDI Environmental Scan, the Student Learning Survey, and student focus groups.</div>
<div>Sense of Belonging Goal:</div> <div><p>We believe Hillcrest students generally feel welcome, safe, and connected to peers and adults, and feel this is “their” school. Target: To show a 10% increase in students indicating “most of the time” or “all the time” when asked “Is school a place where you feel like you belong?” by June 2026. This is a question posed to grade 4 students in the BC Student Learning Survey, but we asked this of all our K-5 between April and June, 2025, and we will ask this question again in the spring of 2026 to compare and reflect.</p></div>	<div>Student Well-Being Goal:</div> <div><p>We believe Hillcrest students generally feel socially, emotionally, and mentally supported within their school. Target: To show a 10% increase in students indicating “almost always” or “always” when asked “If you have a problem, can you get the help you need from adults at your school?” by June 2026. This is a question posed to grade 4 students in the BC Student Learning Survey, but we asked this of all our K-5 students between April and June, 2025, and we will ask this question again in the spring of 2026 to compare and reflect.</p></div>
<div>Strategies and Actions:</div> <div><ul style="list-style-type: none">Students at every grade level participate in buddy class activities throughout the yearOur IEW is involved with and supports our students with Indigenous backgrounds in the classroom and during lunch time activities, in addition to the classroom supports that happen for all students like being greeted at the door (as just one example)We start every single school day morning with announcements that includes a land acknowledgement spoken by a grade 5 student, as well as teaching and learning the Secwepemctsin words for days of the week, numbers, and months of the year.We are proud to display all 3 flags inside and outside of our school: Secwepemc, British Columbia, and CanadaHillcrest has a breakfast program where warm, caring, and friendly connections are made with consistent staff involvement as well as parent volunteersStudents have opportunities for leadership including helping roles (planting, gardening in the courtyard, equipment and furniture set up), activity planning (theme days like pajama days, indoor and outdoor game/play days for each grade), just to name a fewOur school has lunch sports like our annual floor hockey leagueHillcrest students have opportunities for joining school teams like basketball, cross-country running, and cross-country skiingStudents can see and know all members of the school staff with which to connect, and staff photos are in the hall to help increase the connections and familiarity, which leads to a sense of safety and comfortWe have a permanent painted tree in a major hallway, and students contribute their art and works to “hang” on that tree at thematic times of the year (Valentine’s Day, Orange Shirt Day, Remembrance Day, etc). In Sept 2025, the theme was changed to a Kindness wall, where every child, during the first week of school, added words or a drawing to show an idea of kindness. We share one 3 times a week over the morning announcements.While we have many strategies which help to build this sense of belonging, we acknowledge the stretches and challenges we have as well, including: a somewhat regular turnover and shortage of CEA staff, and a fairly stable student population can make it lonely initially for new students. In the 2025-26 school year we will continue with our pattern of monthly assemblies, which we believe contributes to more students feeling a stronger sense of belonging. Our ‘month-at-a-glance’ iMovie shown at assemblies, showcasing photos of students involved in school and class activities, also promotes a deep sense of belonging.</div>	<div>Strategies and Actions:</div> <div><ul style="list-style-type: none">Hillcrest students confidently know about and use Kelso’s Choices during playground “small problems”, and these are taught schoolwide by classroom teachers, and supported by LRTs and the PrincipalWe greatly benefit by the support of our 2 day a week school based counsellor who we hope will continue to work in classrooms for some 3-5 week sessions about grade level and specific class-wide needs (friendship skills, social skills, etc). Our counsellor also meets individually with students in need of support.Hillcrest teachers demonstrate thorough and competent work with incorporating cultural content into lessons, both intentionally and in teachable moments, which among other things, helps address and teach about racism.We have a variety of portable movement paths which help for self regulation and support, and when regulated, students are better able to manage conflict.While we have many strengths which help to build this culture of well being, we acknowledge the stretches and challenges we have as well, which include better supporting the well being of the adults who work in our building too. We know “you can’t pour from an empty cup”, so the well being of students is closely and directly tied to the well being of our staff.</div>

Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

Data to Inform/Support Sense of Belonging Goal:										
<div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div><div><div><div><div></div><div></div></div><div><div></div><div></div></div></div></</div></div></div></div></div>										

Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

Data Analysis/Narrative:	Data Analysis/Narrative:
<p>It is noted that when grade 4 students were asked (in the BC Student Learning Survey) if they feel school is a place where they belong:</p> <ul style="list-style-type: none">- 2021/22: 59% of grade 4 students answered ‘almost always’ or ‘always’- 2022/23: 57% of grade 4 students answered ‘almost always’ or ‘always’- 2023/24: 62% of grade 4 students answered ‘almost always’ or ‘always’ <p>In the spring of 2025, our data included students at all grade levels.</p> <ul style="list-style-type: none">- 2024/25: 81% of all students answered ‘almost always’ or ‘always’ <p>We are proud of these results. Of note, it was interesting (and perhaps a little endearing) to hear some of our youngest students (in K and Gr 1) only give a rating of ‘almost never’ when asked the question, and when asked to explain more about why, they replied with thoughts like, “because I belong at my home”. Some students answer reflective questions like this quite literally!</p> <p>We continue to recognize there is significant connection between a sense of belonging and achievement, so we are striving to create even more growth with our results. While our results this past year are promising, we also must note that nearly 20% of students only feel a sense of belonging ‘sometimes’ or ‘almost never’.</p>	<p>It is noted that when grade 4 students were asked (in the BC Student Learning Survey) if they could get help to solve problems from adults at their school:</p> <ul style="list-style-type: none">- 2021/22: 68% answered ‘almost always’ or ‘always’- 2022/23: 68% answered ‘almost always’ or ‘always’- 2023/24: 64% answered ‘almost always’ or ‘always’ <p>In the spring of 2025, our data included students at all grade levels.</p> <ul style="list-style-type: none">- 2024/25: 60% of all students answered ‘almost always’ or ‘always’. <p>We are especially proud of the results we observed across all grade levels, but in the 2025-26 school year, we will be working to help increase an awareness and support for our students with regards to feeling adults at school provide them with the help they feel they need. When the spring 2025 data was gathered, it was noted that when some students explained their rating for the question, they indicated things such as “sometimes I can’t find someone to help me” and “sometimes the adult doesn’t listen to everything”. We know that for students to feel safe and capable, they must also feel supported and be taught problem solving skills, so we will continue to create growth in this area – about 40% of all our learners are answering ‘never’, ‘almost never’ or ‘sometimes’ to this question, which is concerning.</p>

Strategic Priority: Career Development

- In the School Learning Plan, the **Human and Social Development** goals must be connected to the School District No. 83 Strategic Priority goal – *Each student will develop the skills and competencies to be successful in a career pathway of their choice.*
- In the elementary/middle years, schools should be implementing strategies to help students learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:
<ul style="list-style-type: none">- The leadership opportunities we offer for our students provide skills building for the once termed “soft skills”, but now more accurately referred to the essential skills every person needs to succeed for any chosen career path. These competencies are also given attention curricularly. The grade 5 teachers and their grade 5 teams take the lead with offering many of these opportunities.- Hillcrest students get regular access for skill building to learn coding, even at the early primary level.- We are fortunate to have a 3D printer at our school which opens a world of possibility for future career paths.- Every classroom provides ADST challenges which get students thinking about innovation, creating, and problem solving, all of which are requirements for a wide variety of career and job opportunities.- Career Week is Nov 24-28, 2025 this year, and there are many resources shared out that will be highlighted for classroom teachers and their students to take advantage of.

Resources and Professional Learning	School Learning Plan Consultation Process
Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.	Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.
<ul style="list-style-type: none">- We have discussed at various staff meetings and Pro-D meetings the idea of trying to structure some of our Pro-D plans around writing assessment and instructional practices.- In November 2024, we had an Indigenous Learning focus with a connection to literature and resources within our own school as well as what is offered at our School District Resource Centre.	<ul style="list-style-type: none">- February 26, 2024 PAC meeting – discussed our intellectual ‘Writing’ and ‘Problem Solving’ goals- March 12, 2024 teacher staff meeting – discussed strengths and stretches in regards to our ‘Human and Social Development’, ‘Sense of Belonging’, and ‘Career Development’ goals- April 9, 2024 teacher staff meeting – discussed intellectual goal wording as well as challenges related to the change from BC Performance Standards to the newly developed BC grade level proficiency descriptors – we have chosen not to adopt these at this time.

Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation

<ul style="list-style-type: none"> - We have great classroom teacher and LRT participation with some of the very best practices including: Heggerty, UFLI, What’s Next for Beginning Writers, and most recently, the work of Peter Liljedahl. - Doug Smith, SD83 numeracy helping teacher last year, provided several of our staff with an excellent workshop involving great student “hands on” strategies and assessment practices. - Christine Blacklock, one of the school district Numeracy Helping Teachers this year, as well as being our Literacy Support Teacher at Hillcrest, provides our staff with on site professional conversations about numeracy strategies and challenges. She is easily accessible to us because she works out of our school. 	<ul style="list-style-type: none"> - Oct 8, 2024 teacher staff meeting - discussion about schoolwide use of a writing rubric - Nov 12, 2024 teacher staff meeting – discussion about gathering student writing achievement data as a baseline, in authentic classroom environments - Spring 2025 staff meetings and beyond – we will try to incorporate a section of our learning plan at a time to these monthly staff meetings, and encourage reflective discussion about goals, targets, strategies and results - We will try to incorporate a “standing item” within the Principal’s Report section of monthly PAC meetings to inform parents/guardians about school goals
--	--

Our Vision: Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

Our Mission: Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

Our Values: Belonging, Respect, Empathy, Equity, Perseverance, Reconciliation