



SOUTH BROADVIEW ELEMENTARY SCHOOL

School Learning Plan 2025 - 2026



School Context:

As an Act of Reconciliation, we recognize that the land on which South Broadview Elementary School is located, is the unceded and ancestral territory of the Secwépemc people. The act of acknowledgement demonstrates our recognition of and respect for Indigenous Peoples, both in the past and present. School District No. 83 is honoured to be gifted the Secwépemc name for we are connected on Secwépemc land:

Kwsalktnéws ne Secwepemcúl'ecw

South Broadview Elementary continues to be held in high regard by the community of Salmon Arm and maintains a healthy relationship with community members in the Salmon Arm area. The kindergarten to Grade 5 facility includes ten classrooms, a large gym, a library, a multi-purpose room and a music room. Our library is well-located at the main entrance of our school and hosts student/family centered activities. Our school also offers the One-to-One Children's Literacy program (supports 14 students), as well as an early intervention reading program for our students (supports 15 students). These programs are designed to increase the motivation and interest in reading and books. South Broadview also hosts The Hive, which is a weekly after school program. The Hive is a partnership program, between the Shuswap Immigration Services Society, the City of Salmon Arm and SD83. The Hive coordinators and volunteers work with SD83 students (approximately 30 Kindergarten – Gr. 6 students) who are working to improve their English language skills through stories, songs, games, and art activities, in a conversational setting. An important part of South Broadview's learning community is the StrongStart program for early learners. The StrongStart program is very popular with Salmon Arm families (64 current registrations), with up to twenty children attending the program at any one time.

The students of South Broadview Elementary demonstrate interest in leadership, sporting activities, service projects and cultural events. Many experiences are offered at the school, such as guitar club, chess, volleyball, basketball, cross country running, track & field, cross country skiing, the South Broadview Fun Floor Hockey League, the Grade 5 Water Walk. When possible, we try to create a sense of community by supporting multi-age activities. All these events help develop student relationships in positive ways.

We continue to focus on healthy living with a daily classroom-based Physical Education program. We encourage healthy eating through the Feeding Futures funded vegetable and fruit program, a PAC sponsored monthly Hot Lunch Program, as well as a breakfast/lunch program (financially supported by the PAC, Salmon Arm and Shuswap Rotary clubs and the provincial government's Feeding Futures initiative). Our school has one Meal Worker who prepares and provides a light breakfast to approximately 55 - 60 students daily, as well as prepares daily lunches for approximately eight students. Up to 15 – 20 students receive additional items to supplement the lunch they bring from home, daily.

The Parent Advisory Council (PAC) plays an integral part in helping to make our school a vibrant learning community. The parents assist by hosting school-wide events, providing thoughtful and constructive feedback on educational matters and support school initiatives with significant financial aid. The PAC consistently has 8 - 10 members in attendance at monthly meetings (in-person or virtual) and is a positive and energetic team.

The student population has remained stable, with some fluctuation from year to year. In 2019 there were 208 students, as compared to the current enrolment of 216 students for 2025/2026. The lowest student enrollment, in the last five years, was 193 students in 2022/2023. The student population is 51% male and 49% female. Students who are of Indigenous ancestry make up 15% of the population and students with special needs account for 12% of the population (low incidence = 72%, high incidence = 4%, behaviour/mental health = 24%). 151 families are part of our school community. Most of our school's families are originally from Canada. However, we do have a significant number of families who have immigrated to Canada from countries such as India, Jamaica, Sri Lanka, Philippines, Syrian Arab Republic, and Turkey. The English Language Learning Teacher supports 21 students who are developing their English literacy skills.

South Broadview Elementary is currently staffed with 10 classroom teachers (10.0 FTE), two Learning Resource Teachers (1.2 FTE), one Literacy Support Teacher (0.4 FTE), one Music Teacher (0.714 FTE), a Teacher-Librarian (0.3 FTE), 8 Certified Education Assistants (44 hrs/week), one administrative assistant (35 hrs/week) and two custodians. Itinerant staff members include a Speech and Language Pathologist, a Counsellor, an English Language Learning Teacher and an Indigenous Education Worker. The principal is assigned 0.9 FTE administration and 0.1 FTE classroom teaching.

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

Strategic Priority: Intellectual Development	
<ul style="list-style-type: none">In the School Learning Plan, the Intellectual Development goals must be connected to the School District No. 83 Strategic Priority goal – <i>Each student will develop their literacy skills, numeracy skills, and competencies to become their most capable self.</i>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:
<p>Goal: To develop all students’ ability to read and write with accuracy and fluency, by creating classrooms of highly engaged readers, writers, and learners.</p> <p>Target: 40 out of 162 (24%) of our Grade 1-5 students had reading skills that were Emerging based on the Spring 2025 PM Benchmarks. We would like to see 75% of these students (30 students) who are emerging, improve their reading skills to either Developing or Proficient, on the Fall 2025 PM Benchmarks assessment.</p> <p>17 out of 42 (40%) of our current Grade 4 students had reading skills that were Emerging, when they were in Grade 3 (Spring 2025). We would like to see 75% of these students (13 students) who were Emerging increase their proficiency by November 2025.</p>	<p>Goal: To develop all students’ foundational skills and concepts in Numeracy (number sense, patterns and relations, spatial sense, and statistics and probability), enabling students to successfully apply those skills and concepts to a wide range of real-life situations.</p> <p>Target: The Fall 2025 SNACC results show that our current Grade 4 students are doing well, in all areas, with approximately 63% of the students showing Proficiency. Areas for continued growth include Level A – Addition/Subtraction and Level B – Subtraction. The number of students who did not complete the SNACC – Fall 2025 is between 4-8 students, depending on the component. The number of students not completing the SNACC needs to be reduced to provide a more accurate reflection.</p> <p><i>~ results based on Fall 2025 Grade 3 SNACC assessment</i></p> <p>Target: The Fall 2025 SNACC results show that our current Grade 5 students are doing well with Level A Proportional Reasoning. The big goal for students to show improvement in the areas of Multiplication (Level A & B), as well as Proportional Reasoning (Level B). 85% (40 out of 47) of the students are Emerging in Multiplication and 72% (34 out of 47) of the students are Emerging in Proportional Reasoning. Our goal is to have at least 75% (35 out of 47) of the Grade 5 students showing a proficiency rating of Developing or Proficient.</p> <p><i>~ results based on Fall 2025 Grade 4 SNACC assessment</i></p>
Strategies and Actions:	Strategies and Actions:
<ul style="list-style-type: none">continue to strive for 120 minutes of literacy instruction/practice/exposure, every day.continue to use EdPlan Insight as the data is a good starting point and provides a good visual for staff.continuation of Heggerty program in primary classes.continuation (Year 3) of UFLI Literacy program in primary classes (one class participated in the pilot program in 2022-2023).	<ul style="list-style-type: none">continue to strive for 60 minutes of numeracy instruction/practice, every day.focus on Critical Concepts.implement a Peer Coaching Math program by training intermediate students to support primary students with various games and strategies.continue with on-line numeracy programs, such as SplashLearn, Prodigy, Mathletics.implement a Family Math Game Night (or afternoon).

Updated: 2025-10-28

<ul style="list-style-type: none">• continuation with Adrienne Gear Reading and Writing Power, EPIC! Books, RAZ Kids, Daily 5, CAFÉ, classroom based Read to Self, school-wide Drop Everything and Read• participate in Adrienne Gear’s Powerful Writing Structures Workshop, in April 2026 (Primary and Intermediate teachers)• enhance Buddy Reading program by training intermediate students to support primary students in comprehension, accuracy, fluency and expanding vocabulary• continue with Guided Reading, expanding to all grade levels• continue with the One-to-One Children’s Literacy Program• enhance the primary Home Reading Program by purchasing new books for the school-wide Home Reading Library (located at a central location, by main entrance)• continue with 150 Nights of Reading, implemented by the Teacher-Librarian in October 2023• develop the school’s connection to the Okanagan Regional Library – continue to develop a partnership with Ardie Burnham from the ORL (eg. speaking to what the ORL can offer and promoting the Summer Reading Program.• earmark money to purchase authentic Indigenous, BIPOC and SOGI books for the library – continue to increase representation in books, in the school library.	<ul style="list-style-type: none">• implement a school-wide Weekly Word Problem program• develop a monthly Numeracy newsletter for families
Data to Inform/Support Literacy Goal:	Data to Inform/Support Numeracy Goal:
LINK: School Learning Plan Data	LINK: School Learning Plan Data
Data Analysis/Narrative:	Data Analysis/Narrative:
<ul style="list-style-type: none">• Foundational Skills Assessment (FSA) is a bit misleading, as students who are “On Track” may include students who are Developing and Proficient – there is an incredibly wide range within this category.• The number of students in Grade 1-3 who are Emerging or Developing (42%), on PM Benchmarks is a bit worrisome.• The Literacy Support Teacher (LST) worked with thirty-nine Kindergarten – Gr. 3 students during the 2024-2025 school year. The LST is currently working with fifteen Gr. 3-4 students, who are Emerging in their reading skills. We will need to look at before and after intervention results, either PM Benchmarks or Diebels 8 data.• Staff need to look at the specific students who are Emerging or Developing.• We will continue to look at Reading and Writing as separate entities when analyzing specific data.	<ul style="list-style-type: none">• When comparing the Grade 3 and 4 SNACC results from Spring 2025, with the SNACC results from Fall 2025, we are seeing similar results, with slightly higher levels of students in the Emerging range.• A more conclusive data analysis will need to be done based on the Spring SNACC data and the final Learning Update data.

Updated: 2025-10-28

Strategic Priority: Human and Social Development	Strategic Priority: Developing a Culture of Well-Being
<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.	<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.
Sense of Belonging Goal:	Student Well-Being Goal:
<p>Goal: To increase our students’ sense of belonging at their school and their sense of feeling welcome at their school.</p> <p>Target: Since the 2019-2020 school year, 60% or less of the Grade 4 students feel school is a place where they belong, most of the time or all the time, based on the Student Learning Survey. We would like to see this number significantly increase to show 80% or more of our Grade 4 students feeling like they belong at their school. The percentage of students who feel school is a place where they belong is increasing, as 70% of Grade 4 students feel they belong.</p>	<p>Goal: To increase our students’ understanding of caring for their own mental health and increase their ability to feel good about themselves as individuals.</p> <p>Target: Since the 2019-2020 school year, 46% or less of the Grade 4 students feel they are learning to care for their mental health, most of the time or all the time, based on the Student Learning Survey. We would like to see this number significantly increase to show 80% or more of our Grade 4 students recognizing that they are learning to care for their mental health. Since the years impacted by the pandemic, we are seeing the percentage beginning to rise. However, we are currently back at about 45% of students learning about their mental health.</p> <p>Since the 2019-2020 school year, 76% or less of the Grade 4 students feel good about themselves, most of the time or all the time, based on the Student Learning Survey. We would like to see this number increase to show 80% or more of our Grade 4 students identifying they feel good about themselves.</p>
Strategies and Actions:	Strategies and Actions:
<ul style="list-style-type: none">Identify specific students who have identified they feel they belong at their school almost never or sometimes – interview students to determine why they feel they only belong almost never or some of the time – identify ways they would feel more a part of the school (e.g. art, sports, music, leadership, etc.).Look for ways to increase staff and peer relationships with specific students who were identified as feeling they belong almost never or sometimes.Encourage and invite specific students to join clubs/teams they find of interest.Celebrate special days/events for various ethnicities (e.g. Ramadan, Eid, Diwali, Kwanzaa, Holi, Vaisakhi, Lunar New Year).Increase ethnic/cultural representation in literature, within classrooms and school library.Create a “Bruins” in the News bulletin board to highlight students who are part of community activities.	<ul style="list-style-type: none">An educator’s role is to have open conversations with students about mental wellbeing, provide information about mental health and connect students to resources when they need them.The First People’s Principles of Learning focus on learning as a holistic, reflective and relational experience that supports the well-being of the self, the family, the community, the land, the spirit and the ancestors.The Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental and social health. By combining physical education and health education, the PHE curriculum highlights the interconnections between physical and mental health, positive interpersonal relationships, substance use education, and how interactions with the community affect overall well-being.Collaborate with educators, to strengthen the tools and resources needed to embed mental health and wellbeing into each classroom.

Updated: 2025-10-28

<ul style="list-style-type: none">Build on the September 2025 introduction of the BRUINS acronym, which was developed by students and families: <p>Be Kind Respectful & Responsible Unique & Understanding Inclusive Nice Supportive</p>	<ul style="list-style-type: none">Develop a common language and understanding of mental health terms to improve mental health literacy and reduce stigma.With the support of Deanna Gestrin, we would like to introduce a group of 8-10 Grade 4/5 students to the Medicine Wheel, over 4-5 sessions, to focus on student wellness. We would also like to explore the possibility of introducing teachers/support staff to the Medicine Wheel, to support the adults’ wellness.
Data to Inform/Support Sense of Belonging Goal:	Data to Inform/Support Student Well-Being Goal:
LINK: School Learning Plan Data	LINK: School Learning Plan Data
Data Analysis/Narrative:	Data Analysis/Narrative:
<ul style="list-style-type: none">The question of why specific students do not feel they belong or do not feel welcome at their school needs to be asked.Further investigation needs to take place, such as interviewing students, collecting data from a wider audience (e.g. various grade levels and families).Next steps are to collect more specific data from a wider range of people.Student attendance can be an indicator of a student’s sense of belonging to the school. Student attendance shows that students who are absent 20% of more of instructional days, is staying consistent at 9-12% of the student population. The percentage of students who are absent 10-20% of instructional days has decreased from 41% to 35% since 2021-2022. Students who are absent less than 10% of instructional days has increased from 45% to 56% of the student population, since 2021-2022.	<ul style="list-style-type: none">The question of why many students do not understand about caring for their own mental health or recognize how they can feel good about themselves.Further investigation needs to take place, such as interviewing students, collecting data from a wider audience (e.g. various grade levels and families).Next steps are to collect more specific data from a wider range of people.

Updated: 2025-10-28

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 student learn about potential career pathways and providing opportunities for career exploration.

Strategies and Opportunities for Career Development:

- Introduced and implemented South Broadview’s first Identity Day, in November 2023, to explore students’ strengths and abilities (repeat every 2-3 years).
- Introduce and implement a Grade 5 Leadership Team and a Grade 4/5 WITS or Kelso’s Choice Conflict Resolution Team, to develop student leadership skills.
- Introduce and implement South Broadview’s first The Most Magnificent Think, in Spring of 2026, to allow students to show problem-solving and creativity to develop a prototype using cardboard.
- Develop family and community relationships, by continuing and implementing activities Family Math Game event, Family Appreciation event.

Resources and Professional Learning

Identify specific learning, resources, or initiatives at the school and/or district level that will build staff capacity to work toward school goals.

School Learning Plan Consultation Process

Please describe the consultative process with rights holders and stakeholders in the development of this School Learning Plan.

- Literacy:
- Continue with professional learning about UFLI and Heggerty resources and implementation.
 - Purchase new books (e.g. Blueberry Hill Books) to enhance the Home Reading Program library.
 - Purchase more books, with BIPOC and SOGI representation, for the library.
- Numeracy:
- Purchase additional math resources for classrooms, such dice, cards, and double-sided counters.
- Career Development:
- Provide teachers with training to confidently start using SpacesEDU with their students.
 - Provide opportunities for Grade 3-5 students to participate in Careers Week activities (November 24th – 28th).

- Staff Consultation took place on:
- September 18/2023 – reviewed and planned for resources/strategies to continue or implement during the 2023-2024 school year.
 - March 12/2024 – reviewed the data collected during the 2023-2024 school year. Development of goals and targets for the remainder of the 2023-2024 school year.
 - April 9/2024 – reviewed the draft School Learning Plan and data before final submission. Brainstormed ideas around “Here’s What. So What? Now What?”.
 - September 3/2024 – Looked at updates in data and strategies/actions (SLP 2024-2025).
 - November 12/2024 – Looked at updates in data and strategies/actions (SLP 2024-2025).
 - September 9/2025 - Looked at updates in data and strategies/actions (SLP 2025-2026).
- Parent Advisory Council (PAC) consultation took place on:
- April 15/2024 – at monthly meeting, reviewed the draft School Learning Plan 2023-2024 and data.
 - November 18/2024 – at monthly meeting, reviewed the final School Learning Plan 2023-2025 and data.
 - October 20/2025 - at monthly meeting, reviewed the draft School Learning Plan 2024-2025 and data.

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