

École Heather Park Elementary School

School Plan for Student Success

2025 - 2026



ELEMENTARY

ACTIONS TOWARD OUR SCHOOL DIRECTIONS

We respectfully acknowledge École Heather Park Elementary School is located on the unceded ancestral lands of the Lheidli T'enneh First Nations. It is our honour to walk alongside our indigenous communities in educating our students.

VISION

To inspire our learners to believe passionately in their potential, and see themselves as part of a larger community where they can make a positive difference.

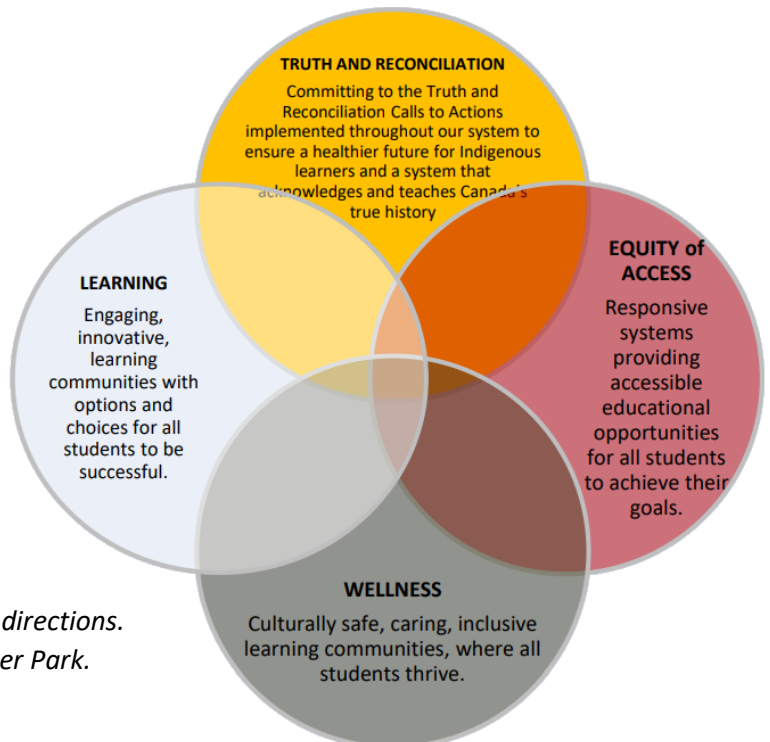
MISSION

Creating diverse and equitable learning opportunities and experiences to develop, guide, and support the whole child.

VALUES

Heather Park ROCKS!

- Respect (Respect)
- Ownership (La Possession/Responsabilité)
- Collaboration (Collaboration)
- Kindness (Gentillesse)
- Safety (Sécurité)



Our School Plan aligns with School District #57's four directions. These directions continue to guide our work at Heather Park.

About our School

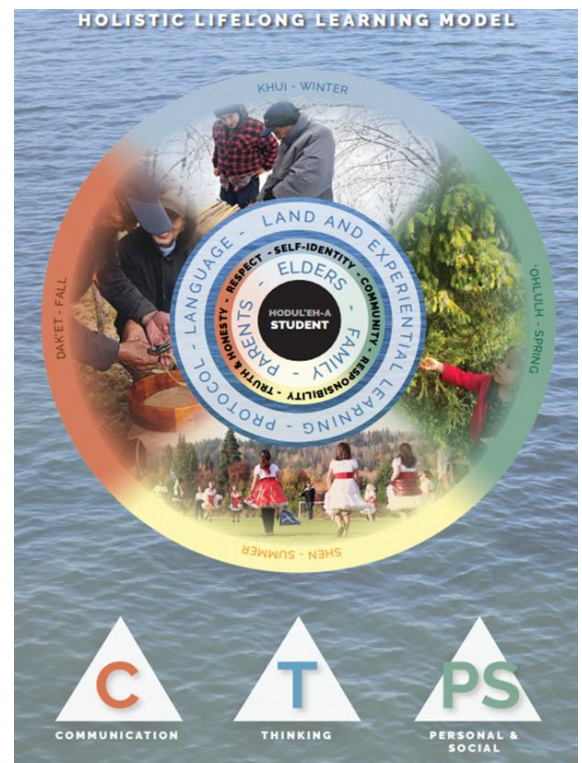
École Heather Park Elementary School is located on the unceded ancestral lands of the Lheidli T'enneh First Nation in Prince George, British Columbia. Geographically we reside in the community of the 'Hart', a suburb north of the city centre. We nurture and inspire 538 enrolled students in a Kindergarten to Grade 7 dual track English/French Immersion setting. Of the 538 students in our school, 125 students identify as indigenous. We host a daily Strong Start early learning program for pre-school children. The Heart to Hart Pre-School is also located in our school.

École Heather Park Elementary School provides access to rich educational programs in the fine arts, sports, French Immersion, Hands on Learning and Land Based Education. We have an engaged PAC, parent community, and local partners that support all our students in becoming their best selves.



First Peoples Principles of Learning are integral in all we do.

- *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.*
- *Learning involves recognizing the consequences of one's actions.*
- *Learning involves generational roles and responsibilities.*
- *Learning recognizes the role of indigenous knowledge.*
- *Learning is embedded in memory, history and story.*
- *Learning involves patience and time.*
- *Learning requires exploration of one's identity.*
- *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.*



Truth and Reconciliation

Throughout this school year, we will continue striving towards goals aimed that enhance École Heather Park Elementary School's cultural inclusivity and deepen alignment with Indigenous teachings, particularly those of the local Dakelh community.

School Goals

1. Provide meaningful opportunities for staff and students to increase their knowledge of local Indigenous language and culture.
2. Continue reviewing the curriculum through a decolonization lens, embedding local Indigenous content into our teaching practices.
3. Center our schoolwide Social Emotional Learning (SEL) on the Dakelh Holistic Lifelong Learning Model values: Respect, Self-Identity, Community, Responsibility, Truth, and Honesty.

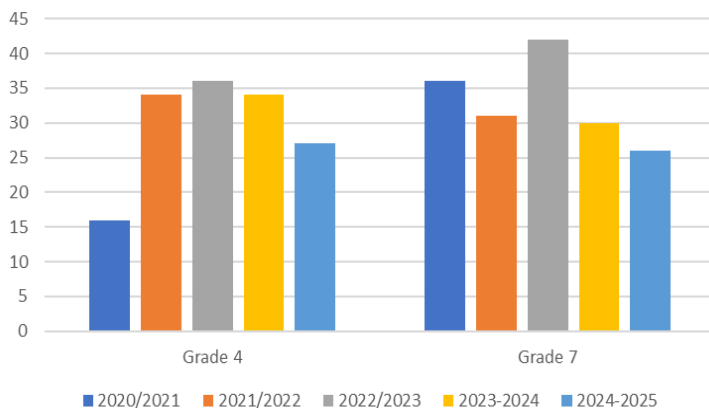
Strategies

- ♦ Incorporate Dakelh language lessons (ex: morning announcements, assemblies, bulletin boards, class presentations, etc.) for both students and staff.
- ♦ Partner with Indigenous language/culture experts or Elders to provide authentic learning experiences.
- ♦ Align the SEL curriculum with the Dakelh and Heather Park values (e.g., linking "Respect" to emotional regulation and relationships, and "Collaboration" to teamwork and community.
- ♦ Collaborate on curriculum reviews to ensure learning is approached through a culturally inclusive lens.
- ♦ Display the Dakelh Holistic Lifelong Learning Model values through student artwork, posters, or murals.
- ♦ Implement restorative justice practices, promoting healing and understanding in response to conflicts rather than punitive actions.

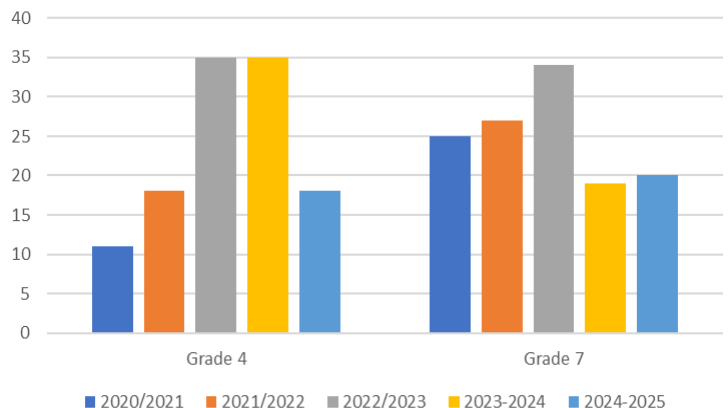
Success Measures

We will look to our Student Learning Survey administered at Grade 4 and Grade 7 to measure the percentage of students identifying that they are learning about Indigenous content in schools. We expect to see a continued increase in students reporting that they are learning about Indigenous Peoples in Canada in future Student Learning Survey.

Learning about Indigenous Peoples at School (%)



Learning about Local First Nations at School (%)



Equity of Access

We are committed to fostering an inclusive learning environment that supports the diverse needs of all students. By focusing on equitable access to education, we aim to ensure every student feels empowered to reach their full potential. Our efforts center on providing meaningful learning experiences that reflect individual strengths, needs, and learning styles. At the same time, we promote a school culture where all students feel safe, engaged, and encouraged to take academic and social-emotional risks. Through collaboration, reflection, and continuous improvement, we strive to support the success of every learner in our school community.

School Goals

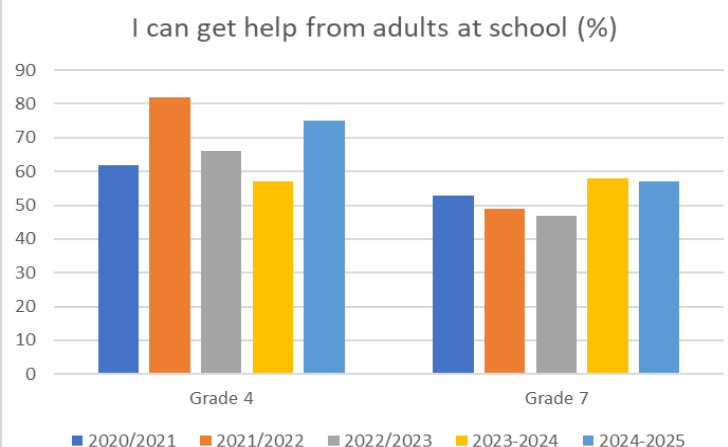
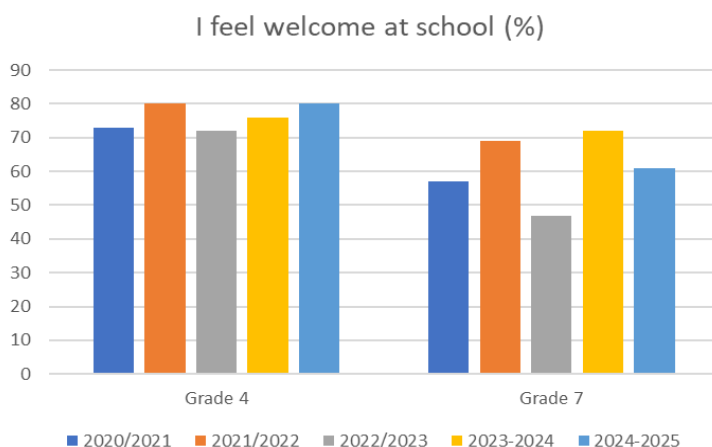
1. Use differentiated instruction strategies across classrooms to meet the diverse learning needs of students, including those with learning challenges, ensuring equitable access to education.
2. Provide personalized learning opportunities that address each students' unique strengths, needs, and learning styles, ensuring that all students are supported in achieving their academic and social-emotional goals.
3. Regularly review support structures through an equity lens to ensure that all students – especially those with diverse backgrounds- feel connected, engaged, and safe in taking learning risks.
4. appropriate efforts are made to ensure diverse students feel connected, engaged, and safe to take learning risks.

Strategies

- ♦ Ongoing professional development for staff focused on delivering personalized learning that meets students' diverse strengths, needs, and learning styles.
- ♦ Use assessment data to monitor student progress, and adjust instruction, ensuring that all students receive the appropriate support based on their evolving learning needs.
- ♦ Review and refine support structures to ensure transparency, equity, and that these structures foster safe, connected, and engaged learning environment for all learners.
- ♦ Review instructional strategies and classroom materials to ensure academic content is taught through a culturally inclusive lens.
- ♦ Engage staff in a book study.
- ♦ Continue implementing the Open Parachute program to support students' social-emotional learning and foster a culture of care and inclusivity.

Success Measures

We will pay particular attention to the result of our students living in care , our students with diverse abilities/disabilities, and our Indigenous learners. We will monitor the success of our goal by reviewing the Grade 4 and 7 results of the Student Learning Survey. We will focus on the number of students who feel welcome at school and have systems in place for support (for example, students are able to get the information, advice, or support they need from an adult such as a teacher, counsellor, etc.).



Wellness

We believe that in order for students to learn, they need a culturally safe, caring, inclusive, and equitable learning community. We emphasize support for mental health, physical health, and the overall well-being of our students, staff, and families.

School Goals

1. Strengthen the support systems for student and staff mental and physical health by providing access to resources, wellness programs, and opportunities for self-care and emotional regulation.
2. Foster a culturally safe, caring, inclusive, and equitable learning community where all students feel supported, valued, and empowered to thrive in both well-being and academic success.

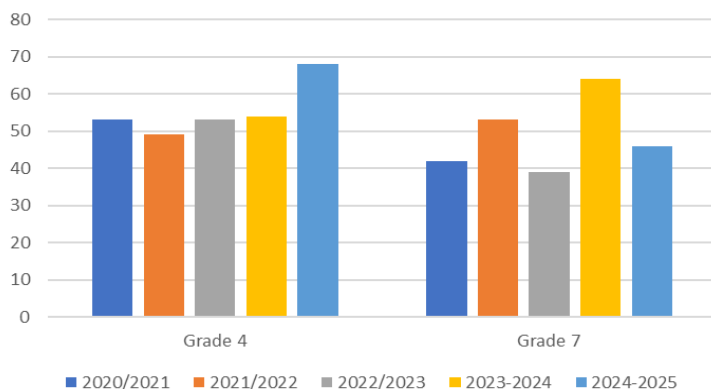
Strategies

- ♦ The PBIS committee will continue to address equity, diversity, inclusion through anti-racism initiatives and fostering a sense of belonging for all students and staff.
- ♦ Maintain the SEL team to support vulnerable learning.
- ♦ Provide instruction for Mental Health Literacies to staff and students.
- ♦ Increase opportunity for student voice and leadership.
- ♦ Encourage physical activity through structured and unstructured opportunities, such as outdoor learning.

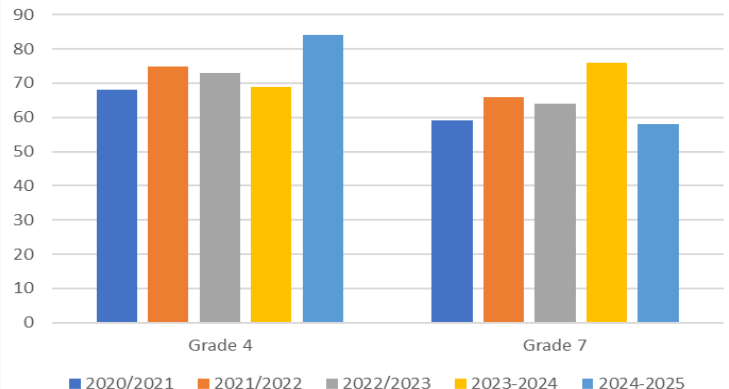
Success Measures

Our Student Learning Surveys for our Grade 4 and Grade 7 students help us track the sense of belonging that our students feel in our school. When students are connected and feel like they belong, they are successful. For the next school year, we expect to see an increase in students feeling like they belong, have two or more adults that care about them, and feel safe as reported on the Student Learning Surveys.

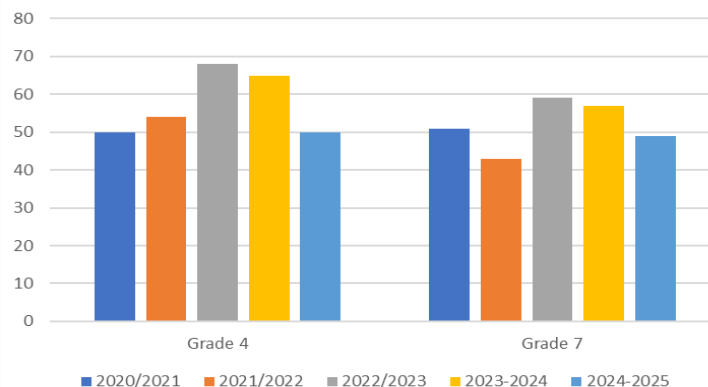
School is a place I feel like I belong (%)



I feel safe at school (%)



Two or more adults care about me at school (%)



Learning

We are committed to creating engaging and innovative learning communities where all students are provided with options and choices to foster their success. Our primary focus will be on increasing student proficiency in literacy and numeracy, with targeted support for Indigenous learners, children and youth in care, and students with diverse abilities.

Goals

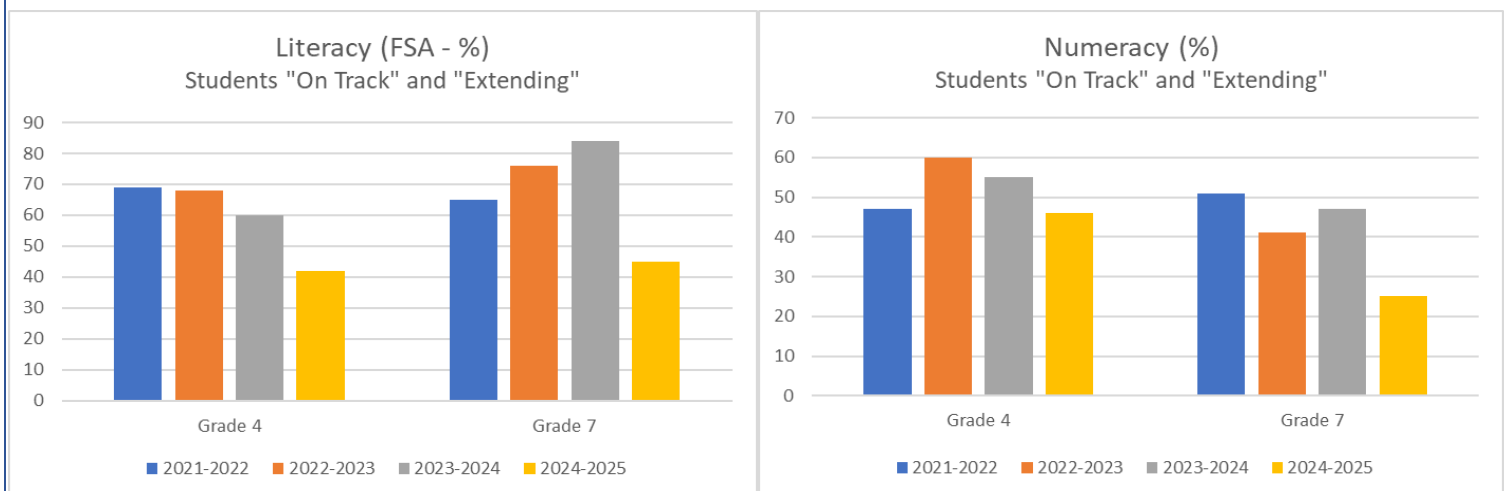
1. Increase literacy and numeracy outcomes for all students, with a focused effort to close the achievement gap for Indigenous learners, children and youth in care, and students with diverse abilities/disabilities.
2. Create a system where all students develop a transition plan to ensure they establish roots at their secondary school to support a smooth and successful transition.
3. Enrich students' academic experiences through learning opportunities connected to people, place and land, with a focus on land based, experiential, passion-driven, and identity-connected learning.

Strategies

- ♦ Engage in data dialogues to transform data from information to actionable insights that guide teaching and learning decisions.
- ♦ Continue fostering a culture that recognizes and values multiple forms of evidence of student learning.
- ♦ Provided professional learning opportunities in literacy and numeracy Instruction, emphasizing that all teachers are teachers of literacy and numeracy.
- ♦ Use [MyBluePrint](#) to help students develop clear graduation pathways before entering secondary school.
- ♦ Review and ensure that literacy and numeracy resources are current, inclusive, and culturally responsive.
- ♦ Administer the district literacy and numeracy assessment at each grade level to monitor students' progress.

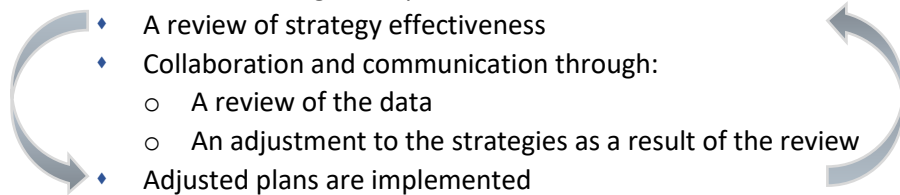
Success Measures

We will look to our Foundation Skills Assessment (FSA), SNAP, Reading, and Writing assessments to continue monitoring our students' progress toward our goals.



Summary

We will review our school growth plan on an annual basis. The continuous improvement cycle will ensure:



For additional data and information please visit:

- [B.C. Education System Performance - Prince George School District \(gov.bc.ca\)](http://gov.bc.ca)
- [School District 57 Framework for Enhanced Student Learning Report](#)
- [Framework to Enhance Student Learning- BC Ministry of Education](#)