

Heritage Elementary School Plan 2025- 2026

Theme: Rooted in Learning

A Heritage Hawk = Harmony, Attitude, Work Habits, Kindness, and Safety Too!

We respectfully acknowledge School District 57 resides on the unceded ancestral lands of the Lheidli T'enneh First Nations, McLeod Lake Indian Band and the Simpcw First Nation. It is our honor to walk alongside our Indigenous communities in educating our students.

Our Vision

Heritage promotes the intellectual, physical, emotional and social development of each student within a safe, healthy, respectful and caring environment.

Our Mission

We foster an inclusive environment that nurtures confident, engaged and proud life-long learners through innovation, high standards and culturally responsive care.

Our Values

At Heritage, the hawk is a symbol of *harmony, attitude, work habits, kindness*. This has been a long-standing foundation for the school community. We recently added an “s” for safety.

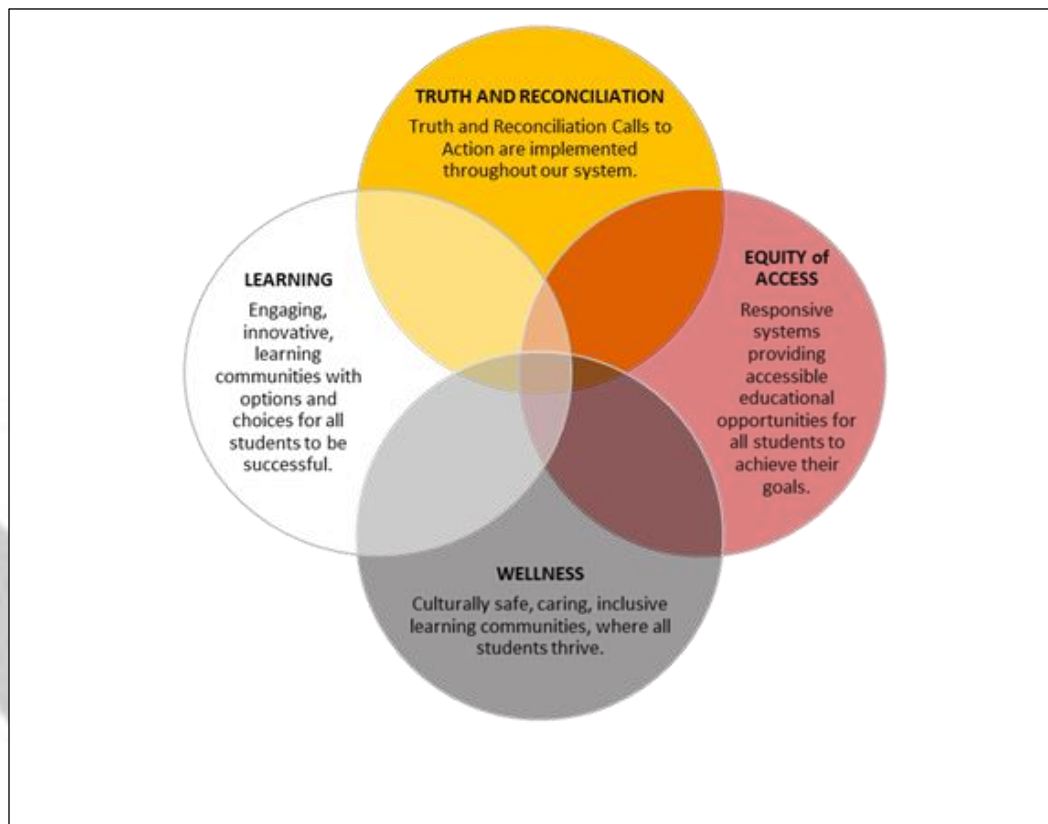


Our school values align with our District's values.

First People's Principals 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.

District Directions



About Our School

Heritage staff and students respectfully acknowledge that our school resides on the beautiful, unceded, ancestral lands of the Lheidli T'enneh on whose land we live, work and play.

Who Are We?

Heritage Elementary School officially opened on June 9, 1977. The school received a six-room addition in the fall of 1994 as a result of a change to the catchment area. Heritage is a K to 7 school with a student enrollment of 397. Heritage is a closed catchment school. Only students living in the area can currently attend due to our large numbers.

The school is located in the Bowl area of Prince George below beautiful Cranbrook Hill and sits adjacent to DP Todd Secondary School. The staff currently consists of 45 committed adults to support students and their learning. Heritage is rich in cultural diversity.

What Makes Heritage Unique?

- third largest elementary school in the city
- surrounded by beautiful and accessible greenbelt
- catchment area is large and varied
- bussing access for more distanced neighborhoods

- outdoor space (2 playgrounds, large field, forest, neighboring parks) regularly utilized for outdoor learning
- dedicated, collaborative, and community minded staff
- beliefs and practice are guided by First Peoples Principles of Learning
- active Parent Advisory Council

Our School Directions are in Alignment with the District's Directions

Truth and Reconciliation

Truth and Reconciliation Calls to Action are implemented throughout the system.

Equity of Access

Responsive systems providing accessible educational opportunities for all students to achieve their goals with specific focus for our Indigenous learnings, our children and youth in care and our students with diverse abilities/disabilities.

Wellness

Cultural safe, caring, inclusive learning communities where all students thrive with an emphasis on mental health, physical health and overall well-being for students, staff and families.

Learning

Engaging, innovative, learning communities with options and choice for all students to be successful. The focus of increasing literacy, numeracy and graduation rates will be prioritized. Specific strategies will be implemented to support our Indigenous learnings, our children and youth in care and our students with diverse abilities/disabilities.

School Goals for 2025-26

Truth and Reconciliation

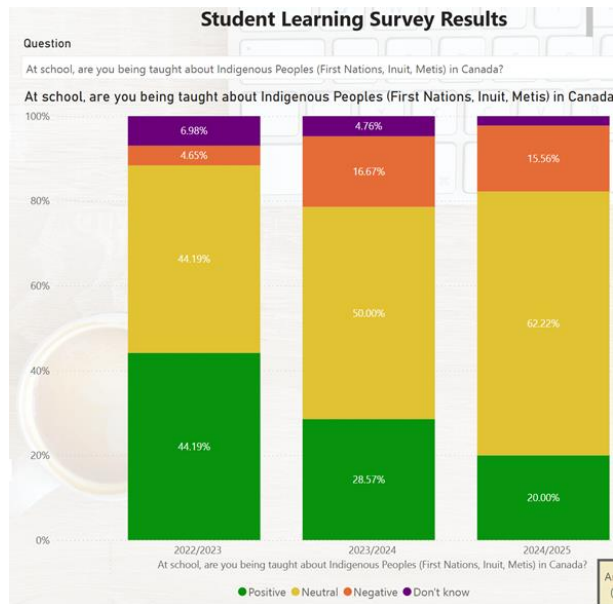
Goal 1: To engage students in meaningful cultural learning experiences that increase their individual awareness of Indigenous learning

Strategies

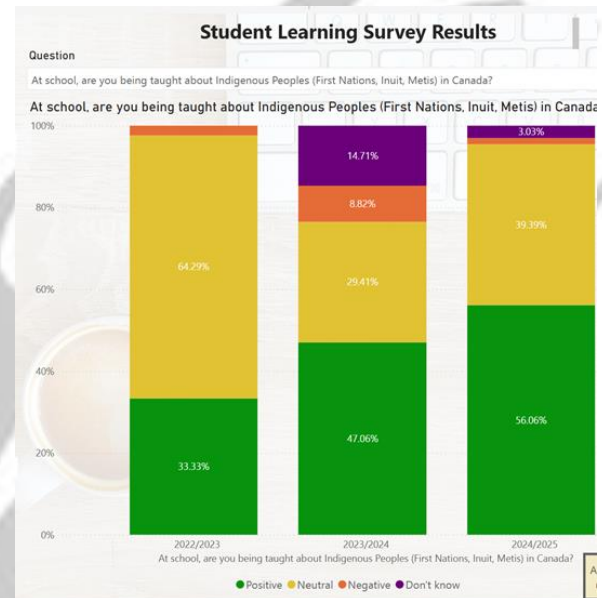
- **Work** to be explicit and intentional when teaching Indigenous content with students to increase their understanding of what they are learning
- **Increase and support** land-based learning opportunities – school garden is coming!
- **Embed** practices such as *land acknowledgements* (assemblies, PAC meetings, daily announcements, special events), *sharing circles* (classes, staff meetings), *Dakelh language learning* (word of the week in daily announcements, word walls)
- **Establish** a drumming group, first for the school, that will perform at Vanier Hall
- **Create** a welcoming space for Indigenous learning
- **Recognize and engage in cultural celebrations** (Truth and Reconciliation, Orange Shirt Day, Indigenous People's Day, Red Dress Day, National Aboriginal Month, Moose Hide Campaign)
- **Establish** Drumming as the "heartbeat" of the school

Success Measures

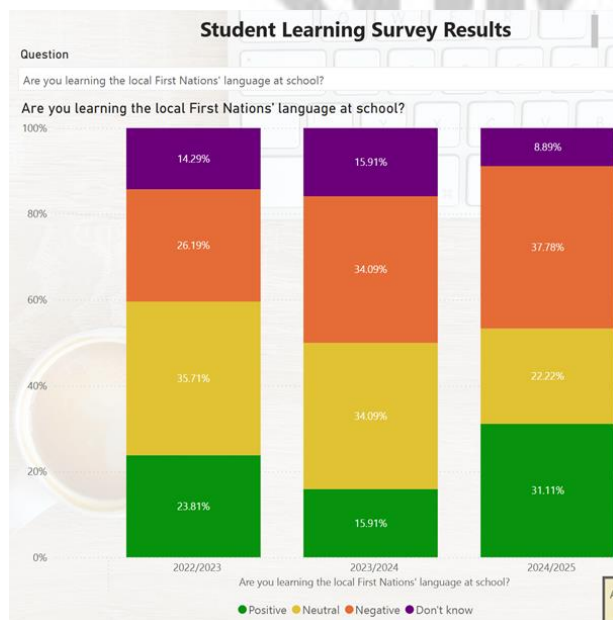
Our success measures align with those of the District. We will look to our Student Learning Survey administered at grades 4 and 7 to measure the percentage of students identifying that they are learning about Indigenous content in schools. **Our goal** is to see an increase of 10% or higher of students reporting they are learning about Indigenous and First Peoples in Canada and local First Nations yearly.



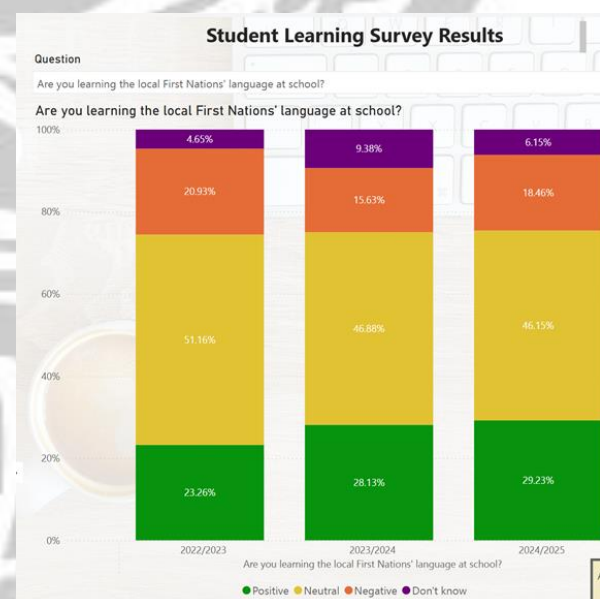
Grade 4



Grade 7



Grade 4



Grade 7

Wellness

Goal 1: To ensure every student feels connected to adults and a sense of belonging at school

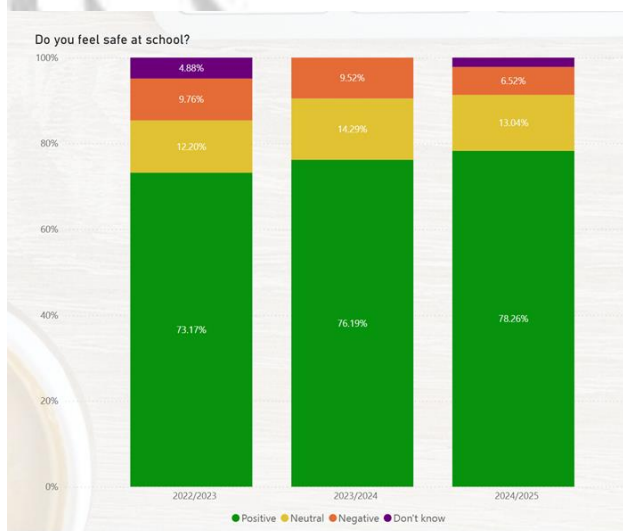
Goal 2: To ensure Heritage is a safe place to be for students and staff

Strategies

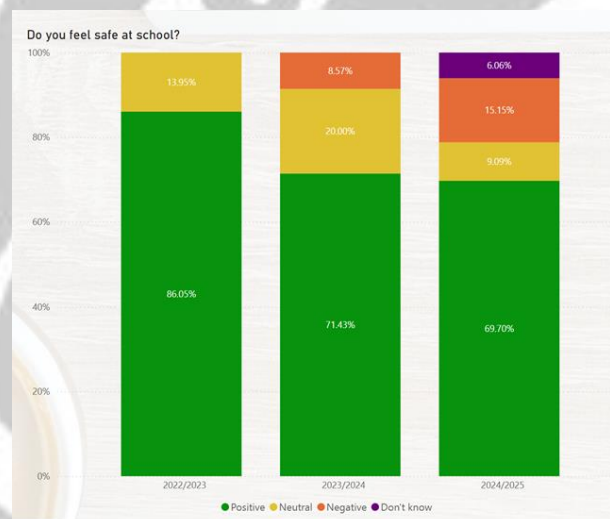
- **Survey students** for ways to improve their sense of belonging
- **Create** school-wide common language and programming for social emotional (SEL) and expected behavior learning (Behaviour Matrix)
- **Re-examine and Indigenize** our hawk identity and values (*harmony, attitude, work habits, kindness, safety*)
- **Continue** to offer a variety of extra-curricular opportunities for students with more focus for all

Success Measures

The Student Learning Survey identifies belonging as a factor to support student well-being. **Our goal** is to increase the student reporting in this area by 20 in students reporting “many times” or “all the time”.

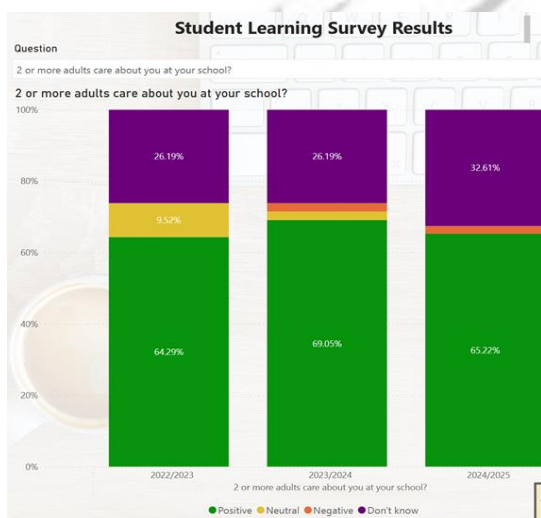


Grade 4

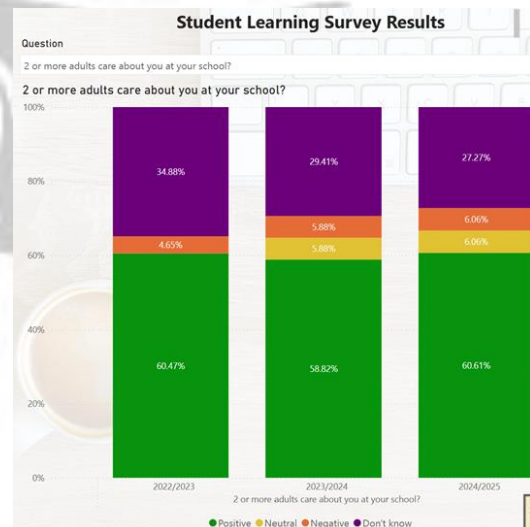


Grade 7

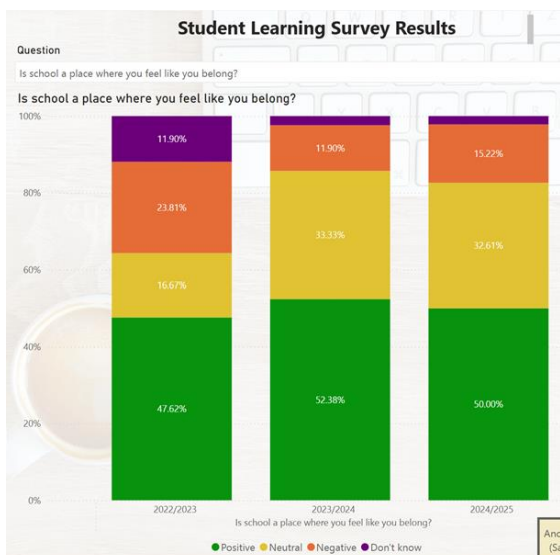
We want students to feel cared about and connected to adults in the school. **Our goal** is to see a 20 % increase in students identifying that 2 or more adults care about them at school.



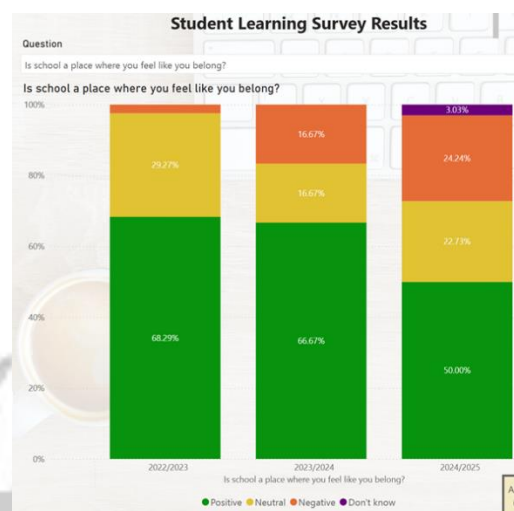
Grade 4



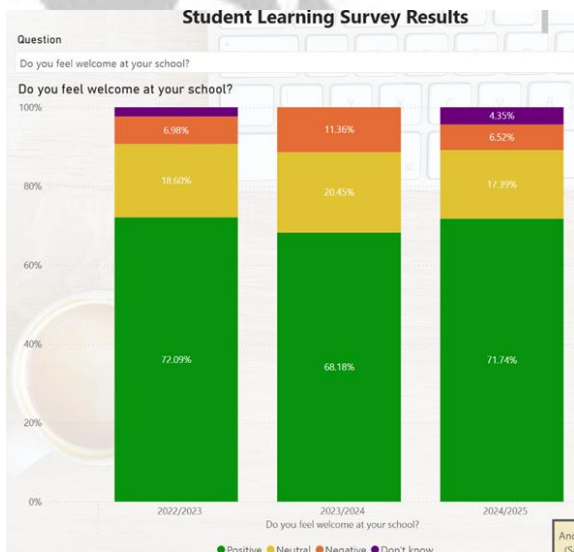
Grade 7



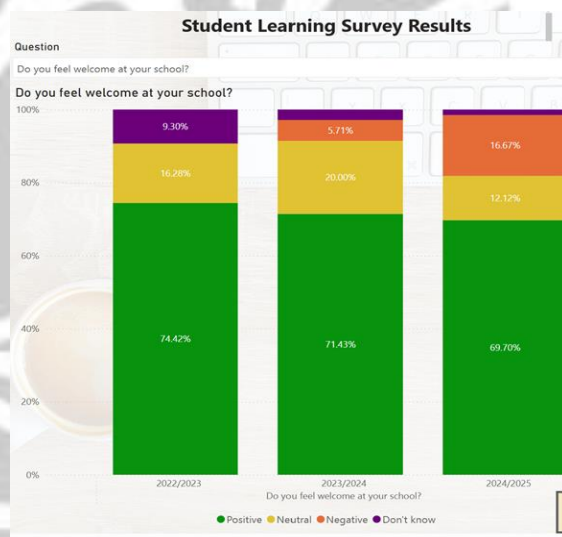
Grade 4



Grade 7



Grade 4



Grade 7

Learning

Goal 1. Increase literacy success for all students with a focus on reading

Strategies

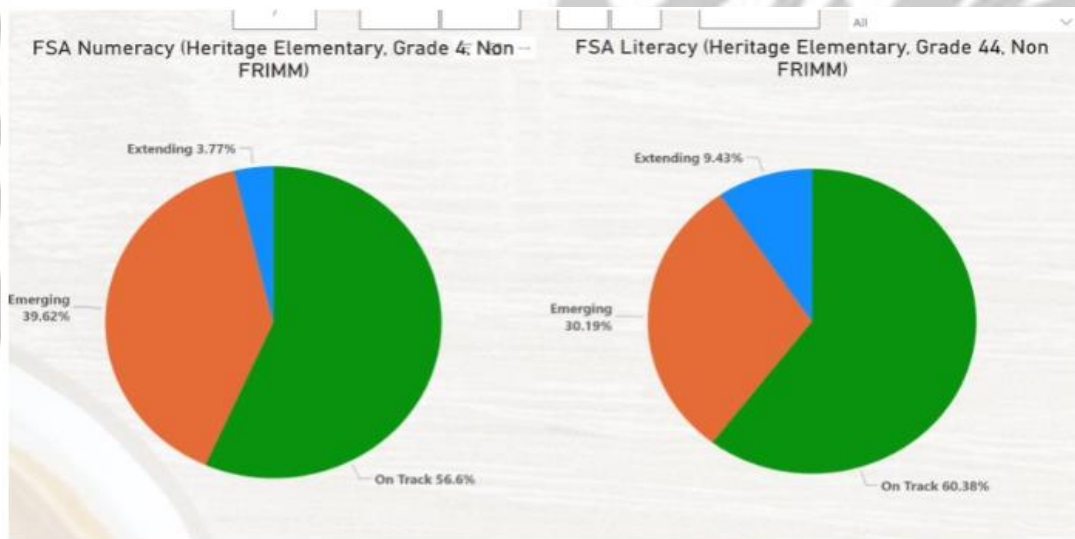
- **Strengthen** phonetic skills of intermediate students (using the Word Connections Program with lower intermediate and Rewards Program with upper intermediate)
- **Build** phonics and foundational phonemic awareness of primary students (using the UFLI and Science of Reading Program)
- **Participate in the District Literacy Assessment Working Group**
- **Develop** meaningful and intentional reading learning experiences for students

- **Continue our imbedded teacher collaboration model** for teachers to share and align best reading instruction for students
- **Align** our Learning Support Model for our diverse (Learning Assistance, Support and English Language Learning) with our *Science of Reading* approach
- **Support** students in their **self-identity as readers** and **enjoyment of reading** – survey students

Success Measures

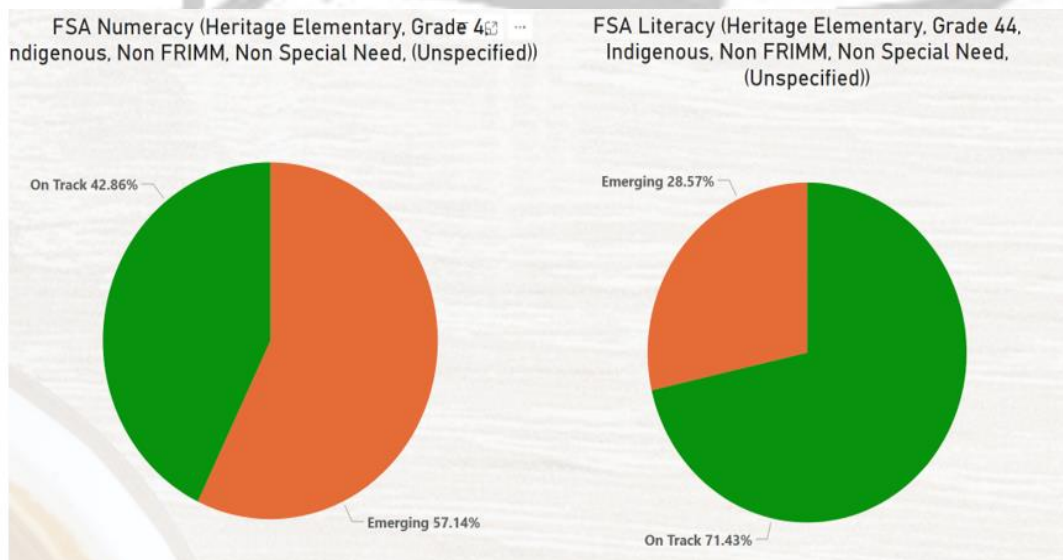
The variety of reading data collected below from classroom, District and Ministry assessments indicates improvement in student success with literacy is needed. **Our goal** is to increase student literacy skills to “proficiency and beyond” and/or “on track” by 10 % this year.

FSA Data from November 2024

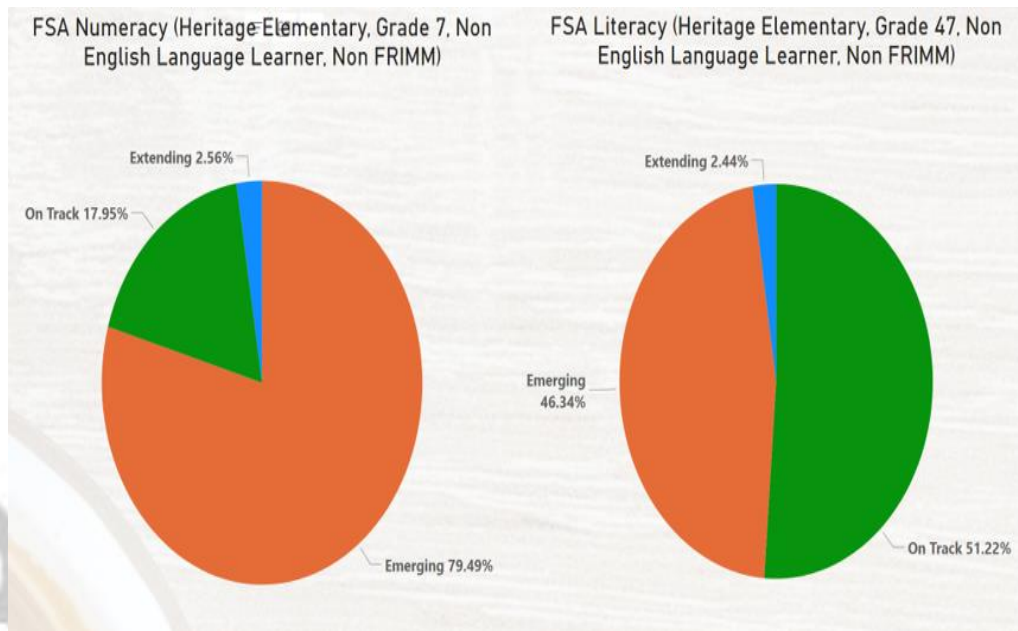


Grade 4 Numeracy

Grade 4 Literacy

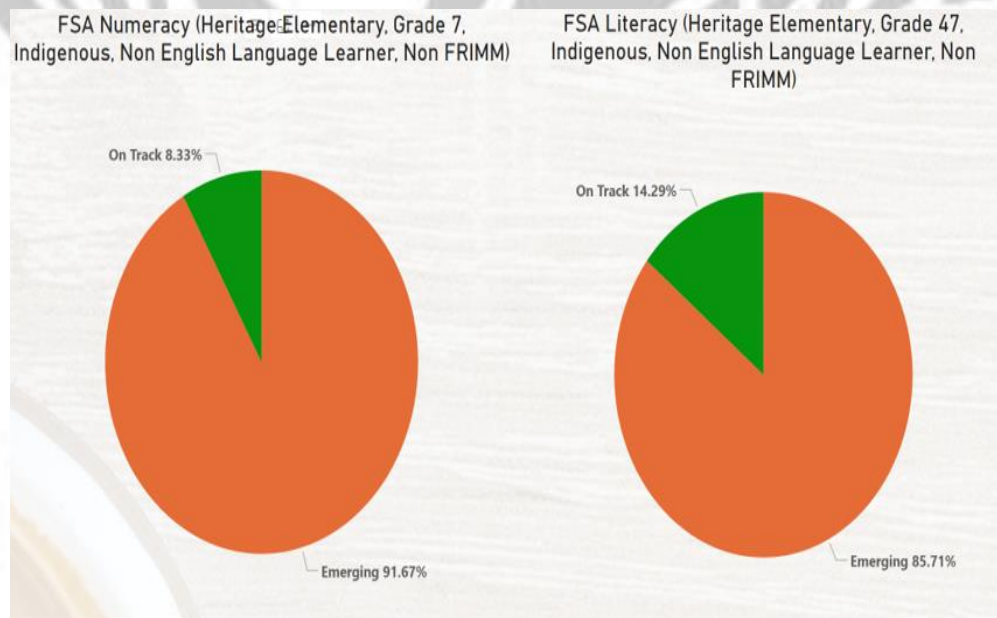


Grade 4 Numeracy and Literacy for Indigenous and ELL Students (English is the 2nd Language)

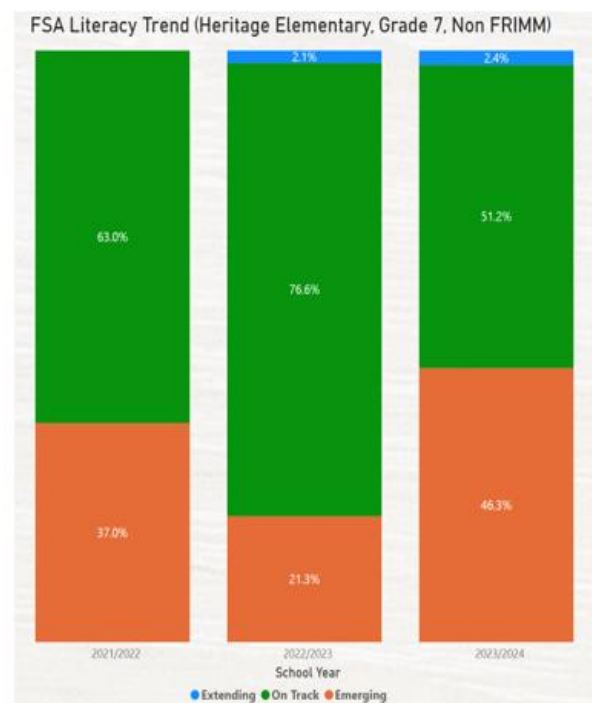
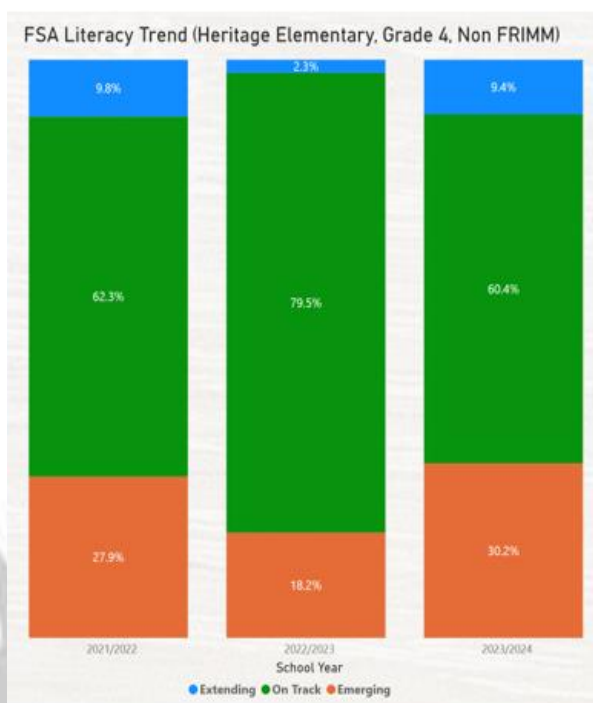


Grade 7 Numeracy

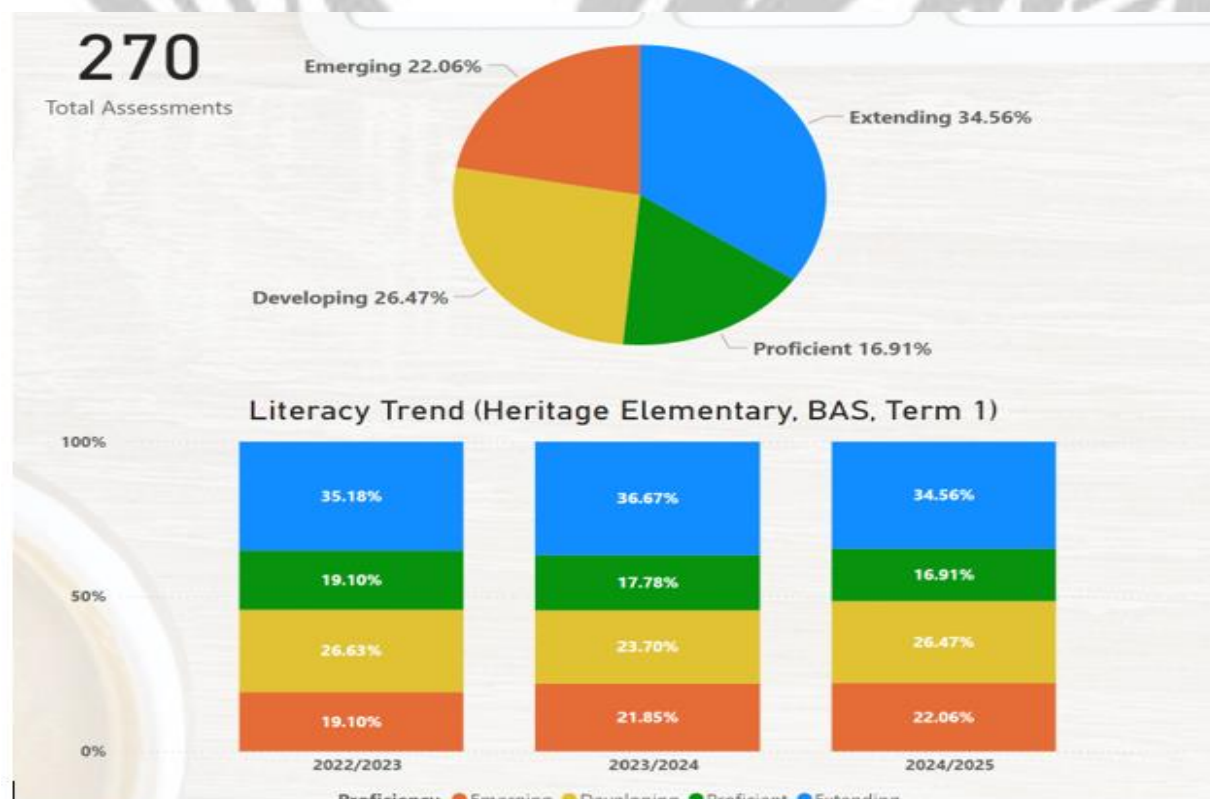
Grade 7 Literacy



Grade 7 Numeracy and Literacy for Indigenous and ELL Students (English is the 2nd Language)



FSA Literacy Trends for Grade 4 and Grade 7



Whole School Data

District BAS Literacy Assessment Data – Whole School

Student Communication of Student Learning Class Progress 2024-2025			
	Proficient and Beyond in Literacy December CSL	Proficient and Beyond in Literacy March CSL	Proficient and Beyond in Literacy June Summative
Primary	71%	62%	61%
Intermediate	65%	67%	60%

Summary

Heritage is committed to compassionate, reflective and inclusive practice from all, for all. We will continue to review and monitor our goals, implementation strategies and success measures on an ongoing basis to drive the adult learning in order to positively impact student learning and development at school.

We are committed to engaging with all stakeholders to gather feedback to help us reach our goals. Continuing to learn from and reflect on the data will guide our practice toward meeting our goals.

With our large and diverse school population, and our expanding multi-cultural community, we recognize doing the same things in the same way will not create different results. We are committed to embracing change in order to best meet the needs of our learners and our school community. We are rooted in learning!