



Barriere Secondary School Annual School Learning Plan 2022-2023

Last revised: **September 20**



Acknowledgement

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 Simpcw First Nation through our Local Education Agreement [Simpcw LEA - Final Feb 17, 2021.pdf](#) and the Aboriginal Education Enhancement Agreement [Aboriginal Education Enhancement Agreement.pdf](#).

TABLE OF CONTENTS

CONTEXT (Required)	p.3
INTELLECTUAL DEVELOPMENT	
LEARNING GOAL (Required)	p.4
HUMAN AND SOCIAL DEVELOPMENT	
WELL- BEING GOAL (Required)	p.9
CULTURAL & IDENTITY DEVELOPMENT	
CULTURAL SAFETY GOAL (District)	p.10
CAREER DEVELOPMENT (Integrated)	
Key strategies to ensure that every student graduates and transitions grade-to-grade are integrated into the learning and wellbeing goals.	p.
SYSTEMS DEVELOPMENT (Integrated)	
Key strategies for resource allocation are integrated in the learning and wellbeing goals.	p.

CONTEXT

Barriere Secondary School is a public high school located in Barriere, British Columbia in School District No. 73 Kamloops-Thompson, on the traditional territory of the Simpcw First Nation. We serve 210 students in grades 7 through 12. Barriere Secondary is a close-knit, rural school that provides students with an opportunity to learn in a safe and friendly environment. BSS works closely with Barriere Elementary School as the only school that feeds directly to us. Within this environment, there is a strong sense of community where students, teachers, and the surrounding community work together for the benefit of students. This work is further supported by strong connections to the North Thompson family of schools.

Approximately twenty five percent of our student population is Indigenous. Several of these students commute to Barriere Secondary from Simpcw First Nation. Located fifteen kilometers north of Barriere Secondary. Simpcw First Nation has long placed a high value on education and we are grateful for their continuing support of their students in our school. We partner with the Simpcw Education Department to ensure that the philosophy of “making a difference by working together” is a lived experience. Foundational to our work within a Local Education Agreement, our partnership is one of mutual respect, consensus building, and maintaining a focus on the goal of academic and personal success for Nominal Roll students.

Following the District Vision Statement of *Fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring, and sustainable society*. At Barriere Secondary improving outcomes for students is at the core of every decision that is made. Using the Spiral of Inquiry framework, we are working to target actions that will make the biggest impact for learners. We continue to strive to provide depth and breadth in all of our course offerings by first providing opportunities for student voice and choice. Learning opportunities are through face to face instruction, via video-conferencing that we share with our other rural partner schools, and through blended learning in some of our senior math and science courses. We also have a number of students who take advantage of district programs and we work hard to adjust their schedules to allow for these unique learning opportunities. Finally, we are proud of our grade 7 program, providing more choice for students and specialized teachers in the areas of Applied Skills.

Staff models learning through active collaboration, focussing on school culture and connections to the community. We continuously scan to ensure we support students development of the five District Priorities: *Intellectual Development, Human and Social*

Development, Cultural and Identity Development Career Development as well as Systems Development. As areas of growth become identified, focused professional development learning, and strategic action are put in motion to improve the learning environment for our students. For several years the Spirals of Inquiry approach has been central to our strategic planning and success.

We began consultation prior to the completion of the 2021-2022 school year. A larger consultation will take place beginning in September 2022. This will include student voice forums, parent surveys, and in person partner consultations within the community and with SIMPCW First Nations partners.

Learning Goal

2021-2022 School Goal

During the 2021-2022 School year our goal was to **increase student engagement** in learning.

This goal focussed on increasing resiliency across the school community.

We have four pillars to hold up:

1. a **resilient staff** means that we will have a **more resilient student body**
2. **assessment** for, as and of learning
3. building a culture of **high expectations**
4. **failure** as a **bruise, not a tattoo**

Transitioning to the 2022-2023 school year we aim to build on the foundation that last year's work built for our learning community.

A collective focus for all staff at BSS over the last several years has been on supporting school-wide literacy. In reviewing various data, we have seen an increase in students' abilities to analyze, reflect upon and critically think about various forms of text. This is something the staff are proud of and seek to translate to other areas of our practice.

Staff at BSS have identified that an area of growth across our population is needed in the area of numeracy. To support this growth, we will need to address gaps in numeracy, utilizing similar strategies that were used in supporting gains in literacy development. Primarily, we will need to employ a whole school approach in supporting numeracy development across all curricular areas,

Numeracy is the ability, willingness, and perseverance to interpret and apply mathematical understanding to solve problems in contextualized situations, and to analyze and communicate these solutions in ways relevant to the given context. This definition is set out in BC Ministry of Education [Graduation Numeracy Assessment Design Specifications](#).

Mathematics is about counting, problem solving, organizing, measuring and estimating, as well as making patterns and sequencing. Mathematics is a part of Numeracy.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS: Based on recent results of standardized assessments and staff observations of students' abilities in the areas of design thinking and problem solving, we will focus on students' ability, willingness, and perseverance to interpret and apply mathematical understanding. At BSS, Mathematics is about counting, problem solving, organizing, measuring and estimating, as well as making patterns and sequencing. Mathematics is a part of numeracy.

SCHOOL GOAL:

Barriere Secondary School is committed to *In achieving this goal, students will meet or exceed numeracy expectations.*

AREAS TO CELEBRATE: We have experienced significant growth in Literacy development and continue to exceed District averages.

AREAS TO GROW: We have experienced an increase in the gap of BSS school based numeracy results relative to the District average. The gap from grade 7 FSA results to grade 10 numeracy assessment results continues to increase. Through tiered targeted supports through grades 8 to 10.

OBJECTIVES: Specific to the Local Education Agreement with the Simpcw First Nations we will measure the success of First Nation Students through aggregate results for achievement including but not limited to the following:

- percentage of students who are on track or extending for numeracy in grades 7 in the Foundations Skills Assessment;
- participation rates for the Foundations Skills Assessments;
- Number of Indigenous students successfully completing math courses grades 10 through 12.

SCHOOL STRATEGIES: To improve in numeracy across the school:

- we will support numeracy across all curricular areas;
- empower all teachers to assume responsibility for enhancing numeracy understanding;
- Work with learners to be self-reflective and advocate for their learning;
- Ensure all staff speak positively about numeracy/math;
- Create more hands-on and real-life math connections;
- Organize presenters to teach skills about numeracy, taxes, phone contracts, rent, credit cards, banks – bring in trades people and business people to stress the importance of numeracy understanding and skills.
- Design and provide mathematics learning opportunities focusing on curriculum expectations;
- Continue to identify measures for ongoing improvements to school performance.

To improve classroom practices, we will (PD strategies):

- Identify, learn about and implement research-based instructional and assessment strategies;

- Explore and integrate the innovative use of emerging technologies and resources to enhance and transform teaching practice and student learning experience;
- Utilize teacher collaboration time to support a cross-curricular approach to numeracy.

To improve in grade-to-grade transitions, we will:

- Create supports for educators in building safe, responsive and inclusive mathematics learning environments to reduce math anxiety
- Arrange for lunchtime / after school / early morning tutorial opportunities
- Offer one-to-one and small group 'burst' lessons based on regular ongoing assessments
- Further develop the understanding of the scope and sequence of math remediation plans;
- Create a year long math class to support students who require additional time to develop a deeper understanding of various concepts.

To improve school completion we will:

- Re-introduce the use of Alternate delivery literacy and numeracy blocks - a personalized learning opportunity for disengaged students with the intent of providing individualized pathways to successful graduation;
- Continue to utilize Completion Days at the end of each Semester.

To improve Aboriginal student learning, we have we will:

- Implement a leadership coordinator position to support all staff in taking meaningful steps towards reconciliation while giving voice and choice to our students in their academic endeavors.
- Support the development and implementation of transition programs to assist Indigenous students as they transition from an Elementary school model to our Secondary School model.
- Support teachers in developing and applying foundational knowledge and understanding about Indigenous peoples for the benefit of all students. This includes working to ensure all staff meet the related Standard 9 of the BC Teacher Certification Standards, while also recognizing that this is essential to long-term reconciliation.
- Facilitate an Indigenous Student Voice program for First Nations and Metis students, fostering youth engagement and creating a dialogue with students focused on learning together.
- Continue to provide counseling and school support to Indigenous students.

- Continue to partner with the Education Department at Simpcw First Nations in closely monitoring students academic progress and responding to behavioural needs.
 - Regular meetings with Education Coordinator;
 - Communication from Classroom teachers to Education Coordinator and ensure teachers provide information to Parents regarding their child's educational program (e.g. course selection process, reporting periods, report cards, as required by the School Act);
 - Explore parent-teacher evening at Chu Chua.
 - Embed Secwepemctsin language course in regular scheduling
 - Promote the offering of, and enrollment in, English First Peoples 10, 11 and 12 and BC First Peoples 12 and Contemporary Indigenous Studies 12, or any successor courses for all students.

To improve in learning, we are ensuring that our resources meet our students' needs through:

- Continue to increase inventory of Chromebooks to achieve a 1:1 ratio;
- Strongly supporting extracurricular opportunities
- Continue to seek out curricular resources that promote First Nations identities and support the First Peoples Principles of Learning.
- Continue to work to indigenize our spaces and school culture, including the integration of a new school logo, created in partnership with Simpcw First Nation.

Evidence and Next Steps

The staff at BSS are familiar with the Spirals of Inquiry framework as a foundation to assess evidence. We will continue to utilize a system of scanning, focusing, developing a hunch, new professional learning, taking action and checking that a big enough difference has been made. Some of the ways in which we will do this will include:

- Student voice is foundational to decisions made about school improvement. Student voice forums will be held 3 (September/February/May) times per school year to review progress and receive direct feedback.
- Parallel to these voice forums, focus group conversations will take place with Parents and our Indigenous partners Aim to review it with students, parents, staff, and Aboriginal partners on a regular basis to see how we are progressing on school goals and what might need to change.

Wellbeing Goal

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

GOAL: Foster inclusive, adaptable, and accountable culture.

HUMAN & SOCIAL DEVELOPMENT

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.

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

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

SCHOOL RESULTS ANALYSIS: In fostering an inclusive culture we will focus on all students feeling safe and welcome. This will become a priority for staff to ensure students feel welcome and for students to ensure they are supporting their peers.

SCHOOL GOAL: All students feel welcomed in classrooms and spaces throughout the school.

AREAS TO CELEBRATE: There is a strong sense of community within the grade 9 cohort. This cohort had a significant amount of targeted support in the 2020-2021 school year to develop this culture. Teachers have developed a foundational knowledge of Restorative classroom practices in response to students' behaviours, changing the way in which we respond to traditional discipline issues.

AREAS TO GROW: There are 2 cohorts of concern identified in the Dewars Survey. These 2 cohorts are noticeably below District averages when it comes to a positive sense of belonging.

SCHOOL STRATEGIES: At BSS we will work to achieve this goal through the following strategies:

- Creating Camp Cougar (School Wide Retreat) to establish consistent expectations and routines for all students at the start of the school year.
- Provide Professional Development and continue to discuss Trauma Informed Practices on a regular basis;
- Continue with the annual *Cougar Mission Possible* Health and Wellness day;
- Continue to utilize the Aboriginal Education Worker to provide support, both in the classroom and in small groups on cultural, academic and social emotional support;
- Continue to utilize restorative practices in responding to student behaviours;
- To improve wellbeing, we are exploring the possibility of a Wellness Coach out of staffing.

Evidence and Next Steps

- Comparing year over year office referrals and suspensions;
- Initiating staff book study in collecting non-traditional data (Street Data, Shane Safir);
- School-based leadership team to determine frequency of review and exact data to collect in September.

CULTURAL & IDENTITY GOAL

Students' connections to school is a primary focus at BSS and this is dependent upon positive working and learning environments, access to needed supports, and trust in those who work with students on a daily basis. Stronger connections to school will lead to increased resilience and in turn, higher achievement . To ensure the success of our students, we need to plan and assess how our students are doing. As we move forward, we will work to ensure these needs are met through a variety of strategies and assess our progress using various tools that reflect not only academic achievement but also social, mental health and wellness.

CULTURAL & IDENTITY DEVELOPMENT

To develop a sense of identity in individuals and cultural safety and humility in communities.

DISTRICT GOAL: Every learner will feel safe and thrive personally and culturally.

DISTRICT OUTCOME: Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.

DISTRICT OBJECTIVE: Establish a baseline of awareness with students, staff, and parents about cultural safety and humility.

SCHOOL STRATEGIES:

Race, Ethnicity, Religion, and Language

- Cultural competency and anti-oppression professional development for all staff.
- Frequent inclusion of social justice topics within professional development portions of staff meetings.

Gender Identity and Sexual Orientation

- Ensure education for students and trauma-informed training for teachers.

Disability, Neurodivergency, and Accessibility

- Examine how the staff interacts with students that behave “differently”.
- Normalizing conversations surrounding mental health that go deeper than simply acknowledging it.

Evidence and Next Steps

Evidence will be collected through parent and community surveys, student voice forums, and both FSA results as well as Graduation Assessment results. Next steps will be co-created with partner engagement.