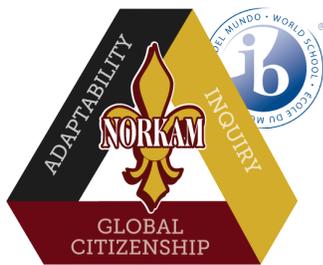


Revised September 20, 2022



NorKam Senior Secondary School Annual School Learning Plan 2022-2023



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 Tk'emlups te Secwepemc through our Local
Education Agreement [LEA](#) and the Aboriginal Education Enhancement
Agreement [AEEA](#).

CONTEXT

NorKam Senior has become School District #73's most comprehensive grade 10-12 high school. Within the district we offer the greatest range of programs and courses. As the Interior of British Columbia's only International Baccalaureate Diploma program, we are able to provide grade 11 and 12 students the world's most recognizable university prep program. Students with the acumen for hands-on learning are able access our Trades Sampler program or our Hairdressing program. The trades program offers students three different sampler choices - Mechanical, Construction or the Industrial sampler program. NorKam is also the home to three District Resource rooms providing educational programs for students with cognitive challenges.

In addition to these programs, we also provide a regular program to over 700 students providing a full senior academic offering as well as a large number of elective courses ranging from fine arts, practical arts, physical education, and business.

Finally, NorKam is also home to more than 80 International students in School District #73. We have students from around the world from countries such as Mexico, China, Japan, Brazil, Germany, Italy, and Taiwan. The aboriginal population of NorKam Senior is the largest of the secondary schools in Kamloops and continues to grow.

In North Kamloops, census data indicates a greater incidence of single family homes, lower levels of home ownership, more transiency, and lower levels of post-secondary schooling when compared to the municipality and the province. On the other hand, these figures for Brocklehurst and Rayleigh are at or exceed figures for the municipality and the province.

Fifty percent more of our families identify as aboriginal than Kamloops as a whole. In addition to this ethnic and socioeconomic diversity, NorKam Senior also supports a significant number of transient students who spend only part of their secondary schooling with us. The instability faced by our North Kamloops students differs dramatically from the stability that the students from Brocklehurst and Rayleigh enjoy. When compared with other secondary schools in Kamloops, our students have a social services index (SSI) double that of any other secondary school. The SSI is a measure of children's vulnerability using the rate of children in poverty or in care. This rate will remain high for the foreseeable future.

In summary, NorKam faces challenges unlike those of the other secondary schools in Kamloops. We welcome these challenges and are firmly committed to making a difference in our students' lives.

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:

NorKam has made tremendous strides in improving results on the numeracy assessment. In our most recent results, we were higher than the district in our numeracy 10 results. This has been the result of a concerted effort led by our math department to incorporate numeracy type tasks in regular math classes and to encourage teachers in other disciplines to incorporate numeracy tasks in these areas. Numeracy has been a regular topic in staff meetings over the last few years. Our literacy results trail the district somewhat, a not unexpected result considering the challenges referenced above. In the most recent case, we trail the district by 5%. However, in the first round we actually exceeded the district results. Moreover, diverse students and indigenous students trail non-diverse and non-indigenous students in the literacy assessment results for the school.

Given the success of the approach we took with the numeracy assessments, it makes sense to dedicate a similar effort to improving our literacy results. We have started that process as we end the 2021-22 school year. Similar to the numeracy assessment diverse students and indigenous students trail the rest of the student results for the literacy assessment.

SCHOOL GOAL:

Through an emphasis on teaching for conceptual understanding and transfer, students will attain proficiency or better on the literacy assessments.

AREAS TO CELEBRATE:

- 275% increase in the number of students achieving proficiency or better on the numeracy assessment in the last three years
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AREAS TO GROW:

- Failure rate increased from 1% (2020-2021) to 6% (2021-2022)
- Intellectual engagement dropped 48% (2020-2021) to 44% (2020-2021)

OBJECTIVES:

- To improve students' intellectual engagement.
- To decrease course failure rates.

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will:

- Emphasize understanding of the command terms in the sciences
- [insert collaborative teams plans developed in the fall of 2022]
- Utilize district international support for exam preparation

To improve classroom practices, we will:

- Use December professional development to focus on linking core competencies to assessments
- [NorKam Innovation Road map](#)

To improve school completion , we will:

- Support students in Credit Recovery Programs through the LAC
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To improve Aboriginal student learning, we will:

- Introduction of the ABLE (Aboriginal Blended Learning Education) program to support re-integration of aboriginal learners.

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

- Food scarcity support through Community Links Grants
- Flexible LAC support and Aboriginal Outreach support.

Evidence and Next Steps

- June 2022 Staff Meeting - reviewed data concerning literacy, numeracy, and well-being with staff recommending two revised goals linked to the goals in our previous learning plan
- June 2022 Coordinators Meeting - reviewed collaborative team responses to the goals, affirmed them, and began forming collaborative team next steps in that regard.

Wellbeing Goal

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

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:

Use the [data appendix](#) as a reference.) Using the School Learning Survey results chart in your data appendix, state which wellbeing outcome will be your focus and why.

SCHOOL GOAL: Through an emphasis on providing opportunities for student voice, student choice, and supporting student agency we will improve the numbers of students feeling welcome, safe, and connected to the school.

AREAS TO CELEBRATE:

SLS

- Development of Principals council
- At school you are taught to take ownership or control of your learning
 - Gr. 10 increase 29% to 36%
 - Gr. 12 increase 22% to 40%

- At school I provide input on what and how I learn
 - Gr. 10 increase 24% to 34%
 - Gr. 12 increase 26% to 36%

AREAS TO GROW:

- 66%-75% of students felt they did not have ownership of their learning (SLS 2020)
- Students not valuing learning is 8% lower than the Canadian norm.
- Sense of belonging dropped from 58% to 52%

SCHOOL STRATEGIES:

We will work on improving our sense of ownership and belonging, the following will occur:

- Professional development focused on “*Investing in student learning*” and “*Supporting student agency*”.
- Collaborative teams focus on developing and tracking tasks and learning that focus on *student agency*.

Evidence and Next Steps

- June 2022 Staff Meeting - reviewed data concerning well-being with staff recommending a learning goal linked to the goals in our previous learning plan
- June 2022 Coordinators Meeting - reviewed collaborative team responses to the recommended goal, affirmed it, and collaborative teams did initial ideation.