

September 18, 2022

SOUTH KAMLOOPS SECONDARY 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 the Skeetchestn and Tk'emlúps Indian Bands through our Local Education Agreement and the Aboriginal Education Enhancement Agreement. [Click here to view our Local Education Agreements.](#)

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CONTEXT

We are in exciting times right now at SKSS as we prepare our School Learning Plan for 2022-2027. Working within the framework and curriculum of the B.C. Education Plan and the new 2022-2027 SD #73 District Strategic Plan, student and staff engagement at SKSS is clearly focussed on cooperative and personalized learning. Our collective focus is on providing the most optimal learning environment on our campus that is inclusive and respects the needs and goals for each of our students.

We currently have 940 students attending South Kam of which 15% are of indigenous ancestry and 12% are defined as diverse learners. We proudly serve as the home secondary school for: Savona, Aberdeen, Dufferin, South Sa-Hali, Beattie, Lloyd George, Skeetchestn Community School, and

Sk'lep School of Excellence elementary schools. Our Family of Schools are a diverse group composed of urban/rural, schools of choice - dual track French Immersion, broad social economic groups, and two First Nations communities who are highly collaborative and student-centered.

At SKSS, we are guided by the SD#73 District Strategic Plan and the collective goals that focus on: Intellectual Development, Human and Social Development, Cultural and Identity Development, and Career Development. Our focus on our Literacy goal and our Human and Social Development goal are guiding the designing and planning for the necessary strategies, tasks, questioning, assessments, and First Peoples Principles of Learning that are preparing our Titans for the ever changing and evolving needs of our global society.

In order to ensure that we have a strong sense of ownership and opportunity with our 2022-2027 SLP planning, it is essential that we involve students, staff and our community in this process. The perspectives and the perceptions from all of our stakeholders is imperative as we redefine what learning looks and sounds like in our 21st century classrooms.

Opportunities for stakeholder feedback on an annual basis will include: formal education meetings planned within our school, school based surveys (student/staff/community), SKSS PAC, Satisfaction surveys, DEWR, NRFA, EDPlan Insight data, annual SLP "Point of Inquiry", Skeetchestn and Tk'emlúps band consultations, Principal's Council and our staff coordinators and leadership team. Future growth in our learning partner engagement will focus on the digital platforms for feedback, surveys, weekly messengers home and our SKSS website, as well as the face to face conversations through: PAC, P/T interviews, and Open House opportunities throughout the year on our campus. This open communication has empowered our school community to have a voice throughout this planning process and has allowed us to establish a platform for success for our SKSS School Learning Plan.

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:

Data analysis review to begin in the fall of 2022

[data appendix](#)

SCHOOL GOAL: Literacy

South Kamloops Secondary School will show an annual growth for ALL students obtaining a 3 or 4 in the Literacy 10 and Literacy 12 provincial assessments and Proficient/Extending in the grade 8 and grade 9 Nonfiction Reading Assessments.

- Data will be reviewed and disaggregated by the following: All learners, French Immersion learners, Indigenous learners, and Diverse learners.

Aligned to our 2017-2022 school goal that focussed on the growth and development within the Core Competencies, our new intellectual goal- literacy, will be supported by five years of previous work with competencies, both student and teacher pedagogical growth, that included critical and creative thinking and communication.

AREAS TO CELEBRATE:

- 22/23 data analysis and positive growth/achievements to include sub-populations: All learners, French Immersion learners, Indigenous learners, and Diverse learners.
- Data set: Nonfiction Reading Assessments within the grade 8 and grade 9 cohorts (annual and 3-5 year trends)
- Data set: Literacy 10 and Literacy 12 Provincial Assessments

AREAS TO GROW:

- 22/23 data analysis. Sub-populations: Indigenous and Diverse Learners.
- Data sets noted above and to also include Equity scans

OBJECTIVES:

- Our Indigenous learners percentage of growth, as well as growth as it pertains to all populations - equity
- Our Diverse learners percentage of growth, as well as growth as it pertains to all populations - equity

SCHOOL STRATEGIES:

- Provide diverse learning opportunities, strategies, tasks, and assessments that reflect a school wide commitment to literacy
- Utilize measures and assessments: Curricular competencies, NFRA, and provincial literacy assessments to guide appropriate interventions and provide context for our Pro-D, PLC, and overall staff planning.
- Implement literacy interventions and classroom supports through designated Inclusive Education modeling/supports.
- Implement strategies and principles of learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.

To improve in literacy, we will (classroom practices):

- Focus on curricular competencies.
- Specific school-wide literacy strategies will be implemented after staff consultations and the aligned Pro-D (starting in September 2022 and throughout the school year)
- Question: “What does it mean to be literate in your curricular area?”. Staff will explore this question in detail with their departments to begin pedagogical and pro-d planning to further define literacy across our campus.

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

- Mike Carson scheduled for our November staff meeting to discuss school wide strategies, aligned to Curricular competencies - NFRA - Provincial Assessments
- December 5th, 2022 Literacy Pro-D @ SKSS with keynote speaker: Leyton Schnellert, PhD. Noted author, educator, and academic advisor.
- What does it mean to be a literate learner in your curricular area? - department perspectives- share out to school and look for common themes - provide the definition of literate. The ability to read and write, and the necessary

supports/strategies for all of our targeted learners, and be competent and have knowledge in a specific area. How does one become literate in your subject area?

To improve in grade-to-grade transitions:

- We will review our grade-to-grade transitions' results and list key strategies to improve
- We will review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our staff and aligned support teams within our school (Inclusive Ed., Aboriginal Ed. teams)
- We will review our student referrals within our Inclusive Education dept. and what we are doing to support them

To improve school completion (Use graduation rates):

- We will review the graduation rates and list key strategies to continue to improve.
- We will review sub-populations and list key strategies to continue to improve graduation rates for those students.

To improve Aboriginal student learning:

- We will review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- We will explain how we are working with our local First Nation (Education Band Coordinator, families) to meet the needs of Aboriginal students.
- We will commit to a student centered approach guided by the First Peoples Principles of Learning.

To improve in learning, we are ensuring that our resources meet our students' needs. At the core of our student centered resources within Intellectual Development- Literacy, we will focus on:

- TBA with consultations and planning involving all staff, students and community connections (parents, local bands, community agencies)
 - Curriculum resources
 - Human resources
 - Community Connections/Field trips
 - Other:

Evidence and Next Steps

- This step is to be completed and documented on an on-going basis and involve all stakeholders at South Kamloops Secondary.
- Stakeholders include, but not limited to: Students, Staff, Parents, Aboriginal partners, SKSS PAC, Principals' Council, and aligned Community agencies.
- Evidence to be entered and updated as consultations, planning, and implementing take place starting in the fall of 2022.

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:

- Data analysis review to begin in the fall of 2022

[data appendix](#)

SCHOOL GOAL:

- South Kamloops Secondary will show an annual growth with students feeling safe, having a sense of belonging, and having 2 or more adults who care within our building.
- Our goal is to show positive growth that reflects an inclusive school that recognizes and supports all learners and a school culture that at its core reflects: student safety and well being, Healthy relationships, and aligned education and awareness.

Our 2017-2022 SLP had a goal of increasing school pride and responsibility both within our school and community. Our approach with our new plan will be to scaffold that goal to a more specific one that embraces inclusivity, support, and equity for all of our students.

AREAS TO CELEBRATE:

- Subpopulation review of points to celebrate to begin in the fall of 2022
- Data to include: DEWR, Satisfaction survey, SKSS student (Google) survey

AREAS TO GROW:

- Subpopulation review of growth areas to begin in the fall of 2022

SCHOOL STRATEGIES:

- Review all current school-wide supports, programs, policies, and physical plant limitations to determine our starting points for planning.

- Implement strategies and principles of learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements and SD #73 District Strategic Plan.
- Implement strategies and supports that reflect the diversity of our student population and the inherent needs that our students require to feel safe, respected, and engaged with their learning.
- To improve our Human and Social Development goal (feeling welcome/safe/sense of belonging/two or more adults who care), we will explore the implementation of a “Titans Buddy Model” as a means of further developing school wide healthy relationships and mentoring

Evidence and Next Steps

- This step is to be completed and documented on an on-going basis and involve all stakeholders at South Kamloops Secondary.
- Stakeholders include, but not limited to: Students, Staff, Parents, Aboriginal partners, SKSS PAC, Principals’ Council, and aligned Community agencies.
- April 2022 student survey data suggests the following for review with staff in semester 1 of the 2022/2023 school year:
 - Expand opportunities for school staff, parents/caregivers, and students to increase their understanding of mental health literacy and school-based supports. Examples include:
 - Mental health workshops
 - Inclusivity workshop
 - Trans 101 workshop
 - 2SLGBTQ+ history workshop
 - Anti-racism workshop
 - Black history workshop
- Begin full implementation of the new Sexual Health Education Curriculum in all grade 8 and 9 Physical & Health Education classes
- Through meaningful collaboration and consultations with students, staff and community, address inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression and others to support meaningful and positive connections at South Kam.

Specific areas to focus on would include: Terms and use of pronouns/appropriate use of name changes, reporting and assessment comments that reflect correct pronouns, school facilities (washrooms) that reflect the diversity and composition of our student population, equity within all communication and student acknowledgements.

- Focus groups to include: GSA club, Link Crew, Principal's Council, Secwepemc Youth Council