

Revised Sep 13, 2023



NorKam Senior Secondary School Annual School Learning Plan 2023-2024



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 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 SD#73's Trades Sampler program or Hairdressing program. NorKam is also the home to two District Resource rooms providing educational programs for students with cognitive challenges. Our partner school is Brock Middle School, who provides programming for all our incoming grade 10 students and is a key member of our Family of Schools.

In addition to the district programs at NKSS, we also provide a regular program to over 800 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.

NorKam is also home to more than 80 International students in School District #73. We have students attending from around the world. The aboriginal population of NorKam Senior is the largest of the secondary schools in Kamloops and continues to grow, as fifty percent more of our families self-identify as aboriginal than Kamloops as a whole.

NorKam Senior supports an ethnic and socioeconomic diversity, as well as 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 of the students from other areas of Kamloops; NKSS supports many children and families that face poverty, food insecurity and youth on independent living contracts.

Communication with our learning community is important. Yearly, our Parent Advisory Council reviews our goals and data results and offers input for continual improvement. Parents are encouraged to engage in a yearly survey as well to share how their student's have been able to engage in learning. Our aboriginal community is further encouraged to join us in family dinner nights and support our efforts in decolonizing the spaces of NKSS.

In summary, NorKam Senior Secondary 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 and supporting those learners in a manner outlined in [School District #73's Strategic 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:

Norkam has made tremendous strides in improving results on the numeracy assessment. In our most recent results, we were higher than both the district and the province 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. As a result of these efforts, our latest school data on the numeracy assessment shows us as above district average by 3.1%

Norkam's literacy story is more complex. As a senior secondary school, we start working with our students in grade 10. Our literacy assessment scores at the grade 10 level this year are 13.91% below district average. Our grade 12 literacy assessment this year shows student success at less than 1% different from the district average. Previously, this cohort of students was 17% below the district average in the grade 10 literacy assessment, showing a 16% improvement. This is encouraging data as it indicates that programs we have implemented are making a difference for student learning in literacy.

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:

- 16% increase in the number of students achieving proficiency or better on the literacy 12 assessment compared to the same cohort data from grade 10
- Numeracy data continues to be comparable to district, or above district average
- 95% of IB cohort students completed the IB exams and diploma program.
- A second cohort of incoming Grade 11 students for the IB DP has been added for September 2023 indicating program growth and increased popularity district-wide
- NKSS Ethics Bowl team won the Canadian National competition in Winnipeg. This program requires a high level of literary skills.

AREAS TO GROW:

- Continued gap in the success regarding our Aboriginal and Diverse learners compared to Non-Aboriginal and Non-Diverse students.
- 51% of students still below proficient in the Literacy Assessment.

OBJECTIVES:

- To improve students' intellectual engagement.
- To reduce the gap in achievement between Aboriginal and Diverse learners compared to Non-Aboriginal and Non-Diverse students.

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will:

- Change the structure of the WISE period to allow for the following:
 - Direct teaching of literacy and numeracy
 - Academic Intervention opportunities
 - Silent reading
 - Extra-curricular activities
 - Well-being activities

To improve classroom practices, we will:

- Use September professional development day to focus on proficiency reporting and assessment practices so we are ready to welcome Grade 8 & 9 students in September 2024
- Revisit Growth Mindset themes and strategies and encourage student development of an Academic Mindset
- Continue to follow the Response to Intervention plans for student support as shown in the NKSS [RTI Document](#)

- WISE block restructuring: Beginning September 2023, WISE block will be added to the end of block 1. This will ensure student attendance.
- During the WISE block, a school wide focus on literacy will be implemented. This will rotate through a 4 week structure that includes the following:
 - Silent reading
 - Literacy group activities
 - Teacher feedback and Next steps
 - Academic intervention

To improve school completion , we will:

- Support students in Credit Recovery Programs through the LAC
- Focus professional development on supporting inclusive education students within regular core courses.

To improve Aboriginal student learning, we will:

- Continue to develop the ABLE (Aboriginal Blended Learning Education) program to support re-integration of aboriginal learners.
- Support aboriginal students in focused credit recovery blocks if needed, linked to the ABLE program and the teacher for these students.
- Engage in Aboriginal focused literacy activities in WISE block as well as all English classes.
- Focus on adding Indigenous culture throughout NKSS with the support of our Aboriginal Education team at the school and Aboriginal community.

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

- Reviewed data concerning literacy, numeracy, and well-being with staff recommending two revised goals linked to the goals in our previous learning plan
 - Hypotheses regarding literacy data:
 - Learning community of NKSS is not seeing importance of the Literacy assessment
 - Students require focused literacy instruction to improve results
- Instructional Leaders - work with department teams to support literacy instruction during WISE block and to encourage students to an improved academic and growth mindset around all assessments, embracing productive struggle.

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:

DEWRS data indicates that students at NKSS are declining in their feelings of Belonging and Positive Relationships. Further, there is a decline in students valuing school outcomes by 4%.

The drop in connection and relationship between students and Norkam Senior Secondary school has prompted a 2022-23 focus on the goal of an improvement in this area. As a staff, we have discussed the Science of Hope and the importance of building connections through classroom strategies that promote students feeling that they are a part of the academic mindset within our school community.

Parents provided feedback in a survey in October that indicated that the SD#73 value commitment most important for us to focus on was Relationship and Connection. Further surveying of students gave us the data that indicated the students feel most connected to their classrooms when they are provided an opportunity to experience a variety of teaching strategies. The one strategy that students struggle the most with, according to the survey, is Inquiry Based learning.

A final parent survey in May indicated that NKSS has supported student learning and wellness in parent's minds. Areas of growth regarding classroom support and flexibility are themes we will continue to explore and address

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:

- Continuation of the Principal's student advisory council
- SLS: At school you are taught to take ownership or control of your learning
 - Gr. 10 maintained at 36%
 - Gr. 12 increase 40% to 48%
- SLS: At school I challenge myself in my learning most or all of the time
 - Gr. 10 - 19%
 - Gr. 12 - 32%
- Increases in participation in athletic programs, including Volleyball, Basketball, Rugby and Ultimate Frisbee
- Increases in extracurricular participation and the development of new student groups such as Battle of the Books team, Ethics bowl teams A & B, Electronics Tech group

AREAS TO GROW:

- 66%-75% of students felt they did not have ownership of their learning (SLS 2023)
- Students valuing school outcomes is 12% lower than the Canadian norm.(DEWRS data)
- Sense of belonging dropped from 58% to 52% (DEWRS data)
- Continued struggles with attendance due to mental health and anxiety in our student population.
- SLS Data: School makes students feel stressed or anxious most or all of the time
 - Gr 10 - 46%
 - Gr 12 - 51%

SCHOOL STRATEGIES:

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

- Deeper dive and professional development into supporting a growth mindset in students and utilizing the concept of the learning pit to support student development of an academic mindset and feeling comfortable with productive struggle.
- Instructional leaders reading "Disruptive Thinking in our Classrooms" by Eric Shenering, 2021. This will lead to conversations and collaboration during PLC department meetings.

- Proficiency reporting and assessment professional development for staff throughout the year as we work to get ready to welcome grade 8 & 9 students to NKSS
- Professional development regarding leading students in Inquiry based learning as well as a focussed ProD day in December regarding the International Baccalaureate Approaches to Teaching and Learning and how they connect to the Core Competencies of the BC Curriculum and the development of the Middle Years Program at NKSS

Evidence and Next Steps

- Staff Meetings - reviewed data concerning well-being with staff recommending a learning goal linked to the goals in our previous learning plan
- Instructional Leaders - reviewed collaborative team responses to the recommended next steps to support this goal.
- Data reviewed yearly by the NKSS Parent Advisory Council in June
- Principal's Advisory Students review the NKSS SLP in September and June.