



*Valleyview Secondary School*  
**Annual School Learning Plan 2022-2023**  
Last revised September 2023

---



**Acknowledgement**

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.  
Valleyview Secondary School 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'emlúps te Secwépemc through our [Local Education Agreement](#) and the [Aboriginal Education Enhancement Agreement](#).

## TABLE OF CONTENTS

<b>CONTEXT</b>	P. 3
<b>INTELLECTUAL DEVELOPMENT</b>	
<b>LEARNING GOAL: All students will meet or exceed skill development expectations on the Literacy 10 assessment.</b>	P. 4
<b>HUMAN AND SOCIAL DEVELOPMENT</b>	
<b>WELLBEING GOAL: All students will meet or exceed District averages in the “School Belonging” category from the School Learning Survey.</b>	P. 8
<b>CULTURAL &amp; IDENTITY DEVELOPMENT</b>	
<b>CULTURAL SAFETY GOAL (District)</b>	p. 10
Will be discussed with staff, students and parents to make a decision on the direction we would like to go.	

2

<b>CONTEXT</b>
----------------

Valleyview Secondary is a supportive learning community focused on equity, inclusion and belonging for all students and staff. Together we are working hard to give students opportunities to develop the attitudes, knowledge and skills necessary for *ALL* students to cross the stage with dignity, purpose and options. Additionally, we are committed to SD73 (Kamloops-Thompson) newly developed Strategic Plan to support learning opportunities and environments which inspire students to thrive, while fostering educated and resilient citizens empowered to contribute to a diverse, inclusive, caring and sustainable society.

Located at the east end of Kamloops, Valleyview Secondary is a comprehensive

high school of approximately 1050 students. Approximately 14% of our learners are of Indigenous ancestry, and typically just under half of our whole population takes part in some kind of extracurricular activities like athletics, drama productions, or clubs like the Gender Sexuality Alliance club, or The Environment Strikes Back. Close to 5% of VSS students are participating in District trades and transition programs and about the same number of students are enrolled in our Hockey Academy.

In the 2023-24 school year, Valleyview Secondary will be home to 40 International students, up from 30. The school will be entering into our second year delivering the District Arts and Technology Academy (DATA), of which 12 of the cohort are VSS students. Our school culture is warm and inclusive with a strong sense of school spirit and student leadership! The addition of the East Wing has been phenomenal in creating more space for students to learn, gather and reconnect as a vibrant and dynamic school community.

Six elementary schools are connected to VSS: Juniper Ridge, RLC, Marion Schilling, Westwold, Dallas and Ralph Bell Elementary. As a family of schools we meet monthly to discuss our school growth. We will explore ways in this upcoming school year to work in meaningful ways with our Indigenous partners. Specifically, we will work to include an Aboriginal School and Family consultant in monthly meetings and see if we are able to include an elder to help guide the T exemnem-kt group.

## Learning Goal

**INTELLECTUAL DEVELOPMENT: All students will continue to grow their skill development in literacy and acquire the knowledge required to meet or exceed expectations on the Literacy 10 assessment. A focus will be placed on improving the results of our Indigenous and diverse learners.**

To develop the ability of students to analyze critically, reason and think independently, and acquire basic literacy skills and bodies of knowledge.

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

academically.

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

**SCHOOL RESULTS ANALYSIS:**

Upon review of graduation assessment data, Valleyview grade 10 Literacy scores are trending below the District average. It is our belief that because many of the skills that are assessed are rooted in literacy. Therefore, if we can make some gains in literacy skills, we will also see improvement in numeracy. This year the school saw a 3% growth rate, trending slightly higher than than the district

In a disaggregated analysis of literacy 10, there are a few things to note. ● When comparing Indigenous and Non-Indigenous students there is a 9% gap for those students achieving proficient or extending skill level.

- When looking at neuro-diverse populations, the gap was eliminated, with the diverse learner population averaging a 15% higher success rate compared to students without neuro-diversity.

**AREAS TO CELEBRATE:**

- In the past 5 years in numeracy 10 scores are showing a consistent growth pattern for Indigenous students, with a 4% increase last year.
- From the last year of Literacy 10 data, we can see an increase of 37% in neuro-diverse students proficiency level

**AREAS TO GROW:**

- First time graduation rates indicate a drop for all sup-populations. The drop is more significant for Indigenous learners with a gap of 4% compared to

non-Indigenous and with a gap of 24% for diverse learners compared to non-diverse learners. In both areas the gap was marginally decreased.

4

**OBJECTIVES:**

- Indigenous and diverse learners will meet or continue to develop skills to be academically successful specific to first time graduation rates compared to non-Indigenous and non-diverse learners
- When compared to non-Indigenous and non-diverse learners, Indigenous and Diverse learners will meet or exceed literacy levels at the same rate.

**SCHOOL STRATEGIES:**

To improve in literacy, we will use the following strategies:

- Staff and Administration led learning sessions at staff meetings (8x)
- School aligned Pro D. The Pro D Department will work with the Student Learning Services Department to plan and implement learning specific to literacy interventions and instructional strategies that we have engaged in this year (vocabulary development, decoding, infographics, word structure and meaning)

To improve classroom practices, we will use the following professional learning strategies:

- Utilize the structure of Departments and Department Leads to have teachers work together to discuss assessment alignment between grades, develop resources that support the new Reporting Order and communication.
- Planned Pro D with Peter Bowers (word study, decoding, questioning strategies)
- Staff inservice at staff meetings and Pro D around utilizing EdPlan Insight so teachers can access and utilize data in regard to the NFRA and instructional planning.
- Teachers with students who have a CBIEP will be provided a briefing booklet at the start of the year with critical information to support the students learning plan and inform communication with parents, service agencies and the Student Learning Services Department.

To improve first time graduation rates we will use the following strategies:

- To address inequities in first time graduation rates for Indigenous students,
  - We will continue to implement English First Peoples 10 for all students at Valleyview.
  - We will continue to include Indigenous students when we gather for Témnem-kt and it will become the structure we use for the Student Advisory Committee.
- The Témnem-kt structure will also be utilized to provide a space and guidance for students to gather and work on individual projects designed at increasing awareness of First People's Principles of learning.
- We will include the Aboriginal School and Family Consultant and continue to include our AEWs in our monthly CASS (tier 3 support) meetings
- AEWs will continue to connect with Indigenous parents to offer enhanced programs and supports for Aboriginal students on an annual basis
- To address inequities in first time graduation rates for Diverse students, we will
  - Development of a *continuum of support* for all students who may need

access to Learning Assistance.

- We have added a 2 Block Alternative support structure to provide a learning space for students who struggle with attendance, anxiety and other challenges that make it difficult to find success in a regular classroom setting.
- We have added 2 blocks of targeted Learning Assistance support to address challenges in literacy, social and peer interactions and general organization to be successful at school.

To improve classroom practices, teaching learning, and student success for all at Valleyview, we will:

- Bring in a TTOC so all teachers can participate in the CBIEP planning meetings to prepare for meeting students' learning and literacy needs.
- Incorporate literacy strategies into a redesigned Careers 8 Class ● Identify students at risk from the FSA and NFRA assessments and structure planned interventions utilizing the mosaic block to minimize impact in other academic classes.
- Co-Plan Pro -D with Department Leads to effectively focus on a consistent theme of Literacy Development and Student Well-Being

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

- Continue to pay close attention to our data. Currently, 99% of our students transitioned from grade 10 to 11, 100% of our Indigenous and Diverse learners transition as well as. Respectively, our grade 11 to 12 transitions are 98% all students, 97% Indigenous and 100% diverse learners. Another upward trend is our graduation rates which look like 89% all students, 85% Indigenous and 65% diverse. These rates are 6%, 9% and 2% higher than the district average.
  - We have identified a lead teacher for the block of time we receive to support our Aboriginal learners. The focus will be on academic intervention structures. This teacher will work closely with our AEWs and LART team to identify students who would benefit from additional support. Students will be tracked and subject areas monitored to identify further areas that may require restructuring or additional resources.

- We have completed an audit of students who received learning assistance

blocks of time this year and those who received alternate program delivery to better understand the needs of these learners and whether our current approach is meeting their needs. This has resulted in...

- Removal of segregated junior math support blocks
- An increase in CASS time (Counseling, Admin, and Student Support)
- A restructure of the LART portfolios.
- A restructure of Counseling, Admin Student Support meetings.
- A restructure of Departments and Coordinator Leads.
- Additional Alternative Blocks and LAC supports.
- A restructure of Career 8 and 9.
- Impending restructure of T xemnem-kt to increase accessibility of the group to a broader range of students.
- Renewed and targeted focus in our Pro D committee
- Implement the new reporting order and continue professional development in regards to assessment, reporting, resource development and celebrating student learning

## **Next Steps**

The school learning plan will be reviewed on a regular basis in the following ways:

- Exit Interviews with Grade 12 students representing Indigenous, Diverse and mainstream learners.
- Discussion and review with T xemnem-kt Advisory Committee.
- Discussion and review with the Parent Advisory Committee.
- Discussion and review with all staff Department Leads, Pro D Committee).
- Discussion and review with Family of Schools colleagues.
- Ongoing Review and alignment with District Strategic Plan

To be reviewed and filled in during the 2023-2024 school year:



## Wellbeing Goal

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

**School Leaders:** All students will meet or exceed District averages in the “School Belonging” category from the School Learning Survey.

### HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts, an understanding of cultural heritage; to develop an understanding of the importance of physical health, well-being and connection; 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 Goal:** Students will feel welcome, safe, and connected to their school, and have caring adults that are available to support them

**SCHOOL RESULTS ANALYSIS:** When looking at four data sets related to human and social development, the sense that students have of belonging to their school, shows the most disparity when compared to district averages for Indigenous and diverse learners.

**AREAS TO CELEBRATE:** When reviewing sense of school belonging data, trends continue to show positive growth up, but are still below district averages. Growth in our Indigenous and diverse students show positive growth within the school.

**AREAS TO GROW:** Both Indigenous and diverse student subpopulations are below district averages as well as “all student” averages. Our school team looks for

opportunities to create safe and caring spaces for students to interact with others with similar interests. Our school hosts many clubs and activities for students which are well subscribed too. The additional space of the expansion has also created more areas for

students to spread out too and find safe niches.

### **SCHOOL STRATEGIES:**

- September ProD will be focused on the New Reporting Order, Assessment and Competency Based IEPs, and SLP data review.
- Continuing to support the school-wide coffee cart program with the District Life Skills program.
- Continue to run the Student Advisory Group - now to be restructured as the T'exemnem-kt Advisory Committee (Any students who want to work with the principal are welcome to attend).
- Our AEWs will be hosting a meet and greet with our Indigenous students. We are looking at doing this for each grade as a check in, and then may explore if this is something we can structure as a monthly support to gather data about strengths, challenges and areas for growth. This is also a structure that our LART teachers will be exploring with our Divesre learners.
- We are working with our District Resource Room teacher and students to have them put food hampers together for families in need. We will work with our AEW and counseling departments to identify students and families. A grant has been submitted to Feeding Futures to launch this pilot.
- Our counseling department and AEW have partnered to work with the YMCA Mind Medicine Program. This program supports students of Indigenous ancestry regarding, healthy choices and relationships, substance awareness, and access to counseling services.
- Our school is partnering with the BGC club and has secured a Food Fridge, which will be stocked by the BGC club on Mondays, located in our AEW offices and accessible to all students. We will track student use and demographics in order to gather data to identify students and families who may benefit from further school and community assistance. The intent is to increase the number of students familiar with our AEWs, identify students in need and support a sense of belonging.
  
- Work with Department Leads and staff to identify Professional Learning Resources of interest and support of our SLP.
- Promote broader involvement for Indigenous students in T'exemnem-kt as well as meeting more frequently.
- Will continue to offer and identify groups and activities for diverse and Indigenous students.
- We will track field trips as related to Indigenous connections.
- We will discuss goals at Pro-D meetings in relation to supporting our SLP ● I will consult with staff, PAC and student groups to solicit their voice and ideas to guide our schools priorities.

- Curricular Resources:
    - Ron Berger: “We Are Crew: A Teamwork Approach to School Culture” for instructional leaders
  - Extra-curricular:
    - \$14,000 - Allocated 1 block to intramurals
    - \$14,000 - Allocated 1 block for inclusive school spirit activities
    - \$1000 - Allocated for resources/activities Gender & Sexuality Alliance
    - \$1000 - Allocated for VIP (Valleyview Inclusive People)
    - \$1500 - Community Link application for Boys Club Network
    - \$3000 - school wide snack program
    - \$2000 - Extra-curricular Jazz Band program
    - \$500 - Environment Strikes Back
    - \$5000 - School wide Leadership activities
- Human Resources: ○  
Classroom support:

- \$200-400 per teacher for the cost of the bus for one field trip to support connections to the community

9

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

- Continue to pay close attention to our data. Currently, 99% of our students transitioned from grade 10 to 11 as well as 11 to 12. Even our subpopulations are transitioning at the same rate. This data will be reviewed in the fall, 2023.
- Our sub populations of Indigenous and diverse learners are slightly lower than “all students” at Valleyview with regards to first time graduation rates. ○ Last year’s first time graduation rates for “all students” was higher than this year. 2019-2020 sub populations were both at 100%.
  - We have completed an audit of students who received learning assistance blocks of time this year and those who received alternate program delivery to better understand the needs of these learners and whether our current approach is meeting their needs. This has resulted in...
  - Removal of segregated junior math support blocks
  - An increase in CASS time (Counseling, Admin, and Student Support)
  - A restructure of the LART portfolios.

- A restructure of Counseling, Admin Student Support meetings.
- A restructure of Departments and Coordinator Leads.
- Additional Alternative Blocks and LAC supports.
- A restructure of Career 8 and 9.
- Impending restructure of T  xemnem-kt to increase accessibility of the group to a broader range of students.
- Renewed and targeted focus in our Pro D committee
- Implement the new reporting order and continue professional development in regards to assessment, reporting, resource development and celebrating student learning

### **Evidence and Next Steps**

We utilized a Pro D in November to plan a World Cafe session which focused on three guiding questions created by our Pro D committee. They focused on the school environment, student success and engagement and staff development and wellbeing. This work was carried on at staff meetings and another Pro D session in May with a Brene Brown facilitator working with staff on Trust & Collaboration. This has resulted in a restructuring of Departments, with an increase from 7 to 13 teachers now being

10

involved in leadership roles regarding student success, Pro-D planning, targeted resources, and school culture.

Administration also supported several field trips (10) to local indigenous geographical sites and wellbeing events. Multiple classes have participated in the Blanketing exercise , as well as hosting in class guests speaking on a range of topics from wellbeing, law, media careers, mental health and wellbeing. Throughout the year the Parent Advisory Committee has supported a range of clubs from Gender Sexual Alliance, chess, Dungeons & Dragons, music, art metal, and our MakerSpace Fix-it-Friday Club. Support has also been provided to purchase and organize food hampers for families in need as summer approaches.

## **CULTURAL & IDENTITY GOAL**

**There are many crossovers between this focus and well being. We will wait until September to decide if we would like to identify a more specific cultural and identity goal.**

### **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:**

**Evidence and Next Steps**