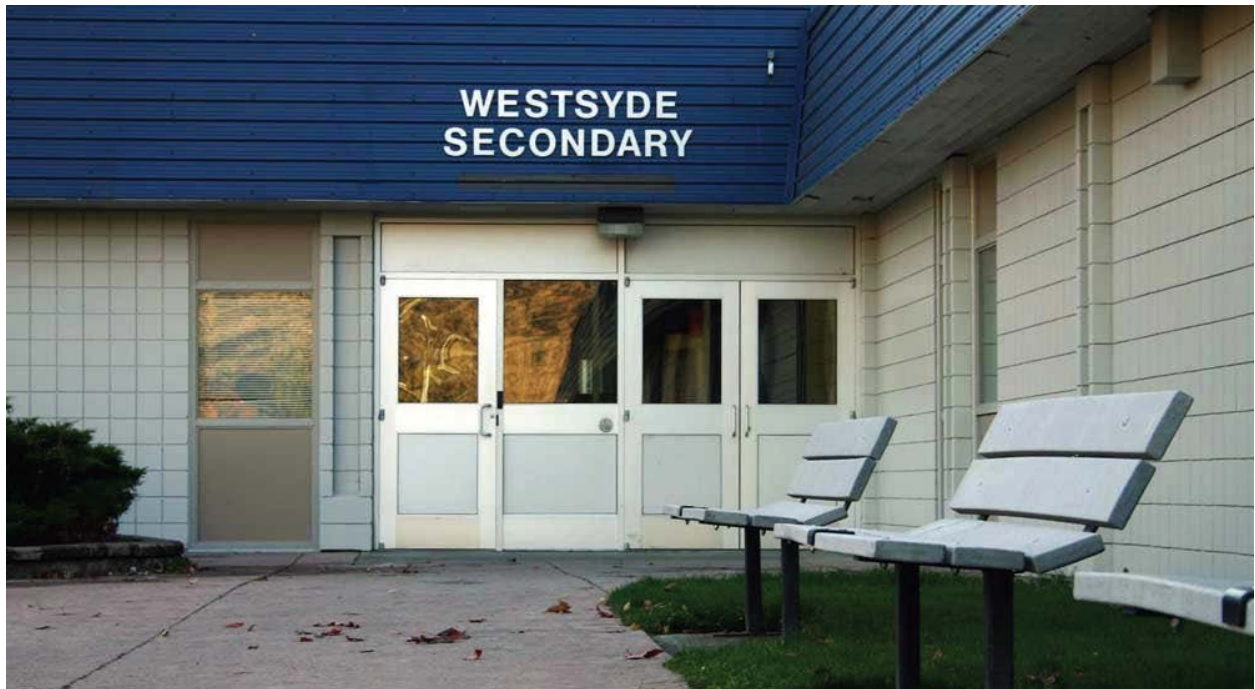


Revised September 21st, 2023



Westsyde 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 the Whispering Pines/Clinton Indian Band through
our Local Education Agreement [LEA](#) and the Aboriginal Education
Enhancement Agreement [AEEA](#).

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CONTEXT

WESTSYDE Secondary School was established in 1973, residing on the traditional territory of the Secwepemc People. It now serves inter-generational students with many of their parents having attended this school. We have approximately 756 students, 115 of whom identify as having an Aboriginal heritage. We also have 39 International Students.

There are 50 teaching staff , 8 CEAs, 5 custodians, three clerical, two counsellors and three administrators. Our core values of Westsyde Secondary are based around our vision statement; Inclusive Community, Lifelong Learners, Committed to Westsyde, identified through a whole school community consultation process. Students are provided with a safe, supportive learning environment with an engaging curriculum which empowers students to be successful citizens.

We have a proud history of achievement in many fields including academics, athletics, the arts, and business. This is best exemplified by our WALL OF FAME featuring past students and former faculty members.

For several years we have been working in a few areas like our relationship with our elementary feeder schools which include; Westsyde Elementary, David Thompson Elementary, Arthur Stevenson Elementary, Westmount Elementary and Pinantan Elementary. Our hope is to develop a stronger K-12 philosophy of education, as well as developing our collective understanding of how technology can transform teaching and learning.

Our school is a true community school. We are unique in the fact that we are an urban high school but with distinct geographical isolation which leads to a strong sense of community. We are proud of our Westsyde pride and have anchored this pride to our school motto, 'Pride in ourselves, Pride in Others, Pride in this Place'.

Learning Goal

INTELLECTUAL DEVELOPMENT

To increase literacy in all subject areas through a focused effort on reading, comprehension and vocabulary.

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:

Upon review of our Graduation Assessment - Literacy 10 and our subject specific English courses, it has become apparent that this needs to be an area of focus for Westsyde Secondary. As the [data appendix](#) clearly shows, we are below Provincial and District averages from 6% to 13%.

Further disaggregating the data, there are some things to note:

- When comparing Indigenous and Non-Indigenous students there is a 11% gap for those students achieving proficient or extending literacy expectations.
- The gap is even wider for our diverse population.
- Looking at our subject specific English courses the gap narrows slightly but still remains a concern when comparing both Westsyde Secondary to District averages and Indigenous vs. Non-Indigenous learners.

SCHOOL GOAL:

To increase literacy in all subject areas through a focused effort on reading, comprehension, and vocabulary.

AREAS TO CELEBRATE:

- In the past 4 years Numeracy 10 scores are showing either a small gap between Indigenous vs. Non-indigenous learners or in some cases, just the opposite with higher scores - specifically, 2019/2020.
- In the English subject specific courses, Westsyde Secondary students have been closing the gap in the grade 10 and 11 years.
- In the English subject specific courses, Westsyde Secondary Indigenous students have a higher success rate in Grade 11 than non-indigenous learners.

AREAS TO GROW:

To close the gap for first time graduation of Indigenous and Diverse students. The gap is 5% for Indigenous learners and 20% for diverse learners.

OBJECTIVES:

Indigenous and diverse learners will meet or exceed literacy expectations compared to non-Indigenous and non-diverse learners.

Indigenous and diverse learners will meet or exceed first time graduation rates compared to non-Indigenous and non-diverse learners.

SCHOOL STRATEGIES:

To improve in literacy across subject areas, we will use the following classroom strategies:

- Focus Connections time on literacy skills
- Literacy block - 25 minutes per day
- Use Vocabulary.com to increase skills
- Target certain skills in each grade (vocabulary, reading, comprehension)
- Incorporate more word problems in science and math courses.
- Use proficiency-based and formative assessments to improve literacy interventions.
- Administer NFRA assessments in the fall and spring to compare student growth.

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

- Our PD committee will focus their efforts on developing literacy across all subjects
- Focus on UDL and CB IEP training
- Instructional leaders will often work with departments to support literacy in their specific subject area.
- Key data will be collected and analyzed at the end of each semester.

To improve in grade-to-grade transitions, we will use the following strategies:

- Give staff time to review the data each year and develop strategies to support and encourage student success.
- Use our CORE and Aboriginal CORE meeting to review Aboriginal and diverse learner success rates.
- Meet more often with our feeder schools to map out a plan for at risk learners to improve success from grade to grade.

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

Our graduation rates continue to be consistently higher when compared to District averages and also when comparing our Indigenous and Diverse learners to District averages. However, to continue to close the achievement gap we use the following strategies:

At the October staff meeting we will review the first time graduation rates.

To improve our Indigenous learner rates we will:

- Implement English First Peoples 12 and English First Peoples 10 for all Westsyde Secondary students next year.
- We will look to involve the Whispering Pines/Clinton Band in our learning journey.
- Incorporate more Indigenous learning in our Connections block and our staff meetings.
- Aboriginal Education Core meeting.

To improve learning at Westsyde Secondary we will look at the following areas:

Curricular:

English First Peoples 10 and 12 resources
Professional Development focusing on Indigenous education
Purchase licenses for Vocabulary.com
Purchase Scholastic Magazines

Human Resources

Instructional leaders will play a key role in moving our literacy across all subject areas forward.

Evidence and Next Steps:

The School Learning Plan will be reviewed each quarter in the following ways:

- The Principal Advisory Group (PAG - Principal and students) meets quarterly and will review the plan on an ongoing basis.
- Parent Advisory Council (PAC) Each quarter we will report out on our goals and strategies to improve learning.
- Instructional Leaders meet monthly and will continue to work through the School Learning plan. This will include fine tuning our goals while potentially developing a Cultural Identity goal. We will also look at developing and implementing various strategies to support our goals and thus, improve student success.

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.

When looking at the four [data sets](#) related to human and social development, it is apparent that our school shows a disparity compared to the district average in all four areas. In addition, there is a disparity with our Indigenous and Diverse learners compared to non-indigenous and non-diverse learners.

SCHOOL GOAL:

Increase a sense of community and belonging by demonstrating empathy for others.

AREAS TO CELEBRATE:

- When reviewing, 'At your school, how many adults do you feel care about you?' shows a 6% positive gap compared to the rest of the school district.
- Many different clubs allow for a lot of choice for our students.
- Many safe spaces throughout the school for students to gather.

- Became a Unesco Candidate school on a trial basis.

AREAS TO GROW:

Both Indigenous and diverse student learner subpopulations are below school averages for all four [data sets](#) related to human and social development.

SCHOOL STRATEGIES:

- An upcoming ProD will focus on Universal design for learning and Competency Based IEP's.
- We will continue to talk with PAC and student groups on how we can increase a sense of community.
- Celebrating WSS 50th Anniversary in various ways.
- UNESCO - using school-wide themes to prompt inquiry, exploration, and dialogue encouraging learners to reimagine the world through a lens of empathy.

Evidence and Next Steps

We will make inclusive leadership a priority to increase a sense of community and belonging. This will be done by engaging with student groups, putting Instructional leaders in a position to succeed, working closely with staff, PAC and other community groups.

UNESCO will be a big part of our next year plans. The staff is already focusing on the 17 Sustainable Development Goals and drafting plans to involve our school community.

We will continue to promote and celebrate our House Team activities.

CULTURAL & IDENTITY GOAL

We will continue to look at this specific area to determine if we would like to identify a 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

As part of our ongoing work to recognize and celebrate diversity here at Westsyde Secondary we have taken the proactive step to develop an anti-racism action plan. The goal of the plan is to create a culture of inclusion and belonging. This might be a good starting point for creating a cultural and identity goal.