

Revised Sep 12, 2024



NorKam Senior Secondary School Annual School Learning Plan 2024-2025



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 Secondary wrapped up its final year as a senior secondary school for June 2024. NorKam, School District #73's most comprehensive grade 10-12 high school will be a full 8-12 secondary school come September. Within the district we will continue to offer the greatest range of programs and courses. For senior students striving to challenge the rigor of a University prep program, we offer the Interior of British Columbia's only International Baccalaureate Diploma program. Starting in September, grade 8 students will be able to join the IB Middle Years Program and work with a cohort to dive deep into Inquiry. 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. Currently, 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. Starting in September, with the reconfiguration of the North Shore, NorKam will have the opportunity to partner with catchment area Elementary 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 and as such, 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's ABLE (Aboriginal Blended Learning) program provides the opportunity for Indigenous students to learn their academics blended with culture and a strong focus on First Peoples Principles of Learning.

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.

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 8%. Our indigenous students have shown incredible improvement and have improved by 13% from last year and are above the district average. Our diverse learners have also shown improvement, but continue to be lagging behind district averages indicating that this is an ongoing challenge and area to improve.

Norkam's literacy story requires an increased focus. Our literacy assessment scores at the grade 10 level last year were 13.91% below district average, but the gap was improved by 6% for that cohort in the grade 12 literacy assessment this year. Current grade 10 showed a 7% achievement level below district average, which is less of a gap from the previous year. 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:

- Last 2 years there has been steady improvement demonstrated across all learners.
- The literacy gap between NKSS indigenous and non-indigenous students is closing; currently a 6% difference.
- Numeracy data continues to be comparable to district, or above district average
- Indigenous students had a 13% improvement in Numeracy scores over the previous year and scored ahead of district and provincial benchmarks.
- 95% of IB cohort students completed the IB exams and diploma program.
- The IB Middle Years Program has been implemented with teachers receiving professional development. The first grade 8 cohort begins in September.

AREAS TO GROW:

- Continued gap regarding intellectual development success regarding our Aboriginal and Diverse learners compared to Non-Aboriginal and Non-Diverse students.
- 42% of students still below proficient in the Literacy Assessment and improvement over 51% the previous year.

OBJECTIVES:

- To improve students' intellectual engagement.
- To reduce the equity gap in achievement.

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will:

- Continue with a structured 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 supporting diverse learners and beyond as well as 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 academic intervention support in core classes

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.
- Implement foundation skills blocks for incoming grade 8 students that require additional time in areas of literacy and numeracy.

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 Feed the Future funds.
- 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 intellectual development data:
 - Learning community of NKSS is not seeing the value of the Literacy assessment. Ongoing work on building an academic mindset of all students.

- Introducing district assessments in literacy and numeracy (Non Fiction Reading Assessment and the District Numeracy Assessment) for grade 8s and 9s. This allows for a parallel exposure to the graduation level assessments and provides an opportunity for formative assessment in those areas for departments.
 - Students require focused literacy instruction in classes to improve results
 - Posters created and displayed in department classrooms to demonstrate key terms and concepts across all departments.
- 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:

A drop in connection and relationship between students and Norkam Senior Secondary school prompted a 2022-23 focus on the goal to improve 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.

As a result of this effort, students indicated in the school learning survey that they have high levels of feeling that they belong to our school community and that they are supported here. Students indicated that they feel that adults care about their futures and they can go to them for support. As well, many students indicated that NorKam and the adults in the building were able to support them more than the support they receive in their home environment. This speaks to the vulnerable nature of the NorKam community catchment as a whole.

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
- Development of a Leadership class
- SLS: Feeling Welcome
 - Gr. 10 60%; 2% over district values
 - Gr. 12 increase from 62% to 71%
- SLS: Adults care
 - Gr. 10 an increase of 1% to 56%
 - Gr. 12 an 11% increase; a 20% increase for Indigenous learners (now at 70%)
- Increases in participation in athletic programs, including Volleyball, Basketball, Rugby, Ultimate Frisbee and Wrestling
- 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:

- NKSS students are still behind in areas of feeling welcome and cared for compared to district averages. Although we are closing the gap, it still exists and is an area for us to continue to focus on.

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 “Giving Students a Say” by Myron Dueck, 2021. This will lead to conversations and collaboration during PLC department meetings regarding assessment practices and supporting student empowerment in learning.
- Proficiency reporting and assessment professional development for staff throughout the year as we welcome grade 8 & 9 students to NKSS
- Professional development regarding assessment practices. How proficiency reporting and the use of rubrics help support student engagement and learning.

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.