



Barriere Secondary School

School Learning Plan - JUNE 2021



Vision

Empower students with the knowledge and skills necessary to excel in the pursuit of their passions.

Mission

We provide students with innovative and connected opportunities to maximize engagement, success, and options for the future.

Our school context

Barriere Secondary School is a public high school located in Barriere, British Columbia in School District No. 73 Kamloops-Thompson, on the traditional territory of the Simpcw First Nation. We serve 202 students in grades 7 through 12. Barriere Secondary is a close-knit, rural school that provides students with an opportunity to learn in a safe and friendly environment. Within this environment, there is a strong sense of community where students, teachers, and the surrounding community work together for the benefit of students.

Twenty five percent of our student population is Indigenous. Eighteen students travel by bus to Barriere Secondary from Simpcw, located fifteen kilometers north of Barriere Secondary. Simpcw First Nation places a high value on education and we are grateful for their continuing support of their students in our school.

Improving outcomes for students is at the fore of every decision that is made. This is the primary reason we have been a participant school in the NOIE's Indigenous Transitions Study for the past two years. Using the Spiral of Inquiry framework, we are working to target actions that will make the biggest impact for learners. We continue to strive to provide depth and breadth in all of our course offerings by first providing opportunities for student voice and choice. Learning opportunities are through face to face instruction, via video-conferencing that we share with our other rural partner schools, and through blended learning in some of our senior math and science courses. We also have a number of students who take advantage of district programs and we work hard to manipulate their schedules to allow for these unique learning opportunities. Our FLEX program this year has been morphed into an "in house program" to support some of our most vulnerable students to achieve high school graduation. Finally, we are proud of our grade 7 program, providing more choice for students and specialized teachers for curricular areas including languages and Physical and Health Education.

With significant staff turnover on a yearly basis and, for the most part, an inexperienced teaching staff, we are a community of learners in every sense of the word. Except for one, our teaching staff commutes from Kamloops. The potential disconnect from Barriere Secondary is absent however, as the staff develops strong connections with each other through carpool and collaboration, and feels a genuine sense of belonging to the community. We continue to explore how best to communicate this connection with community to our students and families as there seems to be an inkling of disconnect, perhaps as a direct result COVID health protocols and the elimination of almost all community and school based events this past school year. Regardless of the challenges, it is clear, when you come into our building, that relationships matter.

School Goal

Our goal is to **increase student engagement** in learning.

This goal drills down to a focus on increasing resiliency in our school community.

We have four pillars to hold up:

1. a **resilient staff** means that we will have a **more resilient student body**
2. **assessment** for, as and of learning
3. building a culture of **high expectations**
4. **failure** as a **bruise, not a tatoo**

Building a more **resilient** school community.

Resilient staff
leads to
resilient
students.

Failure as a
bruise, not a
tattoo.

Building a
culture of high
expectations.

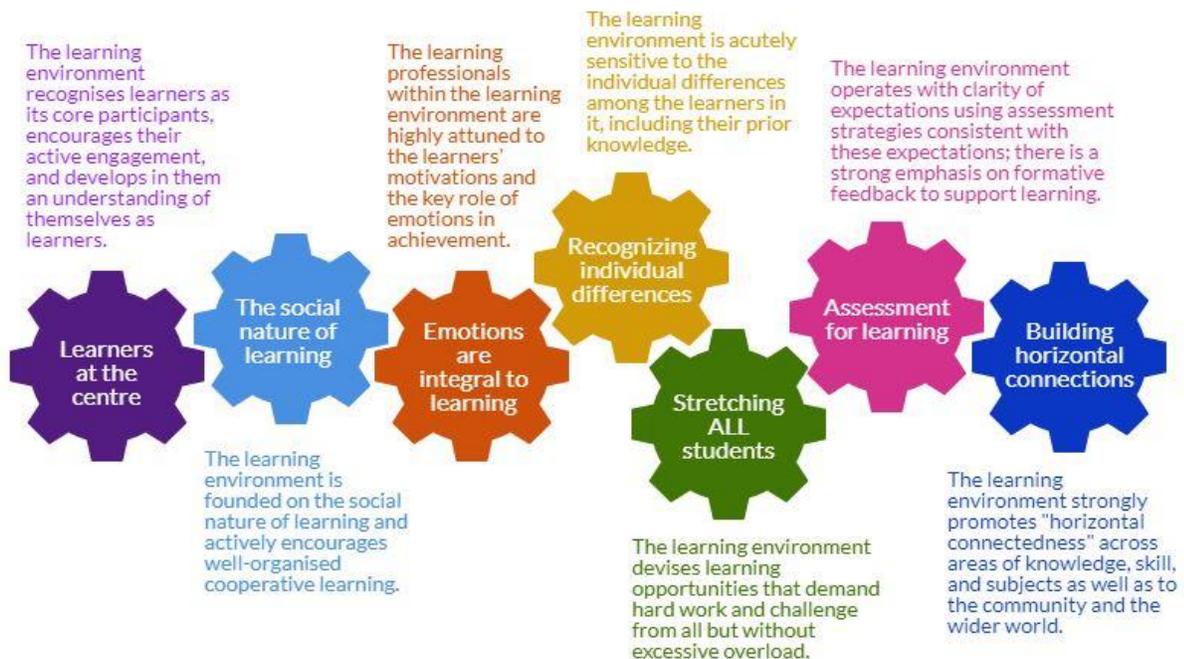
Assessment
for, as, and of
learning.

Guiding Documents

The Spiral of Inquiry

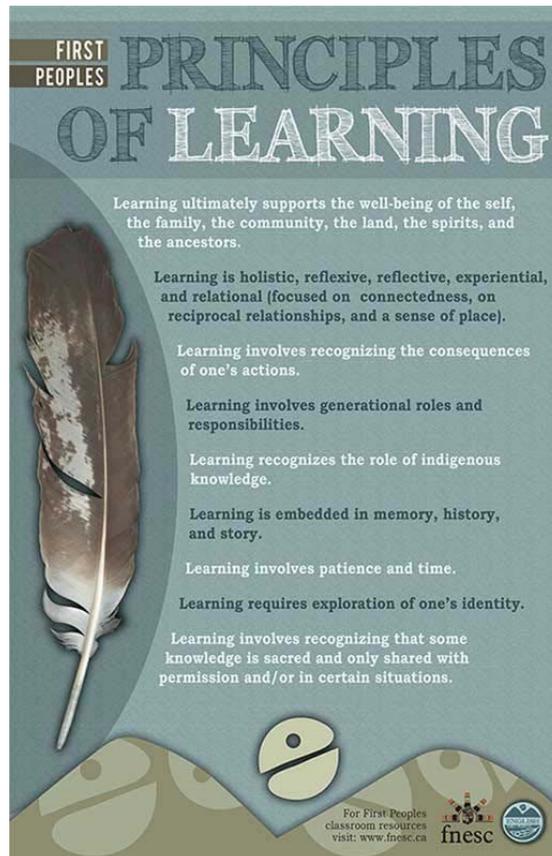


Seven Principles of Learning (OECD)



OECD *The Nature of Learning: Using Research to Inspire Practice*

The First Peoples Principles of Learning



This strategic narrowing of a focus from something huge and arguably impossible to measure - resilience - to smaller inquiry cycles that can be embedded within the larger inquiry of “how do we create more resilient youth in our Barriere Secondary catchment area?” will allow us to learn, act and check in a timely manner.

Our intent is to be curious about learners and learning, and to be capable of making micro-actions toward sustainable shifts in practice. All the while, we must also recognize that we are moving forward into what is currently an unknown environment of post-pandemic learning.

Finally, we must keep at the fore that we are a small, often inexperienced, and often transient staff. We can use all of these things to our advantage as we move into the 20-21 school year. **Regardless of how we evolve as a school community of learners, our foundational documents will be the [Principles of Learning](#), [The First Peoples Principles of Learning](#) and the [Spiral of Inquiry](#).**

Learning Partner Engagement Process

Stakeholders

Barriere Secondary School stakeholders were identified during the 2015-2016 Stakeholder Engagement process when they were surveyed regarding their “Vision of Learner” at the outset of the current School Learning Plan cycle. Employee stakeholders include Teachers, Support staff, Board of Education Trustees and District Administration. Other stakeholders include our students, their parents/guardians, members of the community of Barriere, and the neighbouring Simpcw First Nation. Ongoing strategies for engaging our stakeholders can be found in the table below.

Stakeholder	Strategies of Engagement
Students	<ul style="list-style-type: none"> - DEWRS Survey - Inquiry (Spiral of Inquiry - scanning) - Student engagement interviews (2018, 2019, 2020) - Student Learning Survey - involvement in presentations to the Board as well as Indigenous Transitions Study and 2020-21 Curiosity Cab 2.0
Teachers	<ul style="list-style-type: none"> - Spirals of Inquiry: ITS, Wicked Problem, engagement - Collaborative analysis of our findings from the scan - staff meeting resiliency check ins and learning - focused professional learning - targeted focus on reports on achievement - classroom observations & discussion
Support staff	<ul style="list-style-type: none"> - Inquiry (Spiral of Inquiry framework) survey - weekly CEA meeting check-ins - invitation to join school based professional learning - book study - tracking sheets for caseload students
Parents/ guardians	<ul style="list-style-type: none"> - Google Form community survey (Spring 2019) - PAC meetings & check-ins - grad parent committee engagement - Invitations to school events including Presentations of Learning
Community members	<ul style="list-style-type: none"> - Google Form community survey (Spring 2019) - Invitations to school events including Presentations of Learning

Simpcw First Nation	<ul style="list-style-type: none"> - Partner to Indigenize our space - Territory acknowledgements - Aboriginal School Leader collaboration - Aboriginal Education worker liaison with Simpcw representatives - Simpcw has hosted us for whole staff pro-d days - Community consultations (parent evening) - Invitations to school events including Presentations of Learning - engagement with Knowledge Keeper
Board of Education Trustees	<ul style="list-style-type: none"> - Ongoing communication re: school and district events, initiatives - Invitations to school events including Presentations of Learning - presentation to the Board (Spring 2021) highlighting innovation in teaching and learning
SBO Staff	<ul style="list-style-type: none"> - Invitations to school events including Presentations of Learning - SLP planning, feedback and discussion

Ongoing Engagement

During the initial Stakeholder Engagement Process (2015-2016 school year) stakeholders participated in collaborative work to identify the attributes they valued most in our learners (Vision of a Learner). Since that time, we continue to solicit feedback from parents through our Parent Advisory Council (PAC). During the 2020/21 school year, school goal progress was shared with stakeholders (and feedback/dialogue welcomed) at PAC meetings as well as through information items on the school website and social media feeds. Staff have made our pillars the primary focus of the vast majority of our school based professional learning days. This year the key focus was to move our school community (educators, students and families) from a culture of “grades” to a culture of learning. We did this through communications like the website, newsletters and PAC meetings that can be accessed by community members. With students, we emphasized learning over judgement by grade. We moved to a focus on feedback on Interim reports, providing a letter grade only upon completion of the course (grades 8 - 12).

Data Sources have included the following:

- DEWRS Survey
- FSA results
- NFRA results
- Provincial Exam results (to the end point in 2019)
- Numeracy and Literacy Graduation Assessment data and results
- Attributes of a Learner data from all stakeholders (2015-2016)
- MyEdBC Conduct Data
- MyEdBC Attendance Data
- GRIT participation (presentations of learning)
- Achievement/Effort Data (KATE)
- Spiral of Inquiry data (2018-2021) from school community (students and staff)

Goal: To increase student engagement in learning

Subdivided into:

a: Resilience

b: Assessment

Related District Strategic Plan Goals

- Priority 1 Ensure every student acquires strong foundational skills and core competencies.
- Priority 2 Connect students to their passions and interests.
- Priority 4 Foster inclusive, adaptable, and accountable culture.
- Priority 5 Strengthen partnerships to enrich how we learn, lead, and work.

Goal Rationale

We know that students who are engaged in their learning attend school, participate in classes, and learn more. Broadly, this results in higher achievement and greater life chances.

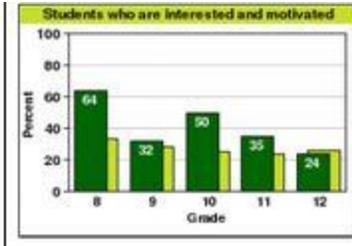
Our students report that they are not motivated. Although broadly within Canadian norms, as reported by the DEWRS survey data, it is reasonable to take purposeful action to improve student motivation and engagement when less than 50% of students in grades 8 through 12 report that they are interested and motivated in their learning. Furthermore, in our scan of students using the Spiral of Inquiry, it became clear that students self assessed their motivation as low in the interviews they took part in with teachers. Upon our return to site-based learning in fall 2020, the DEWRS survey results show a large decline in motivation. Research indicates that social emotional regulation increases resilience and that transparency in assessment with a focus on learning will increase engagement.

We know that students who are intellectually engaged and find learning interesting, enjoyable, and relevant are more likely to excel socially and academically at school. Although we have tried to maintain GRIT as an independent project for students to invest time to explore areas of interest, it has been challenging with the adapted time table, the absence of flexibility and the removal of collaboration time in our school.

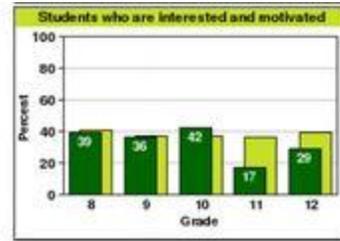
Supporting Data

The DEWRS survey provides information that informs our actions.

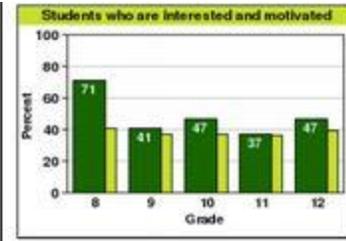
October 2018



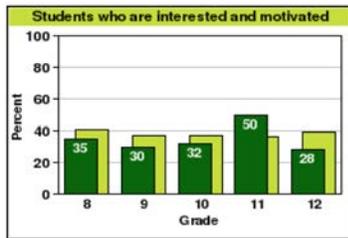
April 2019



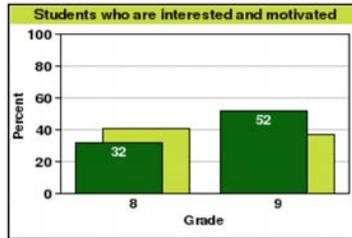
October 2019



October 2020



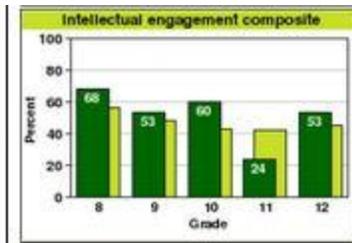
April 2021



“Students who are interested and motivated”

Anecdotal evidence from the NOIE Indigenous Transitions Study February 2020 video also provides evidence of lack of motivation. You can find this evidence by following this [link](#) and looking at the 1:42 mark.

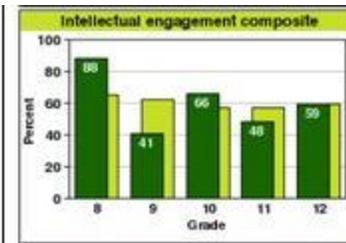
October 2018



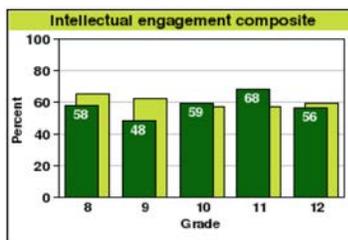
April 2019



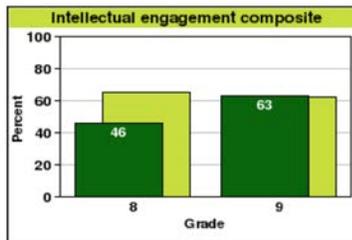
October 2019



October 2020



April 2021



“Intellectual engagement composite”

Anecdotal evidence suggesting that we need to focus on engagement through assessment and communication of learning can be heard from our student, Maddison, in her reflection on her shift in thinking about school for the grade to classes for the learning. Listen [here](#) at the 1:02 mark.

Specific Actions toward goal achievement

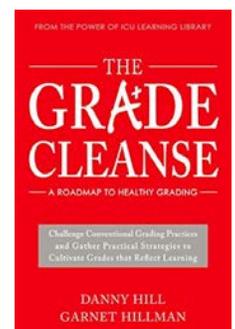
1. GRIT

GRIT means “[Growth Resiliency Inquiry Time](#)”. Staff has worked hard to maintain and grow GRIT since the first set of Presentations of Learning in Spring 2018. During the Spring 2020, we worked hard to engage our learners in continuing with their GRIT projects during remote learning. This was an obvious opportunity to observe the possibilities for some students. Participation was not high, but those who did present, shone. This year, because of protocols and restrictions in flexibility in timetable (removal of collaboration time), GRIT became, for the most part, an extra curricular activity that was only very loosely supported by staff. We are committed to GRIT, but know that we will need to provide greater support to educators, and consider a gradual release model of building individual capacity in GRIT for students. Presentations took place in a short set up and gallery walk format for each of the cohorts. Although we expected participation by all students, we were pragmatic. Two classes participated as a result of the teacher based structures that were put in place; otherwise, very few students articulated value or participated in GRIT. We are aware of the challenges this year’s configuration and engagement presented. In sum, we are evolving, but not giving up.

2. Assessment for, as and of learning

Late last Spring, as we grappled with what we were assessing and why we were assessing, it became clear that our assessment practices were not aligned and that, collectively, we did not have a common vision of what purpose and role assessment played in our interactions with students. Therefore, a key focus on our professional learning plan targeted our own learning in this area. We hired an outside expert, Ken O’Connor to be a facilitator, critical friend and guide on the side.

We used [The Grade Cleanse](#) as our anchor text, and we built a proficiency scale unique to our school as well as a GRIT Work Habit rubric that connected directly to our school values (growth mindset, resilience, integrity, and time management). You can read more about the purposeful work that was done in this area by accessing the article titled “[Shifting Practices in Assessment: Our Story](#)” written by teacher Kristy Dolha, and published in the CAfLN newsletter this spring.



3. Shift from grades to learning

In our attempts to link school experiences to student resilience, student preoccupation with letter grades and percentages became apparent. Students were being distracted from their learning by focusing solely on the reported outcome. Identifying this connection prompted many teachers to look inward and really start pulling apart assessment practices particularly around collaborative learning. The concept of [collaborative fair assessment](#) was explored at length in the 2019/2020 school year.

In the fall of 2020 the debate about the assessment of collaborative learning continued and teachers reached out to get some advice from consultant Ken O'Connor. Teachers learned about the role that the assessment of collaborative learning has in formative assessment, and many shifted practice away from using collaborative learning as summative assessments. Furthermore, emphasis was shifted to developing learning targets in student friendly language and making those targets central to teachers day to day practice. A number of teachers collaborated on this idea and shared their experiments in their classrooms. For more detail on teachers' assessment journey, watch this [video](#).

You can read more about the work that was done late in the 2019/2020 school year by accessing the article titled "[Going Gradeless](#)" written by teacher Thomas Lowe, and published in the CAFLN newsletter this spring. that helped to inform some of the choices teachers made in this school year to affect how colleagues, students and families considered assessment and reporting.

4. Focus on Social Emotional Learning (addressing our Wicked Problem)

In response to an influx of concerns raised about our grade 8 students, we decided to build on our resiliency work from last year by focusing on a specific cohort of students. In taking strategic focus, we hoped to uncover specific strategies to address deficiencies or challenges.

To guide our inquiry, we analyzed a number of different data sets including office referrals and the DEWRS survey. From this we developed a hunch that there were specific needs within the grade 8 cohort that we were not doing a good enough job addressing or meeting. We circled back to the scanning process to interview the grade 8 students, and from here we narrowed our focus to 3 key areas:

1. Social Emotional Learning Needs - consistent gaps in understanding around social skills and empathy were apparent.

2. Movement - there was a definite need for physical activity as well as more purposeful movement during learning activities.
3. Purpose - students were unable to identify the purpose behind their learning activities and as such found school to be irrelevant.

Before diving into the work of addressing the concerns, we took the time to do some learning on our own. Key staff members took it upon themselves to dive into the research and the resources as a way to ensure, collectively, we had the skill set, and were making our best efforts to guide our actions with purpose. Below you will find a summary of some of the things we did on purpose to address uncovered truths in our scan, focus and hunch.

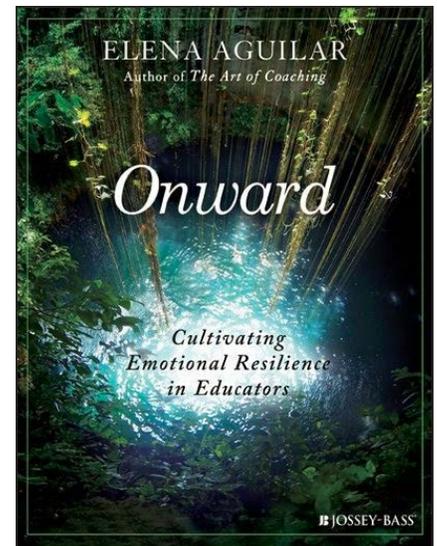
Social Emotional Learning

Our first purposeful action item to do with developing SEL was to establish a boys' and girls' group. An opportunity arose when we received a grant and a found a community member who was able to implement a girls' group at our school. One of our teachers was able to take on the boys' group, and we implemented 6 weekly sessions.



Further to this we drew from the resource Creating a Culture of Kindness and Dr. Jody Carrington's work to imbed into our day to day classroom activities. Our LDP candidate connected with the grade 8 teachers and team taught mini lessons around kindness and emotional regulation in order to build shared language and a consistent message.

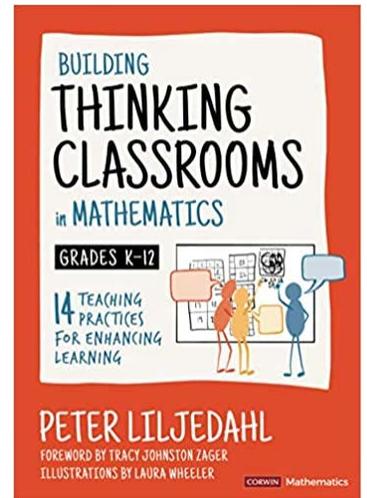
Connected to social emotional learning is the idea that in order to build resilience in our students, we need to have resilience in our staff. This year we have noticed a number of our teachers experiencing symptoms of burnout. In order to address this we are making use of the workbook, Onward: Cultivating Emotional Resilience in Educators by Elena Aguilar. We are engaging in purposeful conversations with staff each week where we do a "temperature check" and try to gauge where people are at in their personal life and work life, and what they need. Based on these conversations, we choose a number of activities that we can roll out at the staff meetings and that teachers can then take back to their classroom and use with their students.



Movement

Kids need to move, and if they are not having enough movement in their day, they are not ready to learn. As a result of this, our staff has been very purposeful in figuring out creative ways to incorporate movement into our daily routines. Our grade 7 teacher went as far as to remove the desks from her classroom altogether, and she has experienced enormous success with this epic experiment. We have expanded on the success of this initiative by investing in stand up desks, foam rollers, and yoga mats to promote movement in a flexible learning space in a senior classroom.

In addition to movement breaks, our teachers have been organizing activities that require a reconfiguration of furniture or visiting a different teaching space. Vertical learning spaces also have promise and we've purchased a number of rolling whiteboards for teachers to use as needed. The renovation of the library learning space has been pivotal in this move to using additional space in our school for classroom learning. The windows into the courtyard provide additional vertical non permanent surfaces (in addition to the whiteboards) to increase engagement through movement, but also through pedagogy.



Purpose

Our grade 8 cohort are struggling to articulate why they are learning the things they are learning, and they are not viewing their learning at school as relevant to their lives.

DAILY GOAL SETTING ANIMALS
HONESTY, INCLUSION, RESPECT <u>COUGAR</u>
TRYING TO IMPROVE AT SOMETHING EVERY DAY <u>EAGLE</u>
GAS GAUGE EMPTY OR FULL? <u>DEER</u>
THINKING, FIXING, DOING <u>WOLF</u>
ATTITUDE + EFFORT = PROGRESS <u>BEAR</u>

To address this, we jumped off some of the professional development work we have been doing around assessment, specifically, the learning we have done around unpacking curricular competencies and putting them into student friendly language. Moving beyond that, we are identifying specific learning targets for the day and we are working on making those more visible in the classroom.

Of note was the work that Brian Tommasini undertook with the support of colleagues. To build on the professional learning with Ken O'Connor specifically around communication of and transparency in

our assessment tools, Brian implemented a self assessment tool for his students as a visible way to see where they were at in their learning and what they needed to work on or experience to improve in each area. It was a powerful tool for self reflection and made report card communication specific, targeted and clear.

The hunch is that we need to do a better job of being clear with intentions, with communicating curricular competencies, and involving students in the act of learning rather than worrying about the “doing” and the “mark”. In sum, focussing on the process is essential. Please watch this [video](#) to learn how we share our journeys with staff to increase capacity, promote curiosity and risk taking, and celebrate being in the “messy middle”.

Learner Support Framework

We have a diverse range of learners at Barriere Secondary. We have processes in place to identify students who require additional support, and tailor that support to best meet the needs of the individual student. Available learning supports include:

- CEA support in the classroom, including teaching staff on more progressive ways of utilizing CEA time in the classroom
- Aboriginal Education Worker support, both in the classroom and in small groups on cultural, academic and social emotional support. This has been a struggle this year as we were without an AEW for many weeks of the school year before acquiring someone for a short period of time. Then, we were without again, before our current AEW was hired. She will be leaving at the end of the school year; we have Sandie Phillips secured for September start up
- Weekly Pre-Screening meetings facilitated by our LART to make collaborative plans for referred students
- English Language Learner support from District ELL staff
- Social-Emotional Counselling services (from District staff as well as community agencies who service students in our building)
- Bi-weekly Aboriginal Family Counselling has been provided. We have a need for more of this support; this needs to be addressed
- FLEX - a personalized learning opportunity for disengaged students with the intent of providing individualized pathways to successful graduation; a revisiting of the formula for success that we used in the 2020/21 school year needs to be undertaken as to better serve students and manage staff time.
- Completion Days at the end of each Quarter
- Focused literacy support for students not yet meeting and/or minimally meeting expectations on the NFRA. This leveled intervention will provide direct instruction targeting areas for growth.

Students requiring additional support are identified through regular meetings (including School Based Team meetings) with school leaders, the Learning Assistance Resource Teacher and the School Counsellor. Regular contact and meetings with our District support team: School and Family Consultant, Inclusion Support Teacher and School Psychologist.

A focus on developing staff skills in restorative practices as an approach to school discipline is important. This will provide supports for students in increasing their belonging and agency, as well as empower staff to approach learning through relationship and context. Universal Design (providing all learners with opportunities to succeed) should also be a focus for classroom teachers, asking “how am I serving ALL students in my classes, and, more broadly, the school?”

Aboriginal Programs and Services

Secwepemcúl'ecw yi7élye ell,
re tmicws re Simpcw n7élye.



We acknowledge that we are
on the territory of the
Secwepemc Nation,
specifically the territory of the
Simpcw People.



Barriere Secondary School staff works to support our Indigenous learners, referring to the Aboriginal Enhancement Agreement in taking purposeful action to meet student need and enhance the environment and learning opportunities to better reflect the expectations of both the Agreement as well as the recommendations in the Truth and Reconciliation Calls to Action.

In the Spring of this year, with Tracy Simpson as our Aboriginal Education worker, we began working very closely with Knowledge Keeper Don Bowser, our recently retired AEW. He is



committed to guiding us through the tricky waters of understanding and acting on local and Secwepemc Nation protocols. With hope, he will be the successful candidate for a new role created by the Simpcw Band Office as an additional support for student success in school as well as the transition to meaningful work and life plans once a high school diploma is achieved. This is important and necessary work that we are excited to be involved with. This continued evidence of meaningful, thoughtful, purposeful work

between the school and the Nation needs to be amplified in the coming school year.

This year we have drawn on our student drummers to maintain the Drum Group. We are grateful for the work of now resigned AEW Vanessa Sterling in ensuring that we included the Honour Song in our 2020 Remembrance Day Ceremonies, and AEW Tracy Simpson who has worked tirelessly to realise the gifting of the twin drum to the Simpcw community, and to ensuring we have drumming and song at events when we can. You can watch our reflection With the addition of a language and culture class, we are working to bring

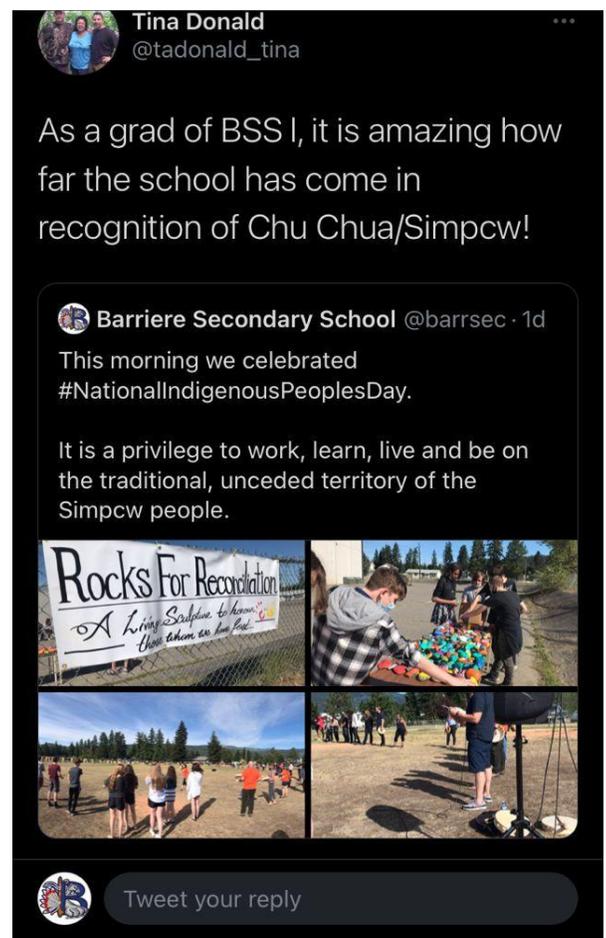
Indigenous culture into our school in more meaningful and wide-reaching ways. We know drumming and song is an important aspect of this work.

We have made substantial progress in bringing Secwepemctsin language into our school. In either their grade 7 or 8 year, we have a number of students routinely transition from Neqweyqwelsten School of the Simpcw First Nation to Barriere Secondary. Although they report that they feel at home when they join this school community, it is true that we do not offer the Secwepemctsin language instruction that they had been receiving at their previous school. To that end, we have secured a language teacher for the 2021/22 school year with the full financial support of our Simpcw partners. The intention is to have this funded position supported by our school/district the following year. This is evidence of our commitment to reconciliation. Dr. Lorna Williams, a driving force behind Indigenous language revitalization says “For a people so connected to the environment, knowledge is shaped because of the land in which the language is born through the deep relationship with the earth within the language. It is only through understanding the language, keeping it alive, that culture can truly be preserved” ([The Speaking Land](#)). This is a substantial gain for our school community.

In September, in the absence of an AEW, we sent the Aboriginal Services and Consent form home to all learners as part of the Start Up Package. This had not been typical practice and, as a result, we learned that by providing everyone the opportunity to declare Aboriginal ancestry, we had been under-serving some students inadvertently. We will continue with this new practice (including the forms for all learners).

Finally, we continue to transition our branding by streamlining our use of many logos to two key images. We have embraced our two logos and are using both of them on our new basketball uniforms as well as on certificates and communications. We are making clear efforts to acknowledge the significance of our context and of the First Peoples on this land.

June 21, 2021



Professional Learning Plan

Welcome to Barriere Secondary - Onboarding Information

Staff will receive a package of learning materials that will provide a knowledge baseline from which returning staff can build on through Collaboration time, staff meeting professional learning time, and professional learning days.

The package will include:

1. [The Spiral Playbook](#)
2. [First Peoples Principles of Learning](#)
3. [The Nature of Learning \(OECD Principles of Learning\)](#)
4. [GRIT information](#)
5. [Classroom Assessment: Minute by Minute Day by Day \(Dylan Wiliam\)](#)
6. [Drive](#) (Daniel Pink)
7. School Learning Plan

Staff Meeting Learning Time

- Liberating Structures and Visible Thinking Routines: teach, model and encourage use of one of these teaching tools each staff meeting
- emotional regulation
 - continuing with the work of Jody Carrington ([Kids these Days](#))
 - restorative practices (Hacking School Discipline)

Professional Learning Days

September 27 2021

- The importance of transparent values: what are our Cougar values
- Hacking School Discipline - rolling out the book
- Building on the assessment journey - what do these proficiencies look like in our classrooms with our students? Coordinator Experts model (working with Shannon Schnikel via afternoon sessions who will then deliver Professional Learning - similar model to 2020/21)

October 22 2021

- Provincial Specialist Association Day

December 6 2021

- Assessment: Communicating learning intentions and developing proficiency sequences for curricular competencies and content

February 5 2022

- Indigenous Focus: Project of Heart (learn, do, understand) in preparation for

- using the resource as a school wide initiative (April 7th)
- 1/2 way through the school year dive into Emotional Regulation (lid flipping and lighting up 2.0 - building on last year's work) and check in with Hacking School Discipline

April 26 2022

- KTTA options for teaching staff
- school based option based on demand, need, desire of teaching staff

May 21 2022

- Assessment: Part 3 building on the three questions of “how is your assessment journey going?”, “why does it matter?” and “where to next?”

Other Important Priorities

- Continued involvement with our school district's professional learning connected to the **Spiral of Inquiry**
- Continued work on **embedding Indigenous ways of knowing as well as context specific content** in classrooms with support of community partners (including Simpcw); succinctly, this means shining a light on the **First Peoples Principles of Learning**

Targets and Evidence

We have high expectations of ourselves as a staff; this attitude toward growth and development is evidenced in our commitment to walking the talk of the four pillars that guide our work:

1. assessment for, as and of learning
2. failure as a bruise, not a tattoo
3. culture of high expectations
4. resilient staff = resilient students

Using the Spiral of Inquiry as a framework to guide our work, we will check to see if we have made enough of a difference in the following ways:

1. Beyond the school wide Proficiency Scale: we have a very holistic scale that delineated 5 proficiencies that were agreed upon in our fall 2020 Professional Learning Day. We will see the learning that Kristy and Sabrina (as leads) do with Shannon to take hold through their modelling and teaching to the rest of the staff. We will see teachers transparently communicating curricular competency and content learning intentions and proficiency sequences. We will hear students self-reflecting on where they are at in their learning and what steps they need to take to move purposefully along the proficiency scale. Finally, we will know that students are more engaged with their learning because they will more fully understand the “why” of their learning; this will be reported in student surveys like the Learning Survey and the DEWRS survey as well as in informal interviews and conversations with learners.
2. Focus on learning: with a continued focus on learning and a reduced emphasis on grades, our expectation is that students will choose classes that they want to challenge themselves with rather than choosing what they predict to be an easy route (as will be evidenced in course demand and selections). Pivoting as a result of the COVID-19 Pandemic has caused an abrupt halt to excessive achievement awards as well as reducing the number of times we share a letter grade in a formal report thus resulting in feedback for learning loops that, as research supports, is more effective in developing a culture of risk taking and engagement. Evidence that we are continuing to focus on learning will include a thorough review of our awards process, ensuring that what we are celebrating is in line with our core values and our pillars. Further, you will hear staff and students continue to talk about learning, questioning the purpose of tasks and the ways in which activity is summatively assessed, all the while maintaining a growth mindset.

3. Resilience: evidence that this continues to be a focus will be twofold:
 - a. staff will continue to learn about strategies and tools to build their own as well as to support the growth in their students' resilience (Onward as an anchor text)
 - b. the strategies provided in Hacking School Discipline will be implemented to varying degrees by staff. Students will be beginning to understand the language of restorative justice, and the school leadership team will begin implementing restorative practices in office discipline. We will see a reduction in school suspensions (compared to data pre-Pandemic) and an increase in positive attitudes towards the school as evidenced in the DEWRS and School Learning Survey.