

Updated: September 16, 2025



Brocklehurst Secondary School
Annual School Learning Plan 2025-2026

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 Tk'emlúps te Secwépemc through our Local Education Agreement ([link here](#)) and the Aboriginal Education Enhancement Agreement ([link](#)).

CONTEXT

On September 3, 2024, Brocklehurst Secondary School reopened as a grade 8 to 12 secondary school after being a middle school for 14 years. With the reopening, our school experienced a catchment change which has impacted our feeder schools and general size. We now have 3 feeder schools: Parkcrest Elementary, George Hilliard Elementary and Kay Bingham Elementary. For the 2024-2025 school year, approximately 470 students attended Brock Secondary (a drop from 777 students in 2023-24). During the 2024-2025 school year, Brocklehurst Secondary School had 3 grade 12 students working on their 6th year of graduation. (The vast majority of Grade 12 students remained at NorKam Secondary for their 2024-2025 graduation year.) For the 2025-2026 school year, we will have a uniquely small grade 12 cohort of 67 primary active students. For the 2025-25 year, approximately twenty seven percent of our students are of Indigenous Ancestry, and twenty two percent of our students have an Individualized Education Plan (IEP). We have 1 District Resource Room with 3 certified education workers, 2 Indigenous Education Workers, 6 school-wide certified education workers, 39 teachers, 2 school counselors, 3 secretaries, 5 custodians, and 2.2857 FTE administrators. The BRIDGES program is now located on our campus; this is a morning program only with 1 teacher and 1 level 4 CEA.

Brock has diverse and dynamic programs available for students. Brock has three sports academies: Aquatics, Hockey and Dance. The Academies now run on a semester system. This is a significant change to the way we have run our Aquatics and Hockey Academy which traditionally operated in a linear school model. Brock is home to the Health Science Academy, which has 26 students from different schools attending Brock for Semester 1. We have a Learning Assistance Hub with 2 LARTS. Our LARTs teach our RISE program and Work Readiness programs for grade 8 - 12 students who require heavily adapted Math and English course material. We also offer Blended at Brock which provides alternate programming and school based, online (self-paced) courses for students with the support of a classroom teacher. Our grade 8 students take a Fine Arts rotation and an ADST rotation which provides a broad experience of electives and Career programming. We offer French and Secwepemctsin from grade 8 to 12.

For the 2025-2026 school year, every Wednesday, we will have Power Blocks and STRONG Block/ Professional Learning Community time. Our Wednesday bell schedule now incorporates Power Blocks after Block 1 and 2, and a STRONG Block and Professional Learning Community from 2:17pm to 3:00pm. Each Power block is 22 minutes of time where teachers can work with students to catch-up on missing assignments, review course work, connect with students one-to-one and in small groups regarding review and assignment completion. At 2:17pm, teachers will attend PLC and students can access STRONG Block. STRONG block is a support block that provides students with time to complete missing curricular competencies and assessments; this block is mandatory for students who are referred by their classroom teacher. Certified Education Assistants and Admin provide support during this block. Students can also utilize this time as a quiet study to complete homework. All teaching staff utilize this time to collaborate

with their professional learning community. PLC's are led by a rotation of teachers from within each department.

Brock Secondary's school vision is 'Through Curiosity, Compassion and Courage, we strive to build meaningful connections and become our best selves'. These values and our vision statement were created through a consultative process with staff, students and parents during the 2021-2022 school year. These 3 values guide our work as a supportive, responsive, empowering and equitable school community. They bridge our commitment to the District mandate to support learning opportunities and environments which inspire students to thrive through the four values of connection, equity, well-being and sustainability. District Strategic Plan: ([Link](#))

We annually involve our staff, students and parents in the growth and development of our SLP through a multifaceted approach that ensures consultation, collaboration and action planning. Our Instructional Leaders Team (ILT) has guided initiatives and strategies with our staff. For the 2025/2026 school year, when we will not have ILT, we will survey the staff more often at the end of each staff meeting to receive feedback regarding our SLP goals and strategies. Our student advisory group of approximately 3 to 5 students per grade meets at least 1-3 times a year. This year, we also met with our Leadership students to receive feedback around our schools' goals and strategies. We engage parents through PAC, school newsletters and our website. We engage our Aboriginal partners through open communication and collaboration with members of the Aboriginal Education Council. Our SLP is at the forefront of all meetings with staff, parents and ILT.

In 2024/2025, our SLP goals were supported by Lacey Banman, our Instructional Leader, who coordinates our Brock Numeracy tasks. Our grade 8 and 9 students continue to write a Brock Numeracy Assessment at least once a year; students write this assessment in the Semester that they have a Math class. We have our Aboriginal Family Counsellor, Corinna Lampreau, at Brock every Wednesday and Kristin Rhynolds from Day One every Tuesday. (For the 2025/2026 school year, Corina Lampreau will have a full-time office at Brock Secondary.) This year, we have an Indigenous Instructional Leader to help facilitate ongoing conversations with staff regarding culturally responsive curriculum and classroom learning environments and community connections that promote professional growth in Professional Standard 9, SD73's Indigenous cultural safety, humility, and competency guide, and the New Enhancement Agreement.

During 2024/2025, we focused on ways to ease the impact of the catchment changes and the transition of grade 11 students to Brock from NorKam. Our main focus was on our Well-Being goal to build a strong sense of belonging at Brocklehurst Secondary school where students feel they belong, have pride in our school, feel connected to their peers and the adults in our building, and demonstrate Courage, Compassion, Curiosity as they work to become their best selves.

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 LEARNING GOAL - NUMERACY:

Through our shared values, we will improve the numeracy achievement our students' on the Graduation Numeracy Assessment to be at par or greater than District and Provincial averages with a specific focus for indigenous and diverse learners.

SCHOOL RESULTS ANALYSIS:

Click [here](#) to see Brock's Numeracy data – **2025 Brocklehurst Secondary GNA Results.pdf**
And click [here](#) to see additional Numeracy data - **GNA 10 Numeracy Data January and June 2025.pdf**

And click [here](#) to see Literacy data – **GLA 10 Literacy Data January and June 2025.pdf**

AREAS TO CELEBRATE:

During the 2024-2025 school year, we continued to work on Numeracy with the support of our coordinator, Ms. Lacy Banman. Grade 8 and 9 students participated in one Brock Numeracy task in the semester in which they were taking the subject of Math. Grade 10 and 11 students also practiced their numeracy skills prior to writing the Provincial Numeracy Assessment in the semester that they were taking Math. Of note, most of the Grade 11 students who returned to Brock from NorKam wrote the Numeracy assessment for the first time during the 2024-2025 school year.

In terms of Indigenous learners, the graph below shows some encouraging signs of equity for Indigenous students at Brock. Click [here](#) to see **2025 Brocklehurst Secondary GNA Results.pdf**. On average district-wide, there is a 6% gap between SD73 Indigenous and Non-Indigenous students. Brock results show a gap that is smaller than 1% between these groups. In fact, there is a slightly higher percentage of Indigenous students achieving Proficient or Extending than our non-indigenous students. While our student body as a whole needs to improve, it is valuable evidence towards our goal of Indigenous students engaging at levels equitable to non-indigenous students.

Between 2021-2024, Brock worked to create its own Brock Numeracy Assessment. The goal was to have students write 3 numeracy assessments in grade 7, 8 and 9 to practice numeracy assessments, utilize feedback from the assessments to improve numeracy skills, and demonstrate one year of growth in their numeracy skills and ability to utilize the numeracy cycle. The BNA exam results from the 2022-23 school year through the 2024-25 school year showed a continuous improvement in Brock students' numeracy skills. Click [here](#) to see the **BNA Results from 2023-25.pdf**.

Areas to Grow and Next Steps for 2025-2026

On average, our numeracy results for our grade 10 and 11 students for the January 2025 session of the Graduation Numeracy Assessment show an 8% gap between SD73 results and Brocklehurst Secondary. Click [here](#) to see **2025 Brocklehurst Secondary GNA Results.pdf**.

We need to return our focus to improving our students' numeracy skills. In 2024-2025, we focused a great deal on our Well Being goal. With the transition of the grade 11 students back to Brock and our grade 10 and 11 students writing the GNA for the first time this year, we did not see an improvement in our numeracy results. Our 2024-2025 GNA data now becomes our baseline from which to refocus our efforts to improve student achievement on the GNA and strengthen their overall numeracy skills.

We will need to continue to leverage PLC time for building capacity in all our staff teaching (especially in senior math and science classes) to improve our students' numeracy skills and prepare for the GNA and narrow the gap between Brock, the District and the province. Our students need to improve their skills in all areas of solving through the numeracy cycle: Plan and Design, Reasoned Estimates, Fair Share, Model, Interpret, Apply, Analyze, Solve, Recall, Skill Concept and Strategic Thinking. Click [here](#) to see **GNA 10 Numeracy Data January and June 2025.pdf**. Empowering our PLC time to support students at the margins and numeracy will be the focus of our September ProD, and we will focus our professional conversations during staff meetings around numeracy skills and UDL. See the [SLP Timeline 2025 2026.pdf](#)

As a staff, we need to revisit the strategies necessary to build numeracy skills in our students. This will be the focus of our work with staff in September and October. We will also work with Jake Schmidt to break down the numeracy data to understand where students underperform on the GNA versus the BNA.

The BNA is scheduled into our school calendar; however, after seeing the GNA results, we need to explore with staff a school wide approach to numeracy to ensure grade 8 and 9 students write the BNA at least 2 times a year prior to writing the GNA. We also need to utilize PLC time to mark the BNA's collaboratively in order to collaboratively determine the teaching methods and strategies necessary to improve our students' numeracy skills.

For the December 2025 ProD, we are focusing on Numeracy with our feeder schools. We have started conversations with Monica Bergeron to help guide a collaborative day that explores the

development of numeracy skills for teachers from Parkcrest, Kay Bingham, George Hillard and Brock and to connect teachers to resources to help build numeracy activities within the classroom.

OBJECTIVES:

Diverse and indigenous students will be at par or greater with District and Provincial averages regarding numeracy results on the Graduation Numeracy Assessment.

SCHOOL STRATEGIES:

☞ **To improve in numeracy, we will (classroom practices):**

- developing Essential Learning Standards for each grade level
 - Develop number fluency and number sense using resources recommended by the District Numeracy team
 - develop strategies and structures to support students' ability to decode the Numeracy questions and to improve written output on these assessments
 - This will need to take place in PLC and during the December ProD.
- continue to integrate the Thinking Routines, Vertical Learning Spaces and the Numeracy Cycle work in all Math classes.
 - Need to ensure teachers have resources they need. (To be completed on an individual check in.)
 - Need to model thinking routines, vertical learning spaces and the numeracy cycle at staff meetings and Pro-D.
- Build numeracy strategies with staff at staff meetings and December Pro-D.
 - Schedule BNA and Practice GNA assessments into our school calendar.
 - Use the BNA and Practice GNA as formative feedback for students to develop greater understanding and skills in answering each component of the numeracy assessment
- Integrate numeracy and our numeracy data into staff meetings to inform practice. See [SLP Timeline 2025 2026.pdf](#)
- provide collaborative time every Wednesday at PLC's to build numeracy sprints, tasks and assessments.
 - Provide teachers with ProD around designing sprints and numeracy tasks during the October Pro-D.
- connecting district values, school values, and core competencies to Numeracy.
- create a data set to capture student improvement. Continue to utilize Brock's Numeracy data to monitor improvement **GNA Brocklehurst Secondary GNA Results.pdf and GNA 10 Data June 2025.pdf**

To improve classroom practices, we will (PD strategies):

- aligning PD to our numeracy goal

- get staff working with SD73 Numeracy Coordinator to improve how to embed numeracy into student learning, and how to assess student numeracy learning.
- numeracy focused Pro-D days working in collaboration with feeder schools.
- Utilize Power Block to strengthen Numeracy skill - which occurs every Wednesday for an extra 22 minutes - in Blocks 1 and 2 - which provides students with time to review course work, remain caught up on course work, apply and seek feedback on course work, access one-on-one feedback with their teacher, access collaborative review and academic support with their teacher and peers.

To improve grade-to-grade transitions, we will:

- Focus on building students numeracy skills prior to grade 10.
- strengthen our transition plan for grade 8 students to Brock Secondary.
 - Work with feeder schools to strengthen numeracy skills.
- have EDPlan RTI data ready to go in September for all teachers/classes of foundational courses. (Utilize Jake Schmidt)
- focus on Grade 8 classes to build student profiles with a focus on numeracy and literacy - in early September.
- RTI Math/Science results to identify Emerging Learners
- track students on identified through the Pre-Screening process, on partial programs and accessing targeted interventions.

To improve school completion (Use graduation rates), we will:

- utilizing Core Competencies reporting system to have students set goals: immediate, short term, long term etc.
- ensuring that the method to report core competencies is attainable for all students and staff. (Student Gedu accounts and Google Slides)
- utilize a Brock calendar structure to have planned weeks throughout the year for Core and Elective teachers to prioritize students to report out on Core Competencies, goals and to self-reflect and BNA assessments.
- focus on orientation and resiliency with the process of the Numeracy Cycle and numeracy problem solving in all grades.

To improve Aboriginal student learning, we will:

(Use Local Education Agreement and Aboriginal Education Enhancement Agreement)

- utilize RISE, Work Readiness and Blended Learning to support Math and Numeracy Skills.
- promote Secwepemc culture and language at Brock.
- connect Indigenous youth and families with our Aboriginal School counselor and Aboriginal Outreach worker to provide support and unique academic programs to keep students connected to their learning and our school community.
- provide Pro-D opportunities centered around the Circle of Courage, trauma informed practice, and First People's principles of learning.
- utilize our Indigenous Support block to curate classroom lessons and resources, in conjunction with Henry Grube coordinators, and provide PD at staff meetings to support classroom learning and support students in an enrolling block with Math skills.

- create a live document for teachers to report/share curriculum focused on First Peoples Principles of learning.
- work collaboratively with LMO, SCFS, and T'Kemplups education coordinators to support our students.

To improve in learning, we are ensuring that our resources meet our students' needs:

- curriculum resources:
 - Vertical Learning boxes in library for sign out
 - Ensure classrooms have vertical learning spaces.
- share numeracy resources on sharepoint
- utilize ILT (school coordinators) and Henry Grube Coordinators to review and recommend numeracy resources (led by Numeracy Coordinator)
- Human resources:
 - District Numeracy Coordinator
 - Release time for class visits by coordinator
- Extracurricular:
 - Celebrate clubs and recognize numeracy connection
 - "What's Happening at Brock" on website
- Field trips:
 - Change field trip forms to note numeracy connection of trip
 - Provide subsidy to trips that meet numeracy goals
- Other:
 - Student advisory group (Principal's Council)
 - Numeracy corner on School Newsletter

Evidence and Next Steps for 2025-2026:

Utilizing Wednesday:

- Utilize Power Blocks every Wednesday to support students with Numeracy and feedback that strengthens Numeracy skills.
- Support teachers in utilizing PLC time on Wednesdays to support collaboration to strengthen instructional practices and data informed practice within the Math Department and all Departments.

Utilizing Pro-D

- Utilize the **September** ProD to empower PLC's to focus on skills required for Numeracy, the different components of the Numeracy cycle and to harness school data to focus strategies used school wide to strengthen Numeracy.
- Host a **December** PD with our feeder school to focus on Numeracy and skills that strengthen Numeracy skill with Intermediate teachers from Kay Bingham, Parkcrest and George Hilliard and our staff.

Utilize Staff Meetings:

- See the [SLP Timeline 2025 2026.pdf](#)

- We will utilize Staff Meetings (2 per month except for December, March and June) to collaboratively discuss and create action plans to improve student achievements in correlation to our school goals.

Utilize Instructional Programming:

- Continue to support diverse students who require heavily adapted work with RISE Math and Work Readiness Math.
 - To support these students with an assessment system that utilizes IE to support students' growth over multiple years if needed to achieve grade requirements in Math.
- Continue to utilize Blended Learning blocks to support an alternative delivery model of course material for students who require alternative programming and/or self-paced programming.

Utilize PAC and Parents:

- SLP discussions and collaboration at forefront of school presentation to PAC.
- Share Numeracy data with PAC in September and again at the Mid-Year review.
- Share SLP goals and initiatives in the school newsletter which is posted onto our school website.
- Share Academic/Wellness goal at Parent Information night in January/February, prior to course selections
- Share Academic/Wellness goal at Aboriginal Family Dinner in November.

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 GOAL - Wellbeing:

Through our shared values, all students, female, male, LGBTQ+, Indigenous, Non-Indigenous, and diverse, will meet or exceed District and Provincial levels for having a sense of belonging to our school community where students feel safe, welcome and connected to the adults in our building.

SCHOOL RESULTS ANALYSIS:

Our data from the School Learning Survey from 2023-2024 only includes data from our grade 7 cohort. We will have data from our grade 10 and 12 students moving forward; however, this year, Brock's data is lacking as we transition to a secondary school. Our data from our grade 7's in 2023-2024 shows a significant drop in the number of students who felt safe, welcome, had a sense of belonging, and had adults who cared about them at Brock in comparison to much improved data from the 2022/23 survey. This may be due to the imposing catchment changes and transitions of students to NorKam from Brock for the following school year. Regardless, Brock continues to lag behind the data figures from SD73 and the province. Brock's greatest improvements in these areas were between 2021 to 2023.

AREAS TO CELEBRATE:



2024-2025 School Year:

This school year, our staff was committed to building a strong sense of belonging to our school community. With the return of grade 11 students to Brock from NorKam, Brock staff worked to build welcoming, safe and connected spaces and activities where students could expand friendships, connect with the adults in our building and feel empowered and valued by their school. Students' sense of belonging continued to build throughout the year as we navigated our transition from middle years to secondary school with various school events that set forth many Brock Secondary traditions. These traditions are the work of staff and students at Brock in making Brock Secondary a vibrant and dynamic school.






School photo taken at our annual Terry Fox Run.

Celebration/Evidence from 2024-2025:

<p>Opening Day Assembly</p> 	<p>Jo Kang, Assistant Superintendent Grant Reilly and Kathleen Karpuk were part of our opening day assembly. Upon return to Brock, all students gathered in our gym to cheer on our opening as Brock Secondary and receive school t-shirts with our newly updated school logo and school colours. Staff were an integral part of the assembly to welcome students. Former grad, Logan Stankoven welcomed students to Brock through a pre-recorded video organized by Mr. Dorais. We said goodbye to Brock Middle and hello to Brock Secondary.</p>
<p>Art Courtyard Designed for Connection</p> 	<p>Steen Karpluk, our Art teacher, created a courtyard that students could access during break and lunch hours. Steen wanted a space that welcomed students back to Brock and helped students make friends and forge stronger connections with their peers. Mr. Karpluk put a call out to our Brock community to donate materials for the courtyard - and our community stepped up to the occasion. This courtyard was used for the Fine Arts Coffee Houses and were sought after spaces for students and staff. The Courtyard was featured on our District website and on CBC radio. https://www.sd73.bc.ca/Modules/News/index.aspx?newsId=60f01cfb-21bc-45ac-9a07-45fd55b5142</p>
<p>School Signage</p>	<p>We worked with Jackie Jules and the TteS Elders working group from the Language and Culture Department to create school signage that incorporated the Secwepemc language. These signs were mounted in August of 2024 to welcome families and students.</p> <p>Jackie toured the school when she attended Frank</p>

	<p>Marchand's celebration and expressed how happy she was to see Secwepemc words incorporated throughout the school. We will continue to expand our signage incorporating both languages as we become a full secondary school.</p>
<p>Terry Fox Run and Fundraiser</p> 	<p>We held our annual Terry Fox run and welcome back lunch with fun lunch hour activities to build school spirit. All staff and students participated in the run. We started with a school photo, and then started the run/walk from there. The lunch hour activities included students making donations in order to throw pies at staff members. Students and staff were able to forge connections with one another on this active and fun fall day.</p>
<p>Celebration of end of Dugout Canoe Project</p> 	<p>Staff and students celebrated Frank Marchand and his completion of the Dugout Canoes at Brock. This program started in 2018, and has made a significant, positive impact on all students of Brock Secondary. Students were eager to celebrate Frank and saw the end of the project as a move from middle school to secondary school. Frank finished the last 2 canoes this year, and one canoe will be featured in our main hallway.</p> <p>This program and Frank were featured on SD73's website. https://www.sd73.bc.ca/Modules/News/index.aspx?newsId=adf3e24b-7eb0-4f55-8f38-930c417b74d2</p>
<p>Jazz Coffee House Events</p> 	<p>Our Fine Arts teachers organized a Jazz Club lunch hour 'coffee house'. This was part of the work our Electives PLC did toward our well-being goal. Mr. Karpluk, Mr. Schill and Ms. Fairbrother put together different 'coffee house' noon hour events that showcased the talents of our Jazz Band, Choir and students from Guitar class. Students were invited in to eat their lunch and have a cup of free hot chocolate or ice tea while cheering on their peers.</p>

<p>Christmas Concert, Breakfast and Music Department Concert</p> 	<p>Brock continued to host their annual Christmas concert and Christmas breakfast. Students enjoyed a hearty breakfast from 7:30am to 8:30am. In the afternoon, we had our annual Christmas Concert which was completely led by our Leadership students. The concert is always well received and engages the entire audience for the complete hour. Mr. Schill also put together the annual music department's Christmas concert. This was held at our neighbouring church which is located at the entrance to our school. Brock and this community church work hard to maintain a respectful community connection.</p>
<p>Band/Choir Concerts and Competitive Trip to Vancouver Island</p> 	<p>Although much smaller in numbers, Mr. Schill showcased our Band and Choir at the winter and spring concerts. Students also traveled to Vancouver island to compete in the Music festival and tour other elementary schools. By the end of the year, Choir and Band students were organizing themselves to learn new songs as well as a complex Disney mash-up performed by the band and directed by a grade 10 student which was present at the Spring concert.</p>
<p>School Field Trips and Cross Curricular events that focused on Building Connections</p> 	<p>Teachers focused on creating stronger connections between our students and our Kamloops community: Genocide studies class connected with Kamloops Immigrant Services and completed some volunteer pieces. Our Social Studies and Leadership classes connected with grade 6 and 7 students from Kay Bingham to collaborate on a number of cross-curricula, Indigenous-focused activities. Our Fly Fishing class went to Walloper Lake to implement their fly fishing techniques that they had been practicing on the school field. Our Fly Fishing program also received a donation fro the Kamloops Fly Fisher Association this year. https://www.sd73.bc.ca/Modules/News/index.aspx?newsId=a67e981-0d8a-4850-b349-46b2c26200a3</p> <p>Our Psychology class volunteered at a community garden to practice Horticulture Therapy. Our Photography class travelled downtown to photograph our diverse downtown landscape and learn about the core of Kamloops. Our DRR Class connected with Blackwell Dairy farms and sold various milk products to students one day a week for the entire school year.</p>
<p>Brock Clubs: Boys Club, Girls Club, Yearbook, Iron Broncs, Art Club,</p>	<p>Mr. McLean who runs Iron Broncs hosted the first BC Powerlifting Competition this year in our weight room.</p> <p>Under the direction of Mr. LeClerc, Boys Club ran throughout the school year. This club brings students together to</p>

Indigenous Art Club, Esports.



engage in various hands-on learning activities while forging connections with other students and staff. The Boys Club finished up the year with their yearly trip to Vancouver for a weekend filled with activities; two of our teachers and 9 students joined students from Valleyview and Chase Secondary Schools for this annual Boys Club trip to Vancouver.

Esports is an exciting new addition to our sports teams - but most students feel it is a club; every Thursday students actively engage in competition with other schools/students from Canada/US West Coast. Mr. Naidu utilized a Feeding Futures grant to supply students with food for Thursday competitions which added to student engagement and helped build our gaming community.

Ms. Chelsea and our CEA Ms. Ramsey hosted a weekly afterschool Art club for our students, and for students from Kay Bingham. Mr. Karpluk also hosted an afterschool Art club for Brock students. Both were well attended.

Brock's Yearbook club started this year to document our first year as a Secondary school. This was run by Ms. Fauteux and a group of dedicated students. The book was well received by our students and documents the many activities that went on throughout the school year.

Model UN



Ms. Clare put together Brock's first Model UN group in 14 years. Our students performed their very best at the event, which was a national competition. It was a great learning curve for both staff and students.

Leadership Activities - led by students and teachers




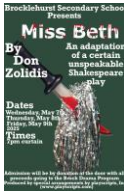


Numerous school leadership activities helped build school spirit and meaningful connects between teachers, staff and students:




Gingerbread competition:

Food Drive and Hampers: 11 hampers were put together by leadership students with the food that was donated by students in homeroom classes.

Theme Days: Brock hosted numerous theme days where students and staff dressed up for various themes. Many staff and students enjoyed the friendly competition.

Underground Spirit Week: The week prior to Spring Break, Brock staff participated in an underground theme week to "see if students would notice" - the students really engaged

	<p>in the week guessing the themes and having some fun with their teachers.</p> <p>Friday Spirit Days: Every Friday, staff and students were encouraged to wear their Brock wear. All students received a free t-shirt at the start of the school year, and Leadership sold Brock wear at 2 different times during the school year to support our Spirit Fridays!</p>
<p>Dance Academy Show</p>	<p>At the end of Semester 1, our Dance academy students hosted a Dance show for parents, a few Brock classes and grade 6&7 students from Kay Bingham. This showcased the talents of our students, many who have had little or no dance experience prior to joining our Academy.</p>
<p>Brock Drama Club Productions</p> 	<p>Our Drama club was active throughout the school year hosting a haunted house in October and a full 3 day production of 'Missbeth'. Over 200 people came through the Drama club's Haunted House - the majority were students from our feeder school. This club was fully volunteer and practiced after school. This again showcased the talents of our students from all aspects of our school community.</p>
<p>Compassionate February with the 'Question of the Day'</p> 	<p>Based on student feedback where students indicated they wanted to get to know their teachers better in order to make better connections with them, staff asked a compassionate question each school day during February. The intent on this was to initiate conversation between students and staff to get to know each other from a different perspective. Each morning class participated in this; however, many classes continued these questions throughout the day as a starter activity.</p>
<p>Library Student Council and Battle of the Books</p> 	<p>Our library was refreshed with the help of PAC and the legacy grants. It became a popular space for students to connect during break and lunch. Students enjoyed the new flexible seating. The librarians also started a Student Council that looked at ways to improve the library and ways to support students in connecting to reading. Students helped improve reading selections, they hosted book reviews and a book gram program - where students and staff sent other students books to read over the holidays. This was well received. This year we had an active Battle of the Books club, and Brock came 3rd in the Battle of the Books competition.</p>
<p>Indigenous Family Dinner</p>	<p>We hosted our annual Indigenous Family dinner in the spring this year. Families, students and staff came together to share an evening together that was hosted by our Secwepemc language teacher and Indigenous Lead</p>

	<p>Teacher, Ms. Ivy Chelsea.</p>
<p>Athletic Banquet</p> 	<p>Brock returned to a formal Athletic Banquet, where students and families brought food to share at the banquet and awards were presented after the dinner. As we had fewer athletic teams and athletes in general, the dinner was held in the cafeteria, which provided a home feel. It was great to have so many coaches, families and students attend. This year, Ms. Lowndes (who is also our Athletic Director), had a former student from TRU, Hailey Ward, who also helped coach our students, providing a speech to our student about goal setting, hard work and the power of athletics.</p>
<p>Greg Stewart Presentation</p>	<p>In May, Gregory Stewart came to speak to our students in 2 assemblies. Mr. Stewart is a multiple winning gold medalist in shot put. He spoke to our students about Integrity, ownership and trust, but also about overcoming diversity - and unexpected diversity. His presentation aligned with our values of compassion, courage and curiosity. This was well received by our students.</p>
<p>Intramural Block and Basketball Hoops installed</p> 	<p>For the 2024/2025 school year, in added an Intramural block into our timetable to support students' request to have lunch hour activities available through the school year. Mr. Semenoff did a great job putting together various school activities like the teachers versus the students in a volleyball game. These activities were team and individual based, and kept our students active through the school year. Mr. Semenoff worked to support students in making stronger connections with one another and with staff.</p> <p>As part of the legacy grant from 2021, basketball hoops have been installed in our tennis court area. These were long awaited and asked for repeatedly by students and staff. (Now we need lines painted for each hoop.) The hoops represented our transition to a Secondary school. The project was greatly supported by SD73's maintenance crew.</p>
<p>Brock's 1st Graduation</p>	<p>Graduation and Celebration Walk We had 3 students graduate from Brock this year. This was a great celebration for our students and the start of a new</p>

	<p>tradition. We hosted the event in our library with our grad's families and friends, Trustee Karpuk and District Principal of Secondary Instruction Rick Kienlein. Prior to hosting the graduation, our 2 grads walked the halls with the entire school cheering and clapping for them. Much to our surprise, our grade 11's voiced to parents and teachers that they looked forward to their day of walking the halls as a Brock graduate. So a new tradition has been born for Brock!</p> 
<p>Brock's Got Talent Year-End Assembly</p> 	<p>Organized entirely by our grade 10 and 11 Leadership students, this concert is one of our students' favorites. The gym was packed, and the students cheering on their talented peers who represented all aspects of our school community. As Ms. Shannik stated, "The Talent Show beautifully reflected our school's core values of Courage, Compassion, and Curiosity, not only for the brave and talented performers who took the stage, but also for the audience who showed up with open minds and hearts. Events like this are such a powerful way to build community, foster inclusion, and celebrate the unique strengths within our school."</p>
<p>Semester 1 and End of Year Awards Assemblies</p> 	<p>An awards committee and our teacher leaders (coordinators) help define Brock Secondary's academic, effort and citizenship awards. We were excited to host Semester and year-end awards assemblies. At the year-end assembly, over 180 students received awards. Our awards include citizenship and effort awards where students must be nominated multiple times by staff and academics which are earned based on academic achievement. Our gym was packed with students and family members for our year-end assembly.</p>
<p>Indigenous Explorations Days</p>	<p>From our Elective and Humanities PLC, with the direction of Ms. Ivy Chelsea (our Secwepemctsin Language teacher and Indigenous Lead teacher), our staff organized our first Indigenous Explorations Day. This day involved full day field trips and ½ day learning activities at the school. Students signed up for the type of learning activities that interested</p>



them. All of Brock's teaching and support staff helped supervise and run various learning activities. Ms. Chelsea organized a number of elders to lead learning sessions. This day focused on indigenous learning and building stronger connections with our community. Our day was featured on SD73's website. The grade 6 and 7 students from Kay Bingham also joined in the morning activities.

<https://www.sd73.bc.ca/Modules/News/index.aspx?FeedId=10c49675-bbce-4733-a8c0-fbbd3a3ec9ae.be1116c5-ab98-434e-8a10-8a00f49b774c,208dc79b-e7d6-4c56-be49-d1a958ce7890,22ff3110-d793-43a6-840c-c4111ce97696,bea72a8a-9acb-4e39-a622-a93619bbcb20,609debc8-f306-4231-82f6-0ccdd05741ff,1a8871c1-91be-45ab-b39d-92ef36375147,f8da9119-5861-4244-9bef-1bcc52d3b354,864e5895-2441-42e4-88b6-d6159a4c573e,693bbd8a-7a76-4569-a4cc-0a6c73399faf&page=2&newsId=a88ca387-d1d9-431f-a8e1-4c5622ab000d>

Evidence - achievements in 2024-2025:

Below lists the Evidence and Next Steps from the 2023-2024 school year. Highlighted in green are 2023-2024 next steps that we accomplished during the 2024-2025 school year:

- **Actively work on building a positive school community as we move to a Secondary School** - see chart above for all the examples of the staff and student lead activities that took place during the 2024/2025 school year to build a positive school community.
- **Continue to promote and connect students to extra-curricular activities led by Brock staff** - look at the table above for various examples of extra-curricular activities.
 - **Continue to establish norms of the Brock Community with staff, students and parents** - utilize updated **Brock Community** poster. (#7) - at the first staff meeting, teachers were provided with new Brock community posters with updated language around phone use and a more secondary wording of expectations. This poster was supported with a clearly articulated school phone policy that was shared with all students and their families.
- **Ensure more First Peoples resources are readily available for teachers to utilize in creating lessons that reflect First Peoples knowledge.** - this year our librarians created a 'teacher resource' corner that is available at all times to staff. We have purchased multiple copies of various indigenous resources in various subject areas. The 'teacher corner' also included teacher prep space. Librarians actively encouraged teachers to connect with teacher resources and librarian skill sets.
 - **Continue to indigenize school spaces with Secwepemctsin language and cultural aspects** - see the chart above regarding our school signage.

- **We want to continue to extend signage throughout the school with the support of Jackie Jules and the Language and Culture Department.**
- **Utilize our new ILT - Aboriginal Lead teacher (Ivy Chelsea) to guide culturally responsive curriculum and classroom learning environments - Ms. Chelsea provided language lessons during our staff meetings, implemented student learning tasks where students asked questions in Secwepemc to staff and staff answered in Secwepemctsin, and she was instrumental in organizing our Indigenous Explorations Day - see chart above.**
- **Improve communication between Pre-Screening, LAC Hub and Blended Learning and staff (teachers and CEA's).**
 - **Enhance Round-Robin documents coming out of Pre-Screening - in 2025-2026, teachers within the Student Services PLC redesigned the Pre-Screening document to create easier access for teachers to fill-in pertinent information regarding students and to find the action plans following pre-screening.**
 - **Create a flow chart to map out the process to activate additional support for vulnerable learners, to create greater understanding of the process and how to access follow-up communication -**
 - **Maintain a spreadsheet monitoring students enrolled in LAC, Blended Learning, RISE and Work Readiness - RISE and Work Readiness teachers created a summative google document that works as a learning map to outline the curricular competencies students achieved at the end of the semester, and provides an outline of competencies that still needed to be achieved in subsequent years. This documentation has made it easy for next year's teacher to plan heavily adapted, individualized programs for our RISE/Work Readiness students.**
 - **Reshape RISE and Work Readiness to support our Secondary learning environment - Both programs operated in a Semester system. Students took both a RISE and/or Work Readiness English and Math, but were enrolled in all other regular programming including Socials, Science and electives.**
- **Improve Blended Learning documentation to focus education plans for students - all students who were enrolled in Blended Learning were enrolled into the proper course code so that the Blended Learning teacher could report on the Learning Update regarding the student's progress in their individual course, how they were doing with the material and what they needed to work on. Parents could then monitor their student's progress with a specific Blended course. We now keep track of Blended Learning students and their academic plans using a shared O365 document and our Pre-Screening documentation.**
- **Highlight adaptations and collaboration with case managers at staff meetings and with school coordinators to support diverse learners. - this was a focus as multiple staff meetings and our September ProD meeting regarding collaboration topics during Professional Learning Communities:**
 - **Utilize a push-in model with Case Managers to support classroom adaptations.**

- **Work with a staff working group and school ILT on student acknowledgement. (Honour Roll for grades 10, 11, 12, students demonstrating Values in grade 8-12, Principal's list etc.) - our working group and ILT pulled together Brock Secondary's Award Criteria. This is attached to our school website and was shared with teachers at our staff meeting.**
- **Continue to host family events at the school in order to engage our stakeholders.**
- **Plan supportive transition events for students returning to Brock in the 2024-2025 school year as we move to an 8 - 12 school. - see chart above. All returning grade 11 students also received a t-shirt, hoodie, water bottle and agenda as part of their welcome back package that was paid for from District funds.**
- **Initiate a staff working group that identifies students who represent our Brock School Values - and celebrate these students each month - this was slightly modified, and students were nominated for effort and citizenship awards which were based on our school values of compassion, courage and curiosity.**
- **Professional Development needed regarding meaningful Adaptations that support all students - In September 2024, our ProD was hosted by Admin and focused on harnessing PLC time to support diverse and Indigenous students with meaningful adaptations.**

Next Steps for 2025-2026 School Year:

2025-2026 will be our first year as a full secondary school will complete cohorts from grade 8-12. We will host Commencements with all the components of a complete graduation. We need to continue to build school spirit and Brock traditions as our Brock Secondary school. To do this, we need to continue to focus on:

1. Create a communication structure with our grade 12's and their parents regarding preparation for graduation – including meeting graduation requirements, applying for scholarships and bursaries, applying to post secondary schools, and supporting a parent group to organize the first safe grad festivities for Brock.

Communication will be sent out through a Grad newsletter and school newsletter and a grad bulletin board. Our graduates will anchor our school spirit and will set forth many positive traditions for the school. It is necessary to stay connected with our graduates to ensure all successfully graduate and that they leave a positive legacy for all our future graduates.

This will involve:

- scheduled grad meetings throughout the school year with Grade 12's with strong attendance.
- Surveying grads in February to help guide traditions and plans for leaving a positive legacy. In April, confirming this with grads and having a timeline in place for June 2026.
- We will utilize School Messenger to track the number of families that connect with the newsletters.
- Feedback received from Vice Principals when they meet with each grad to track grad requirements, guide scholarship applications, post secondary planning, confirm Commencement details etc.

- Utilize PAC to communicate all graduation information.

- 2. Actively seek student voice with all grades – beyond our student voice and indigenous student voice groups, admin needs to seek student feedback from all grades at Brock. In 2023-2024, grade 9 students presented multiple presentations to the school principal, regarding 'How to Make Brock Great'. We gained a great deal of insight from these presentations, and it opened conversations with students on which initiatives are top priorities and why. For 2025-2026, we want to work with teachers to have students create presentations from different grades that provide student voice opportunities. We will also complete a Brock survey in December during Power Blocks to gain student feedback on students' perspectives of Brock and to analyze that feedback at different staff meetings and create action plans.
 - a. During the 2024-2025 school year, there were many great school spirit moments that separated Brock from other schools. We want to continue to highlight our school spirit moments with staff shout-outs at staff meetings, Brock newsletter highlights, PAC presentations, SD73 media stories and celebrations via announcements and bulletin board displays.

 - B. Continue to reinforce Brock Community Expectations and values to continue to build common language around school wide expectations in all environments. As this coming year will be the 5th year for these Brock expectations and values, we want to reconnect with students, staff and parents to ensure these expectations and values support and represent our school community. This is mapped out on [SLP Timeline 2025 2026.pdf](#)

- 3. Continue to guide PLC's through Professional Development days and at staff meetings to ensure staff is utilizing PLC time to guide adaptations and UDL to support all of our students. Data will be important in promoting the 'why' as our current data shows a significant dip in students feeling connected, safe and welcome at Brock. This will be important as we will not have coordinators in 2025-2026 to help guide PLC and departments. The data we share with staff will be accessible through EDplan Insight and District data pulled by Jake Schmidt.

- 4. We need to continue to establish an active LGBTQ and Diversity Club with a staff member who would be committed to the club long term. With less turnover in staff, Brock will actively seek staff to help establish the club.

- 5. Brock will continue to celebrate our students. Students are recognized at our awards assembly at the end of Semester 1 and Semester 2. With our revamped Brock Secondary awards and year-end awards assembly, we are seeing students setting goals for themselves and focusing on academic achievement and contributing to our Brock community. We want to continue to acknowledge students via nominations from teachers and student academic achievement. See [Brock Recognition Guidelines.pdf](#)

Utilize PAC and Parents:

- SLP discussions and collaboration at forefront of school presentation to PAC.
- Share School goals and SLP data with PAC in September and again at the Mid-Year review.
- Share SLP goals and initiatives in the school newsletter which is posted onto our school website.
- Share Academic/Wellness goal at Parent Information night in January/February, prior to course selections
- Share Academic/Wellness goal at Aboriginal Family Dinner in November.
- Continue to encourage other teachers to apply for PAC funds.
- Utilize PAC funds to promote SEL and our school values in ways that enhance our hallways.
- Expand PAC membership to withstand our transition to an 8-12 school and our new catchment areas.
- Prepare plans to support PAC funded bursaries and scholarships as we move to an 8-12 school.

SCHOOL STRATEGIES:

To improve greater sense of belonging where students feel welcome and safe, we will:

- engage parents in this conversation at the PAC meetings.
- ensure Brock has active groups that support specific students: LGBTQ, Boys Club, etc.
 - Centralize one bulletin board to provide information about school groups, meeting dates, lead teachers and classroom number.
- ensure there are spaces for different students and groups (Welcome Room, WIN room, LAC hub, clubs, TNT program, Boys Club, Girls Group, Leadership/Student space, LGBTQ group, Gaming Space, Intramurals)
- utilize the Student Learning Survey to add questions around how these programs support student learning and sense of safety, belonging and connection.
- ensure school events such as pep rallies and guest presentations take place on a schedule to build school pride and build a sense of connection in our students with Brock.
- promote our 3 school values (as well as our 4 District values) and our school slogan with staff and students to build pride and ownership of our school vision.
- bring in guest speakers like Safer Schools presentation and BC Lions on Be More Than a Bystander.
- ensure we have a daily breakfast and lunch programs.
- Work with staff to support and review Well-Being of students at Brock
 - Create a teacher working group to celebrate students who represent Brock values.
 - Build on Brock Community norms to create a positive school climate and culture.
 - Utilize the Brock Community Poster in all classrooms, on course outlines, website and newsletter.

- Utilize the Brock Values poster with students in classroom tasks and in connection with Core Competencies, self-reflections and goal setting.

To improve classroom practices, we will:

- focus on ensuring the entire school participates in reporting on Core Competencies. We scheduled dates on our school calendar to have students reflect on their personal and social competencies in a meaningful way within the context of all areas of learning.
- ensure First People's Principles of Learning are visible in every classroom and reflected in classroom assignments.
- utilizing authentic aboriginal resources and LGBTQ resources within classrooms so students see themselves reflected in the curriculum.
- coordinate professional development around our school values of Courage, Curiosity and Compassion to build meaningful connections.
 - Foster collaboration of teachers and classes for various activities - especially collaboration with diverse students' case managers.
 - Promote quality adaptations to meet the needs of our diverse learnings.
- Have months dedicated to our focused classroom instruction around our school values through the lens of 3 actions: creating a safe learning environment, modelling and seeking student feedback.
- recognize students who provide service/acts of Brock Values. This is recognized through our school awards.
- build compassionate classroom communities.
 - engaging all of our students in Competency Based practices.
 - have students actively reporting/reflecting on Core Competencies and setting goals.

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

- ensure expectations regarding student behaviour (AP 360 Code of Conduct and School wide expectations to promote a safe and healthy Brock Middle school community) are discussed and visible in every classroom and understood by all students.
- host regular grade meetings after each reporting period.
- recognize students' achievements and contributions to a positive school environment.
- utilize Pre-Screening and Counseling/Admin meetings to ensure wrap-around support for vulnerable students.

To improve wellbeing, we are allocating our financial resources towards:

- Pro-D to build capacity in trauma informed practice, inclusion, restorative practices, mental health and well-being.
- classroom resources that reflect our diverse student population.
- provide release time for teachers to improve instructional practices and provide differentiated instruction and assessment, enhance self-regulated learning, and engage students in inquiry, choice and autonomy.

To improve Aboriginal student learning, we will:

- implement strategies in Local Education Agreement and Aboriginal Education Enhancement Agreement.
- Connect with local band education coordinators when supporting students on nominal roll.
- Strategies reviewed and shared at staff meetings and reiterated through our Aboriginal Support Teacher.

Brock's Work Around our Equity Question

STREET DATA STRATEGY:

Provide your current equity-centred inquiry question:

- How do we collaboratively create learning spaces for belonging where Indigenous and diverse learners engage at levels equitable with learners who are non-diverse and non-aboriginal?

Identify which cohort of learners (at the margins) the staff is prioritizing:

- Indigenous and Diverse students:
 - This year counsellors took over the case management of category H students to help support mental health and to provide regular check-ins.
 - We provided ProD in September around implementing strong PLC's to improve instructional and assessment practices to support adaptations and UDL.
 - Staff were asked to focus on adaptations and UDL to support the academic success of diverse and Indigenous learners.
- Indigenous students:
 - February's ProD, admin led staff through a full day session that looked at the work of Dr Dustin Louie. We looked at the historic trauma, biased perspective, decolonizing education, the graduation rates of our Indigenous students and factors that hinder graduation rates, the academic achievement of Indigenous students at Brock, and the need to utilize indigenous resources and lessons within the classroom.

Administration has directly explored our conduct entries with a specific analysis of Non-Indigenous and Indigenous conduct entries. We have been working to 'check' our own biased perspectives and have actively worked to open-up communication between Indigenous students and their parents/guardians to come to a collective approach to support students and improve academic, social/emotional and attendance concerns. See data [here](#)- file: Conduct Entries.pdf

Diverse and Indigenous Students

- Our weekly Pre-screening and IE/Fail meetings (at the end of each reporting period) focused on ensuring wrap-around supports were in place for each student who was struggling academically. This involves the support of our IEWs, Counsellors, Aboriginal Outreach Workers, Sandra Steele, LARTs and Admin.

- IE data was shared with staff as part of our professional conversations. Teachers were asked to utilize PLC to improve instructional practices to improve outcomes for our students at the margins. See data shared [here](#) - file: IE Data 2024_2025.pdf
- This year, we also had STRONG block which provided academic support to all students for about 45 minutes each week (during PLC time). Students were referred by teachers and administration to complete missing assignments, assessments and to access additional academic support to reinforce concepts.
- Next year, we will also have Power blocks every Wednesday which involves 22 minutes at the end of 1st and 2nd block for teachers to review and re-inforce course work with struggling students, connect with students one-to-one, and help students remain caught up on course work.

State one or two actions taken by staff to understand these learners' school experience:

- Our school coordinators interviewed students with continuing care orders as per questions guided by Rick Kienlein.
 - We shared with staff that students are most successful when: they feel connected with their teachers, have access to technology within the classroom, participate in shortened, focused projects with regular check-ins, have access to diverse clubs within the school, have access to elective choices and alternate programming, when teachers provide adaptations that support social and emotional well-being.
 - This led to our Compassionate February where teachers and students participated in a school wide question each day during the first block. The goal was to help build meaningful connections between students and teachers.
- Improvements to Pre-Screening Referral Form were made by staff to make it easier for staff to refer students and/or provide meaningful context regarding students' academic and social/emotional progress and communication with parents/guardians.
- Improvements to the Triangulated Evidence for students with CBIEPs: our Student Services improved our method to connect students and staff to each student's CBIEP triangulated evidence documents. It also improved the means in which students and staff input triangulated evidence creating more robust documents.
- ProD:
 - Mobilizing Professional Learning Communities to support UDL and Adaptations
 - Extending the Teachings of Dr. Dustin Louie with Staff
 - Focusing on Indigenous experience, trauma and supporting Indigenous learners.
 - Staff Meetings focuses on Adaptations, UDL and the Ministry of Education and Child Care's Racism Response document.
 - ILT focused on students with CCO's.

Share how you have used, or plan to use, this information to create positive change:

- Our school vision is "We strive to build meaningful connections and become our best selves." Xexyemstsút
- This information will guide next year's work to support staff in providing flexible instruction and classroom tasks that enable all students (specifically marginalized students) to demonstrate their learning differently and to their personal best.

- In addition, we will continue to strengthen the types of adaptations provided to students so that Brock staff has a strong understanding and collaborative approach to UDL to decrease the number of diverse and Indigenous students referred to pre-screening and on IE/F lists at the end of each reporting period.
 - This is necessary so that our students at the margins see themselves as academically able and visualize themselves as learners to set post-secondary goals and improve life outcomes.

CULTURAL & 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:

Our Brock school community will work together to learn about cultural safety by:

- reviewing school, district and classroom policies to ensure an inclusive learning environment.
- providing proper resources and funding to teachers for various planned activities: Day of Suwentwecw, Pride Month, Orange Shirt Day, National Indigenous Peoples Day and National Day of Truth and Reconciliation etc.
- building connections to our 3 school values and 4 District values.
- bringing in Guest speakers (Ex. Out in Schools)
- organizing professional development focused on how to build cultural safety
- hosting a Aboriginal Family Dinner
- ensuring First People's Principles of Learning are visible in every classroom and reflected in classroom assignments.
- utilizing authentic aboriginal resources within classrooms.
- ensuring Brock has active groups that support specific students: LGBTQ, Boys Club, etc.
- engaging staff in conversations (led by ILT) to discuss Characteristics of Aboriginal Worldviews and Perspectives to build connections to resources, District personnel and guests.
- utilizing student leadership and leadership activities planned for Day of Suwentwecw, Pride Month, Orange Shirt Day, National Indigenous Peoples Day and National Day of Truth and Reconciliation.
- ensuring our learning environment reflects and celebrates diversity.

- celebrating activities and various school initiatives on our school website and newsletter.