

Updated: June 30, 2026



Brocklehurst Secondary School
Annual School Learning Plan 2026-2027

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. The 2025-2026 school year is the first year we are complete with grades 8 to 12. Our school population includes 577 students, which includes 27 International students. (This is our first year with international students.) Our grade 12 cohort is relatively small with 69 primary active students. Approximately twenty six 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 did not have ILT, we surveyed the staff more often at the end of each staff meeting to receive feedback regarding our SLP goals and strategies. We also held a second staff meeting every month except in December, March and June. The purpose of this 2nd staff meeting was to improve our instructional practices through a focus on Ron Ritchhart's book and process of Creating Cultures of Thinking – The 8 Forces We Must Master to Truly Transform Our School.

We collected student feedback through the 2025-2026 school year. Administration covered different classes throughout the school year, and took those opportunities to survey students to receive feedback on what instructional practices help them learn, what supported their academic success, and how we could continue to improve the learning environments at Brock. 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 and PAC.

In preparation for the Graduation Numeracy Assessment, 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. (Corina Lampreau is now housed out of Brock Secondary.) During the 2025-2026 school year, these 2 counsellors have seen a significant increase in the number of students referred or seeking their services.

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 of 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 - **GNA 10 Numeracy Data January and June 2026.pdf**

Click [here](#) to see Brock's Literacy data – **GLA 10 Literacy Data January and June 2026.pdf**

Click [here](#) to see Jake Schmidt's Brocklehurst School Progress Review for 2025-2026.

AREAS TO CELEBRATE:

Our 2025-2026 Numeracy data showed positive improvements in all areas of the GNA. Although we continue to have a large group of students achieving a 2 on the GNA 10, we are seeing a decrease in the number of students achieving a 1, and more students achieving a 3 or 4 (depending on the January and/or April session.) When comparing the 11 components of the GNA against the District and All Public schools, Brock is actually starting to meet or close the gap on numeracy achievement. Previous, we have been between 2.2% and 5.8% behind the District in our achievement and 3.19% and 10.97% behind the province. This year, our average achievement on the 11 components of the GNA are almost at par with our District and ~ 1.3% behind the province. (See the link for the GNA 10 Numeracy Data January and June 2026 above.)

As shown on Jake's data from 2024-2025 our diverse students are still achieving an 'Emerging' mark on our GNA 10. We added a **6-week Math Support Program** that started in April and May. This program was specifically designed for Grade 8 and 9 students to help bridge gaps in foundational math skills and build stronger math fluency. Our goal was also to boost students' math confidence.

The **District Numeracy Coordinator met with each PLC group** at Brock. The focus was on learning ways to build numeracy tasks and skills into their curricular areas.

Grade 8 and 9 students continue to participate in one **Brock Numeracy Assessment** in the semester in which they take 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 take Math. This year, students communicated that this practice is very helpful in preparing for the GNA; they felt the more rigorous the practice was, the more prepared they were for the GNA. Most students communicated that review of numeracy skills was not enough – they needed to work through the problems themselves or collaboratively. This information was shared by admin to the Math PLC and the entire staff at 2 staff meetings. The Math PLC then worked to focus their efforts on preparing students for the BNA and GNA.

Our **September ProD 2025 focused on strengthening all teachers numeracy skills and understanding of the GNA**. It then helped focus PLC goals for the 2025-2026 school year to strengthen numeracy skills and adaptations for our diverse and indigenous learners.

Brock hosted a **Numeracy ProD on December 2025 with our three feeder schools**. The District Numeracy Coordinators, VP Grady Sjukvist and Principal Perry help facilitate the ProD. The goal of the ProD was to build numeracy skills and strengthen collaborative connections. The ProD focused on Key Foundations for Mathematical Reasoning for a target audience: K-9 math teachers. Presenters were Monica Bergeron/Pamela Thomson
And Activating Student Thinking – Questions to best extend conceptual thinking for Numeracy Through actions of Interpret | Apply | Solve | Analyze | Communicate in all subject areas.

In March, we had a **March Numeracy Challenge**, where all classes were invited to complete a weekly numeracy challenge. The numeracy challenges came from the University of Waterloo and ranged in grade level from grade 4 to grade 9. Four teachers sent photos of their classes engaging in the activity, and classes participated in the challenge were awarded treats.

This year, we had a **2nd staff meeting where we focused on instructional practices and numeracy skills by developing a culture of thinking in our school**. Teachers engaged in a numeracy challenge and then engaged in 2 thinking routines that focused on Ron Ritchhart's 8 cultural forces that define our classroom: Expectations, Opportunities, Time, Modelling, Language, Environment, Interactions, and Routines. The goal of this 2nd staff meeting was to

elevate our staff and students' processes of thinking, and for teachers to refine these 8 forces to design classroom environments and tasks that promote and elevate critical and creative thinking. We believe by elevating students' thinking skills and processes, they will be better equip and more confident to successful work through and solve various numeracy tasks. This led to a handful of teachers inviting administration to visit their classrooms to experience how our staff meeting conversations had shaped their lessons and student learning activities to encourage and activate a culture of thinking.

Purchased Resources: whiteboards and document cameras to support all teachers, especially Math teachers, in sharing learning, enabling vertical learning and improving instructional practices. This also led to several teachers inviting administration into classroom spaces to view how these resources were being utilized to support student learning.

SCHOOL STRATEGIES and EVIDENCE for 2025-2026:

( Indicates where and how we have made progress on this strategy.  Indicates where we still need to make progress.)

∄ 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  September 2025 and December 2025 ProD and PLC work with District Numeracy Coordinator.
 - 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 at 2nd staff meeting, PLC and during the ProD's.  September 2025 ProD, December 2025 ProD and PLC work with District Numeracy Coordinator
- 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.)  Whiteboards and document cameras were brought in to support teachers and students in their learning.
 - Need to model thinking routines, vertical learning spaces and the numeracy cycle at staff meetings and Pro-D.  This was the focus of our 2nd staff meeting and all collaborative activities at staff meetings and ProD.
- 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.
 - ✓ Remained at the forefront of all staff meetings.
- Integrate numeracy and our numeracy data into staff meetings to inform practice.
 - ✓ Remained at the forefront of all staff meetings.
- Integrate classroom numeracy challenges into our Brock Weekly for the month of March. ✓ Teachers and classrooms who participated were then celebrated at our 2nd staff meeting and April staff meeting.
 - ➡️ SOON The goal is to make this an annual event.
- provide collaborative time every Wednesday at PLC's to build numeracy sprints, tasks and assessments.
 - ✓ Teachers have PLC structures at Brock, and have been meeting with the District Numeracy Coordinator.
 - ➡️ SOON Staff need more time and ProD to deep dive into Sprints.
- connecting district values, school values, and core competencies to Numeracy.
- create a data set to capture student improvement on our GNA. ✓ This is in place.

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

- aligning PD to our numeracy goal ✓ Took place in September and December
- get staff working with SD73 Numeracy Coordinator to improve how to embed numeracy into student learning, and how to assess student numeracy learning.
 - ✓ District Coordinator met with the following PLC's during 2025-2026 school year: Math, Science, Humanities and Electives.
- numeracy focused Pro-D days working in collaboration with feeder schools.
 - ✓ Took place in December with Kay Bingham, George Hilliard and Parkcrest.
- 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.
 - ➡️ SOON Staff need more time and guided focus to ensure this takes place.

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

- Focus on building students' numeracy skills prior to grade 10. ✓ A continuing practice at Brock
- strengthen our transition plan for grade 8 students to Brock Secondary.
 - Work with feeder schools to strengthen numeracy skills.

■ ✓ A occurred in December 2025

■ ➡ Need to find more opportunities to support transitions and strengthen numeracy skills.

- have EDPlan RTI data ready to go in September for all teachers/classes of foundational courses. (Utilize Jake Schmidt)

○ ➡ Need to find more opportunities to facilitate this

■ focus on Grade 8 classes to build student profiles with a focus on numeracy and literacy - in early September. ✓ This documentation does take place through a shared spreadsheet with feeder schools and a zoom meeting with Brock's Admin, Counsellors, LART and Elementary feeder schools Admin, LART and classroom teacher. Incoming students are placed into specific programs (like RISE) based on these transition meetings.

- RTI Math/Science results to identify Emerging Learners

○ ✓ This led to our 6 week Math Support program for grade 8 and 9 students.

- track students on identified through the Pre-Screening process, on partial programs and accessing targeted interventions.

○ ✓ This takes place weekly.

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. ✓ This is in place and scheduled on our School Calendar and discussed at staff meetings. This is now a routine at Brock.

- focus on orientation and resiliency with the process of the Numeracy Cycle and numeracy problem solving in all grades. ✓ This is in place with the practice of numeracy tasks that is taking place in Math classes and other learning environments through numeracy challenges.

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. ✓ These programs are in place and utilized at Brock. For the 2026-2027 school year, RISE will continue to support grade 8 and 9 students in Math and English. Work Readiness will move to Classroom, Blended Learning or LAC learning environments – depending on the need of our Grade 10 –12 students.
- promote Secwepemc culture and language at Brock. ✓ This is in place at Brock.
- connect Indigenous youth and families with our Indigenous Family counselor and Indigenous Outreach worker to provide support and unique academic programs to keep students connected to their learning and our school community. ✓ This is in place at Brock. The Indigenous Family Counselor is housed out of Brock. We have updated a smaller learning space called the 'Connections Hub' where students can meet with the Indigenous Counsellor, Day One Counsellor, and the District Indigenous Graduation Success Teacher.
- provide Pro-D opportunities centered around the Circle of Courage, trauma informed practice, and First People's principles of learning. ✓ This is in place at Brock. Admin has actively engaged in an annual February ProD to looking a Dr. Dustin Louie's work and supports for marginalized Indigenous Youth. For the past 2 years, Brock staff have organized a Core Competency Day (held on June 16th during the 2025-2026 school year) that is focused on First People's principles of learning, Indigenous knowledge and Core Competencies.
 - 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. ➡️ The teacher and block are in place for the 2026-2027 school year utilizing the skills of Ms. Ivy Chelsea.
- work collaboratively with LMO, SCFS, and T'Kemlups education coordinators to support our students. ✓ This is in place at Brock.

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

- curriculum resources: ✓ This is in place at Brock.
 - Vertical Learning boxes in library for sign out
 - Ensure classrooms have vertical learning spaces.
 - Utilize document cameras to support teaching and sharing of learning.
- share numeracy resources on sharepoint ➡️ This still needs to be put into action.
- Henry Grube Coordinators to review and recommend numeracy resources, and meet with PLC groups to discuss develop of numeracy in all curriculum areas.

- ✓ This is in place at Brock. Many numeracy resources have been purchased at various grade levels, based on the recommendations of SD73's Numeracy Coordinator. The library has redesigned teacher access to teacher resources which has removed barriers to resources. This is annually updated.
- Human resources:
 - District Numeracy Coordinator ✓ Coordinator will continue to work with our PLC groups in 2026-2027.
- Extracurricular:
 - Celebrate clubs and recognize numeracy connection ➡ This still needs to be put into action.
- Field trips:
 - Change field trip forms to note numeracy connection of trip ➡ This still needs to be put into action.
 -
 - Provide subsidy to trips that meet numeracy goals ✓ This is in place in our 'Field Trips' budget line to support field trips like the math contests at TRU and any planned numeracy focused field trips.
- Other:
 - Numeracy corner on Brock Weekly. ✓ This is in place and is focused on in March.

Areas to Grow and Next Steps for 2026-2027:

As the District pivots to Literacy as our universal goal next year, we have a great opportunity to connect it with Numeracy by deepening our culture of thinking here at Brock. Focusing on a growth mindset and the 8 classroom forces—while tying them to the OECD's aspects of high-quality teaching—will be the key to lifting our students' skills in both areas. After all, as Ron Ritchhart reminds us, "Learning is a consequence of thinking."

Looking more to a problem of practice and a theory of action as guided by Peter DeWitt:

If we shift instruction from "answer-getting" to cultivating a culture of thinking that honours diverse strategies and ways of knowing **then** all students, especially our Indigenous and diverse students, will feel psychologically safe to take intellectual risks, engage in rigorous inquiry, and share their unique perspectives **so that** student engage in the productive struggle and visible thinking required to master complex numeracy concepts and develop agency as mathematical thinkers.

To determine which instructional practices and tasks truly boost numeracy and literacy, we will need to continue using student surveys as a vital feedback loop. Moving forward, we will maintain our practice of scheduled classroom visits across different grades and subjects

throughout the year. Relying on a targeted bank of questions will help us pinpoint and replicate the instructional strategies that best support student success.

Expanding our UDL skills will help support our diverse and indigenous students to achieve in both numeracy and literacy. Dr. Frederick Fovet from TRU is an inclusion and UDL consultant with K-12 schools and post-secondary institutions, both domestically and internationally. He will be supporting our staff during the September ProD in tackling meaningful UDL that supports diverse learners with engagement and achievement. This will be a deep dive into UDL from his May presentation during our 2nd staff meeting.

We will need to continue to leverage PLC time for building capacity in all our staff to improve our students' numeracy skills, 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 2026.pdf**. Empowering our PLC time to support students at the margins and numeracy will be the focus of our September ProD in 2026, and we will focus our professional conversations during staff meetings around numeracy skills and UDL.

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.

To better support our diverse learners, we must sharpen our focus on numeracy. This will include targeted professional development for Math and RISE Math teachers, supported by Monica Bergeron during PLC time and ProD days. Additionally, with eight school-wide CEAs next year, we can deploy focused support directly into Grade 8 and 9 math classrooms.

To ensure early intervention, administration, counselors, and LARTs will utilize MyEd Grade 7 data to identify incoming students with "Emerging" math marks who require extra help. These students will take a four-week math support class during one of their elective rotations, focusing on foundational skills and math fluency. Finally, we will invest in a Spiral of Inquiry to evaluate the effectiveness of these targeted Grade 8 and 9 interventions, with the ultimate goal of improving Graduation Numeracy Assessment (GNA 10) results for all students—particularly our diverse learners.

Student attendance needs to be addressed in improving Numeracy and Literacy outcomes and developing a culture of thinking at Brock. Click [here](#) to see Jake Schmidt's report. Since 2021, Brock's attendance rates for students who are missing more than 20% of school have been steadily increasing. A student cannot learn when they are not in their learning environment. This might be best addressed through the wellness goal, with a revamp of the goal needed to focus on improving student attendance.

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 UDL and the skills required for Numeracy and Literacy. Dr. Fovet from TRU is already booked.
- December ProD is booked with Elizabeth Devries to focus on AI to support UDL, ensure authentic student learning, and enhance cultures of thinking.
- Ensure all ProD continues to decolonize education and create safe learning environments for all indigenous students.

Utilize Staff Meetings:

- 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.
- Reinforce our support structures at Brock and maintain open communication through Sharepoint regarding Pre-Screening, SBT support plans, and CBIEP triangulated evidence to support student learning.

Utilize Instructional Programming:

- Continue to support diverse students who require heavily adapted work with RISE Math and RISE English.
 - To support these students with an assessment system that utilizes IE to support students' growth over two years if needed.
- Utilize the Learning Hub and LARTs to support students requiring heavily adapted Math and/or English programming for grade 10-12 students.
- 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 to achieve grad requirements.

Continue Building Resources to Shift Teacher Focused Classrooms:

- Continue to support classrooms with document cameras & whiteboards that support a culture of thinking.
- Continue building teacher materials and curriculum that supports First People's Principles of Learning and Indigenous ways of knowing. Utilize the Indigenous Support Teacher to work with PLC's regarding these materials.

- Supporting classroom arrangements that facilitate thoughtful interactions: For 2026-2027, the Learning Hub will be expanded so that all 3 LARTs and our Blended Learning teachers work out of a larger connected space. This will provide students with flexible LAC learning environments with skilled LARTS and CEA's who can support their learning needs.

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:

All students 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:

This is the first year that Brock Secondary School has data from our grade 10 and 12 students. Click [here](#) to see Jake Schmidt's Brocklehurst School Progress Review for 2025-2026. Click [here](#) to see Wellness data from the 2025-2026 Student Learning Survey data. Click [here](#) to see Brock's Student Support Structures flow chart.

AREAS TO CELEBRATE:

Brock staff continues to build welcoming, safe and connected spaces and activities where students can 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 officially had a full complement of grade 8 through 12 students; and we worked to reestablish Brock traditions. These traditions are the work of staff and students at Brock in making Brock Secondary a vibrant and dynamic school.

Celebration and Evidence from 2025-2026:

Staff Generated Intramurals 	Two of our staff members took the lead to create a month of May Team Intramurals event. There were multiple lunch hours of Volleyball competitions with various students and staff teams taking part in the event. Over 50 students would watch each lunch hour. These lunch hour intramural games created a positive school vibe, engaged students in our school values and helped support attendance rates within the school.
Multiple School and Community Events at Brock.  	Brock continued to host the following events: • Terry Fox run where the entire school participates in • the Back-to-School BBQ and End-of-Year BBQ • School Wide Remembrance Day Assembly • Spike Pink Tournament • Annual Christmas Breakfast • PAC Christmas Fair • Brock Annual Christmas Concert – entire school attends • Brock's Christmas Band and Choir Concert • Brock's Got Talent Concert – entire school attends • Indigenous Family dinner • Drama Production of The Great Gatsby • Spring Carnival to fundraise for the 2027 History Trip • Core Competency Day (see below) • Brock's Summer Band and Choir Concert • School wide Semester 1 Awards Assembly and End-of-year Awards assembly – focused on achievement and school values. These events were well attended by students, parents, and teachers. All these events celebrated our students and generated a positive school culture and reinforced our school values of Compassion, Curiosity and Compassion. Events like these are powerful ways to build community, foster inclusion, and celebrate the unique strengths within our school.
Jazz Coffee House Lunch Hour Events 	Our Fine Arts teachers organized multiple Jazz Club lunch hour 'coffee house' events. 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 to eat their lunch and have a cup of free hot chocolate or ice tea while cheering on their peers.

Brocklehurst Secondary School

SLP 2026-2027

Fine Arts Showcase	This year the Fine Arts department of Art, Drama, Dance, Band and Choir hosted an evening that showcased our students' achievements in Fine Arts electives. We sent invites to our feeder school to invite future students and their families into our building to experience the types of opportunities that our Fine Arts department provides to our students.
Brock Clubs: Boys Club, Girls Club, Yearbook, Iron Broncs, Art Club, Esports, Library Student Council, Battle of the Books, Drama Club, Board Games club, Puzzle Club, Yearbook Club, Dungeons and Dragons, Debate club, and Model UN	Mr. Badgero documented and advertised the numerous clubs that Brock teachers hosted throughout the school year. Students could look at any time of the year at the front bulletin board to find out about our school's clubs - when, where and at what time they meet, and who the sponsor teacher was. Mr. Badgero also actively advertised these clubs and created a moving advertisement board to get students interested and well informed about our clubs. Some clubs operated after-school, while others operated at lunch – making it easier for students to get involved.
Leadership Activities - led by students and teachers  	Numerous school leadership activities helped build school spirit and meaningful connects between teachers, staff and students: Food Drive and Hampers: 25 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 in the week guessing the themes and having some fun with their teachers. 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!

Brocklehurst Secondary School

SLP 2026-2027

Cross Curricular Opportunities and Transition Events



A number of Brock teachers hosted students from our elementary schools to come to Brock and experience programming or other cross-curricular events. Other times, our students walked to our feeder schools to complete some big buddy work with future Brock students.

We hosted a Grade 7 parent/student meeting to present schedule and program options at Brock and to answer any questions students may have. One VP and one counsellor visited each feeder school to go over course selections.

Admin, counsellors and our LART met with every feeder school Admin, LART and classroom teacher to discuss academic and social/emotional supports needed to help each grade 7 student transition successfully into Brock.

Our Leadership class hosts a Grade 7 Tour and Pep Rally. Grade 7 students engaged in numerous classroom activities and had a sit-down lunch with other students from our feeder schools and teachers from Brock.

Athletic Banquet and start of Brock Hall of Fame



This was Brock's 2nd annual Athletic Banquet, where students and families brought food to share at the banquet and awards were presented after the dinner.

This year, Ms. Lowndes (who is also our Athletic Director), started the evening off honouring a Brock alumni into Brock's Hall of Fame. The Hall of Fame is intended to showcase former student athletes and mentor Brock's return to a rich tradition of a robust athletic program. This year we honoured Brandon Nash and Riley Nash.

Brock's Graduation Walk and CLC 12 presentations



Graduation Celebration Walk

We had 67 grade 12 student graduate this year. This was a great celebration for our students. Prior going to our grade 12's attending the rehearsal at the Sandman Centre, we completed our 2nd annual Grad Celebration Walk through our hallways in grad gowns – this allows the entire school to celebrate our grade 12 students. It also mentors our younger students in helping set future goals.

This year we also celebrated our CLC 12 students by hosting their capstone presentations in our school gym to different grades and to our community. This was a packed event for both semesters. Peers, parents and family members attended this event.

Core Competency Day



Our staff organized our 2nd Annual Core Competency Day. This day involved full day and ½ day field trips and two ½ day learning activities at the school. Students signed up for the type of learning activities that interested them. The focus of the day was on Indigenous knowledge and Core Competencies. The entire school was engaged in different activities throughout the day: Kayaking, Hiking, Trail walks, biking, cooking, McQueen lake exploration, Indigenous games, and much more. This day focuses on student well being, connection and our school values.



SCHOOL STRATEGIES and EVIDENCE for 2025-2026:

( Indicates where and how we have made progress on this strategy.  Indicates where we still need to make progress.)

-  Actively work on building a positive school community as we officially become a complete Secondary School with grades 8 through 12. -  see chart above for all the examples of the staff and student lead activities that took place during the 2025/2026 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. -  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 - ✓ we continue to extend signage throughout the school with the support of Jackie Jules and the Language and Culture Department.
 - Utilize our Indigenous Support Teacher to guide culturally responsive curriculum and classroom learning environments - ✓ Ms. Chelsea provides language lessons during our staff meetings and implemented student learning tasks where students asked questions in Secwepemc to staff and staff answered in Secwepemctsin, and she was instrumental in organizing our Core Competency 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 place at Brock and available to all staff through Sharepoint. 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 - ✓ in-place at Brock and available through in Sharepoint
 - Maintain a spreadsheet monitoring students enrolled in LAC, Blended Learning, RISE and Work Readiness - ✓ in place at Brock on the Sharepoint.
 - Reshape RISE to support our Secondary learning environment - ✓ Next year, RISE will focus on supporting Grade 8 and 9 students to help transition them to grade 10 and the graduation plan. LARTS teach RISE programming of English and Math. Students take 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, during PLC time and SBT's to support diverse learners. - ✓ this will continue to be a focus at our staff meetings and our September ProD with Dr. Fovet as well as during PLC time.

Brocklehurst Secondary School

SLP 2026-2027

- Utilize a push-in model with Case Managers to support classroom adaptations.
 This needs to take shape with the expansion of our Learning Hub with 3 LARTS (up from 2) and 8 school wide CEAs (up from 6) for the 2026-2027 school year.
- 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 to engage our stakeholders.   This needs a formal structure to how feedback is received from our stakeholders. Currently, PAC is active in providing feedback regarding school goals.
- Plan supportive transition events for students coming and/or returning to Brock.  Brock has a number of transition supports including Grade 7 parent/student Information night, Admin/LART/Counsellor and Feeder School Sharing Session done by Zoom, Grade 7 Visits/Pep Rally in May and supplementary meetings held in June, July and August to support individual students social/emotional needs.
- 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.  A local business would like to support us in celebrating the student of the month for the 2026-2027 school year. The working group needs to start in September.
- Professional Development needed regarding meaningful Adaptations that support all students -  Every September, our ProD focuses on UDL and effective ways to support student learning – specifically diverse and Indigenous students. This ProD continues during our 2nd staff meeting as it connects to our school goals. During 2025-2026, Dr. Fovet was at Brock on 2 different occasions to present to staff.
- ≠ Utilize PAC and Parents with SLP discussions and collaboration. Share School goals and SLP data with PAC in September and again at the Mid-Year review.  this is in place at Brock.

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

- ensure Brock has active groups that support specific students: LGBTQ, Boys Club, etc.
- Continue to centralize one bulletin board to provide information about school groups, meeting dates, lead teachers and classroom number.  this is in place at Brock.

- 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) ✓ this is in place at Brock.
- 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. ✓ this is in place at Brock. Our school wide assemblies (The Christmas Concert and Brock's Got Talent – both act as pep rally's for 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. ✓ this is in place at Brock.
- ensure we have a daily breakfast and lunch programs. ✓ this is in place at Brock with Canuel lunches, snacks in the Welcome Room, Starfish Backpacks and our Breakfast program.
- 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. ✓ this is in place at Brock
 - Utilize the Brock Values poster with students in classroom tasks and in connection with Core Competencies, self-reflections and goal setting. ✓ this is in place at Brock

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. ✓ this is in place at Brock and built into our school calendar.
- ensure First People's Principles of Learning are visible in every classroom and reflected in classroom assignments. ✓ this is in place at Brock
- utilizing authentic aboriginal resources and LGBTQ resources within classrooms so students see themselves reflected in the curriculum. ✓ This is in place at Brock but needs to be continually added to.
- coordinate professional development around our school values of Courage, Curiosity and Compassion to build meaningful connections. ✓ this is in place at Brock
 - Foster collaboration of teachers and classes for various activities - especially collaboration with diverse students' case managers. ➡️ Brock still needs to develop a push in model of LART support.
 - Promote quality adaptations to meet the needs of our diverse learnings. ➡️ Brock continues to provide annual ProD on this.
- 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. ✓ this is in place at Brock. This year we dedicated 1 full

month to each school value and asked teacher to connect their lessons to these values.

➡️ **SOON** Brock needs to design a formal way of report out this work to the entire school.

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.

Next Steps for 2026-2027 School Year:

Brock needs 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. Continue to refine 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. We need to formalize a Brock survey in December during Power Blocks to gain student perspectives of Brock and to analyze that feedback at different staff meetings and create action plans.

- a. 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.

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](#)

6. Focus on improving student attendance. For the 2026-2027 school year, attendance needs to be monitored and data collected on what has the greatest impact on student attendance.

7. To improve Aboriginal student learning, we need to implement strategies in Local Education Agreement and Aboriginal Education Enhancement Agreement. Continue to connect with local band education coordinators when supporting students on nominal roll.

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 and May 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:
 - We work closely with Sandra Steele to support Indigenous students in grade 10 – 12 to meet graduation requirements. We had Sandra, our Aboriginal Outreach worker and IEW attend our Pre-Screening meetings to help support our Indigenous learners. We programmed our Indigenous Support Teacher, Ms. Chelsea, in 2nd semester to help students meet their academic requirements. The District provided Brock with a Literacy Support block that provided literacy support to grade 8 and 9 students for a 2 month period to strengthen core literacy skills.

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.
 - 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.
 - We also implemented Power blocks every Wednesday which involves 22 minutes at the end of 1st and 2nd block for teachers to review and re-enforce 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:

- Staff organized a Core Competency Day on June 16th that focused on Indigenous knowledge and Core Competencies.
 - This was the 2nd annual for this event. There were numerous field trip opportunities to Paul Lake, McQueen Lake, Walloper Lake, Tsutswewc Provincial Park, TRU Athletics, and McArthur Island Park. There were also numerous school events to attend including cooking classes, wood burning classes, an Indigenous documentary and Indigenous games. This Core Competency was highly attended and students expressed their enjoyment from participating in these activities.
- 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 at the February ProD
 - 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.

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 Suwewentwew, 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 Suwewentwew, 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.