

September 18th, 2026

SOUTH KAMLOOPS SECONDARY Annual School Learning Plan 2026-2027

Due: September 30



Acknowledgement

Secwepemcúl'ecw yi7élye ell, re tmicws re Tk'emlú'semc n7élye.

School District No. 73 (Kamloops-Thompson) acknowledges that it is on the territory of the Secwepemc Nation, specifically the territory of the Tk'emlups te Secwepemc People

Kamloops School District No. 73 is located within the traditional territory of the Secwépemc people and includes the seven Secwépemc First Nations Bands:

- Tk'emlúps te Secwépemc
- Whispering Pines/Clinton Indian Band
- Skeetchestn Indian Band
- Simpcw First Nation
- Adams Lake Indian Band
- Little Shuswap Lake Indian Band
- Neskonlith Indian Band

Our school partners with the Skeetchestn and Tk'emlúps Indian Bands through our Local Education Agreement (link [Skeetchestn](#) and [Tk'emlúps](#)) and the Aboriginal Education Enhancement Agreement ([link](#)).

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CONTEXT

We are in exciting times right now at SKSS as we move into the second year of our School Learning Plan for 2022-2027. Working within the framework and curriculum of the B.C. Education Plan and the new 2022-2027 SD #73 District Strategic Plan, student and staff engagement at SKSS is clearly focussed on cooperative and personalized learning. Our collective focus is on providing the most optimal learning environment on our campus that is inclusive and respects the needs and goals for each of our students.

We currently have 1065 students attending South Kam of which 15% are of indigenous ancestry and 12% are defined as diverse learners. We proudly serve as the home secondary school for: Savona, Aberdeen, Dufferin, South Sa-Hali, Beattie, Lloyd George, Skeetchestn Community School, and Sk'elep School of Excellence elementary schools. Our Family of Schools are a diverse group composed of urban/rural, schools of choice - dual track French Immersion, broad social economic groups, and two First Nations communities who are highly collaborative and student-centered.

Our first year SLP implementation has been a positive experience for our staff, students, and community. The focus for 22/23 was to establish an SLP framework based on: communication and feedback for both goals, aligned collaboration and pro-d, and a review of early evidence to establish specific strategies for 23/24.

With the inclusion in 23/24 of early data sets specific to both of our goals, our collective planning will use this evidence to further support the tasks, strategies, interventions, and assessments we will implement school wide to benefit all of our students.

At SKSS, we are guided by the SD#73 District Strategic Plan and the collective goals that focus on: Intellectual Development, Human and Social Development, Cultural and Identity Development, and Career Development. Our focus on our Literacy goal and our Human and Social Development goal are guiding the designing and planning for the necessary strategies, tasks, questioning, assessments, and First Peoples Principles of Learning that are preparing our Titans for the ever changing and evolving needs of our global society.

In order to ensure that we have a strong sense of ownership and opportunity with our 2022-2027 SLP planning, it is essential that we involve students, staff and our community in this process. The perspectives and the perceptions from all of our stakeholders is imperative as we redefine what learning looks and sounds like in our 21st century classrooms.

Opportunities for stakeholder feedback included: formal education meetings planned within our school, school based surveys (student/staff/community), SKSS PAC, Satisfaction surveys, DEWR, Nonfiction Reading Assessment (NRFA), EDPlan Insight data, annual SLP “Point of Inquiry”, Skeetchestn and Tk’emlúps band consultations, Principal’s Council and our staff coordinators and leadership team. Future growth in our learning partner engagement will focus on the digital platforms for feedback, surveys, weekly messengers home and our SKSS website, as well as the face to face conversations through: PAC, P/T interviews, and Open House opportunities throughout the year on our campus. This open communication has empowered our school community to have a voice throughout this planning process and has allowed us to establish a platform for success for our SKSS School Learning Plan.

Learning Goal

INTELLECTUAL DEVELOPMENT

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them, and a capacity for creative thought and expression.

DISTRICT GOAL: Every learner will develop competencies and skills to succeed academically.

DISTRICT OUTCOME: Students will meet or exceed literacy/numeracy expectations for each level.

SCHOOL RESULTS ANALYSIS:

As per data analysis review starting in the fall of 2023

- Focus on: Determining Importance, Inferring, Extracting Information from Text, Vocab, and Critical Analysis.
- Datasets for: All Learners, Diverse Learners, and Indigenous Learners

[Data Appendix](#)
[NFRA Gr 8,9](#)

23/24 Data Appendix:

[SKSS Literacy 2024 File.pdf](#)

24/25 Data Appendix:

[SKSS Literacy 2025 File.pdf](#)
[NFRA Gr 8,9](#)

25/26 Data Appendix:

[Data Appendix](#)

Key Insights

- SKSS demonstrates strong overall system performance, particularly in graduation and student progression outcomes.
- Literacy achievement remains comparatively strong, though recent results suggest some softening from earlier peaks.
- Numeracy results are stable but remain notably lower than literacy outcomes, presenting an opportunity for continued focus.

Strengths

- First-Time Graduation Rates remain exceptionally strong and consistent (94–97%).
- Grade-to-grade transitions are highly stable, with 98–99% progression rates in recent years.
 - Literacy outcomes remain well above provincial-style benchmarks often seen in comparable data sets.
- The school demonstrates strong student retention and successful progression through

SCHOOL GOAL:

Through developing a school wide literacy continuum guided by our core literacy target areas, we will show an annual growth of students obtaining a 3 or 4 (meet or exceed / be proficient or extend expectations) in NFRA and Provincial Literacy Assessments.

- Building upon our previous SLP that focussed on the core competencies and foundational skills, our current SLP will focus on a **Literacy Continuum** towards establishing a school wide approach to improving student learning.
- Annual growth will be demonstrated by all learners with specific attention to: *Diverse Learners, Indigenous Learners, and I.E./Emerging Learners.*
- **23/24 strategies/interventions** will be prioritized based on current data on: *Determining Importance, Extracting Information from Text, **Vocabulary (priority 1)**, Inferring, Personal Connections and Critical Analysis.*

AREAS TO CELEBRATE:

- **2023/2024 Literacy 10 data results:**
 Achieving proficiency level 3= **56.90%**
 Achieving proficiency level 4= **11.12%**

- **2024/2025 Literacy 10 data results:**

Achieving proficiency level 3= **58.90%**

Achieving proficiency level 4= **12.33%**

- **2025/2026 Literacy 10 data results:**

Achieving proficiency level 3= **67.7%**

Achieving proficiency level 4= **7.7%**

- **2023/2024 Literacy 12 data results:**

Achieving proficiency level 3= **74.55%**

Achieving proficiency level 4= **7.99%**

- **2024/2025 Literacy 12 data results:**

Achieving proficiency level 3= **76.19%**

Achieving proficiency level 4= **8.57%**

- **2025/2026 Literacy 10 data results:**

Achieving proficiency level 3= **69.1%**

Achieving proficiency level 4= **10.7%**

- **23/24 NFRA data results for grade 8/9:**

Proficient/Extending- Extracting Info from text Gr.8= **57.06%** Gr.9= **67.13%**

Proficient/Extending- Determining Importance Gr.8= **44.10%** Gr.9= **46.22%**

Proficient/Extending- Critical Analysis Gr.8= **31%** Gr.9= **37.49%**

Proficient/Extending- Vocabulary Gr.8= **23.47%** Gr.9= **4.93%**

- **24/25 NFRA data results for grade 8/9:**

Proficient/Extending- Extracting Info from text Gr.8= **64.12** Gr.9= **74.09**

Proficient/Extending- Determining Importance Gr.8= **49.10** Gr.9= **57.56%**

Proficient/Extending- Critical Analysis Gr.8= **41.54** Gr.9= **52.39**

Proficient/Extending- Vocabulary Gr.8= **34.14** Gr.9= **29.17**

- **25/26 NFRA data results for grade 8/9:**

Proficient/Extending- Extracting Info from text Gr.8= **67** Gr.9= **78.28%**

Proficient/Extending- Determining Importance Gr.8= **68.5** Gr.9= **75.7%**

Proficient/Extending- Critical Analysis Gr.8= **57** Gr.9= **40%**

Proficient/Extending- Vocabulary Gr.8= **50.2** Gr.9= **42.63%**

AREAS TO GROW:

- **2023/2024 Literacy 10 data results:**

Achieving proficiency level 1= **.95%**

Achieving proficiency level 2= **14.29%**

- **2024/2025 Literacy 10 data results:**

Achieving proficiency level 1= **.95%**

Achieving proficiency level 2= **15.67%**

- **2025/2026 Literacy 10 data results:**

Achieving proficiency level 1= **3.6%**

Achieving proficiency level 2= **20.9%**

- **2023/2024 Literacy 12 data results:**

Achieving proficiency level 2= **25.97%**

- **2024/2025 Literacy 12 data results:**

Achieving proficiency level 2= **26.29%**

- **2025/2026 Literacy 12 data results:**

Achieving proficiency level 2= **18.50%**

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- **23/24 NFRA data results for grade 8/9:**

Proficient/Extending- Vocabulary Gr.8= **23.47%** Gr.9= **4.93%**

- **24/25 NFRA data results for grade 8/9:**

Proficient/Extending- Vocabulary Gr.8= **34.14** Gr.9= **29.17**

- **25/26 NFRA data results for grade 8/9:**

Proficient/Extending- Vocabulary Gr.8= **34.14** Gr.9= **29.17%**

AREAS TO GROW:

- **Focus on closing overall achievement gap between Aboriginal students and Diverse students in comparison to all learners based on the NFRA data:**

Proficient/Extending- **“Overall” Indigenous** 22/23 data Gr.8= **14.36%** Gr.9= **26.82%**

23/24 data Gr.8= **32.44%** Gr.9= **41.07%**

24/25 data Gr.8= **30.81%** Gr.9= **40.20%**

25/26 data Gr. 8= **37.12%** Gr. 9= **22%**

Proficient/Extending- **“Overall” Diverse** 22/23 data Gr.8= **18%** Gr.9= **7.69%**

23/24 data Gr.8= **13.52%** Gr.9= **30.77%**

24/25 data Gr.8= **32.44%** Gr.9= **30.77%**
25/26 data Gr. 8= **64%** Gr.9= **51%**

Proficient/Extending- **“Overall” All** 22/23 data Gr.8= **30.36%** Gr.9= **35.22%**
23/24 data Gr.8= **43.52%** Gr.9= **61.02%**
24/25 data Gr.8= **32.44%** Gr.9= **30.77%**
25/26 data Gr. 8= **51.7%** Gr.9= **52%**

OBJECTIVES:

- A. *Indigenous students and Non-Indigenous students will meet or exceed literacy expectations.*
- B. *Diverse students and Non-Diverse students will meet or exceed literacy expectations.*

SCHOOL STRATEGIES:

22/23: To improve in literacy, we will (classroom practices):

- We established, **“What does it mean to be a literate learner in your curricular area?” Interactive process(s), throughout the 22/23 school year, with staff/student/parent consultations for planning/implementation.**
- We will Implement specific school-wide literacy strategies starting in the fall of 2023. Diverse- Strategies/Tasks/Questions/Interventions/Assessments.
- We will utilize measures and assessments to guide classroom planning: Curricular competencies, NFRA, and Provincial Literacy assessments to guide appropriate interventions.
- We will implement literacy strategies and principles of learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.
- We will implement literacy strategies and Universal Design for Learning principles that will meet the needs of all learners within all departments.

22/23: To improve classroom practices, we will (PD strategies):

- We utilized the following for staff pro-d: staff meetings, coordinator meetings, and literacy focused pro-d days.
- We reviewed initial data sets for: NFRA and Provincial Literacy Assessments and student/parent literacy fall survey
- We implemented: preliminary strategies re- Mike Carson pro-d and the literate learner.
- We focused on a *Literacy Continuum* to further support reading and writing: strategies, mastery instruction, and intervention based supports (23/24)
- We will provide teachers, at each staff meeting in 23/24, specific literacy strategies to review and implement to meet the needs of their learners and curriculum.
- We will provide our parents/guardians, on a monthly basis via messenger, the same literacy strategies that were shared with our staff for their own review and support at home with their child.

To improve in grade-to-grade transitions:

- We will review our grade-to-grade transitions' results and list key strategies to improve.
- We will review our specific subpopulations who are needing targeted strategies and consider what those strategies are by working with our staff and aligned support teams within our school (Inclusive Ed., Aboriginal Ed. teams)- Equity scans specific to all learners.
- We will review our student referrals within our Inclusive Education dept. and what we are doing to support at risk learners through evidence based instructional interventions.

To improve school completion (Use graduation rates):

- We will review the graduation rates and list key strategies to continue to improve.
- We will review sub-populations and list key strategies to continue to improve graduation rates for those students.

To improve Indigenous student learning:

- We will review the strategies in the Local Education Agreements and Aboriginal Education Enhancement Agreement and include those strategies that staff agree will have the most impact.
- We will ensure that the First Peoples Principles of Learning and resources are acknowledged and implemented school wide in all dept's.
- We will utilize the Indigenous support teacher to provide literacy interventions for our most at-risk learners in grades 8 and 9.
- We will use our ELL language support teacher to provide literacy interventions for our most at-risk learners in grades 10,11, and 12.
- We will communicate progress with parents/guardians and local band education coordinators.

To improve in learning, we are ensuring that our resources meet our students' needs. At the core of our student centered resources within Literacy development, we will focus on:

- Curriculum resources (classroom/curriculum based and school wide intervention resources)
- Human resources (new Literacy coordinator position for 23/24 and assigned Literacy intervention support to our Inclusive Education dept.)
- Continued Pro D with a literacy focus within staff collaboration times/days

Evidence and Next Steps- 2023/2024 updates noted below

- SLP Pro D with staff-22/23: November with Mike Carson and December with Dr. Leyton Schnellert.
- SLP reviews with students- 22/23: September, October/Nov. with Principals Council.
- SLP reviews with PAC/parents- 24/25: September, December, January, and April.
- SLP reviews via parent survey- 22/23: September, January, and June.
- SLP reviews with staff- 23/24: Staff meetings (September, October, December, March, and May)
- SLP reviews with staff- 23/24: Instructional Leaders(October, December, March, and June)

We will commit to a similar schedule for 24/25, but with more local band consultations stemming from our targeted interventions for at risk Indigenous learners.

2023/2024 updates: Literacy planning, pro-d, and school wide implementation was led by our newly established **Literacy team** (Corina Wagge, Trisha Rimmer, and Graeme Hallett) who were tasked with monthly pro-d at our staff meetings. Resources and literacy strategies with a focus on vocabulary guided staff collaboration and planning.

24/25 Literacy planning and action plans were also evident within each dept. Giving evidence to a school wide focus on Literacy- *Vocabulary*:

- Resources including updated NFRA data for PLC
- Visuals: posters/visual media/word walls/Illustrated vocabulary
- Metacognition tasks activating prior knowledge
- Vocabulary development: thematic/expressions, word families, context clues
- Peer editing to build vocab capacity with students
- Daily reading with a goal of increasing participation in all dept's
- Word morphology/Critical Thinking and Analysis
- Writing workshops
- Word play/Word of the Day
- Visual vocabulary
- Prefixes/Suffixes and Root word meanings (Jigsaw learning)

24/25 Literacy interventions (Indigenous and Diverse Learners):

- **Targeted Literacy support block for at-risk indigenous learners**

Focus: Reading fluency, vocabulary, and comprehension utilizing various tasks and strategies as supported by Jocelyn Pelly. Flexible support provided through pull out support and full time scheduled support in our LAC.

- **Intensive Literacy interventions for diverse learners(LAC):** Vocab building, Sight word development, Phonetics/Phonemic awareness, Rhyming words, reading comprehension, oral reading, and visuals to match vocab,

25/26 Literacy Planning and Action Plans

For the 2025/26 school year, literacy planning and action plans continued to be embedded within each department, reflecting an ongoing, coordinated school-wide commitment to strengthening literacy outcomes for all learners. Instructional focus areas will include:

- Continued use of updated NFRA and school-based literacy assessment data to guide Collaborative time

- Intentional activation of prior knowledge through inquiry-based learning, anticipation guides, and metacognitive reflection strategies.
- Increased opportunities for structured academic talk using collaborative protocols to strengthen oral language and vocabulary acquisition.
- Sustained focus on daily reading practices in the English Department, with an emphasis on engagement, stamina, and choice-based reading.
- Integration of literacy-rich tasks such as reflective writing, cross-curricular assignments, and authentic communication tasks.
- Increased integration of digital literacy tools, including adaptive reading platforms, speech-to-text supports, annotation tools, and multimodal texts.

25/26 Literacy Interventions (Indigenous and Diverse Learners)

- **Targeted Literacy Support Block for Indigenous Learners at Risk**

Targeted literacy supports will continue for Indigenous learners requiring additional assistance, with programming supported through collaboration with the Learning Assistance Centre (LAC). Instruction will focus on strengthening reading fluency, comprehension strategies, vocabulary development, and oral language skills. Flexible delivery will include pull-out support, small group instruction, and embedded support within scheduled LAC blocks to ensure responsiveness to student needs.

- **Intensive Literacy Interventions for Diverse Learners (LAC)**

Intensive literacy interventions will continue to support diverse learners through individualized and small-group instruction tailored to student learning profiles. Areas of focus will include:

- Structured reading comprehension strategies, including retelling and summarizing
- Vocabulary development supported by visuals, context, and multisensory approaches
- Oral language development and expressive communication skills
- Systematic use of assistive and adaptive technologies to support access to text
- Targeted intervention based on ongoing assessment data and progress monitoring

Wellbeing Goal

Feeling Welcome/Safe/Sense of Belonging/ Two or More Adults Who Care

HUMAN & SOCIAL DEVELOPMENT

To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, acceptance and respect for the ideas and beliefs of others.

DISTRICT GOAL: Every learner will feel welcome, safe, and connected to their environments (district-school-classroom).

DISTRICT OUTCOME: Students will feel welcome, safe, and connected to their school.

SCHOOL RESULTS ANALYSIS:

- As per 23/24 data analysis reviewing students feeling safe/sense of belonging and having a connection with 2 or more adults who care within our building.

[data appendix](#)

2023/2024 Data Sets:

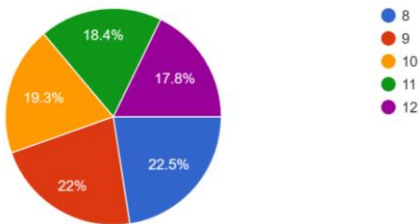
[SKSS Well Being 2024.pdf](#)

[South Kamloops SecondaryOurSCHOOL Secondary School Survey12023.pdf](#)

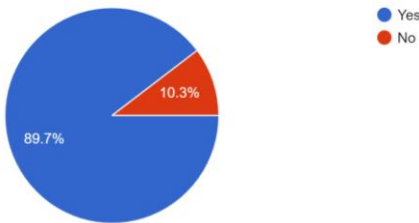
Fall 2023: “Belonging” student survey data, including anecdotal student feedback, in support of our collective school wide planning

**Belonging at South Kamloops Secondary:
A survey from our students for our students**
794 responses

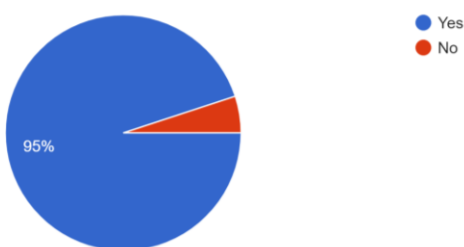
What grade are you in?
794 responses



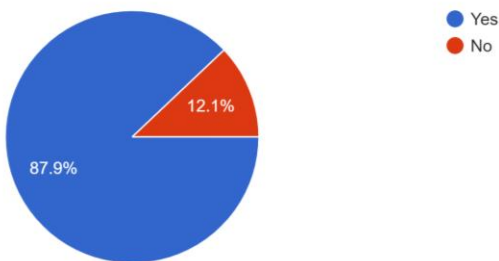
Our school feels like a safe, supportive, and secure environment.
794 responses



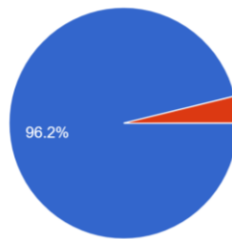
It is important that students understand the importance of the education they are receiving.
794 responses



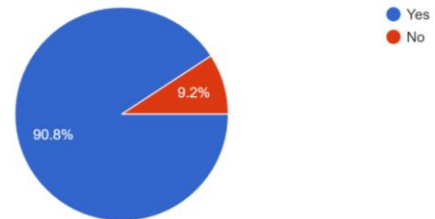
Feeling important is necessary to building our Titans community.
794 responses



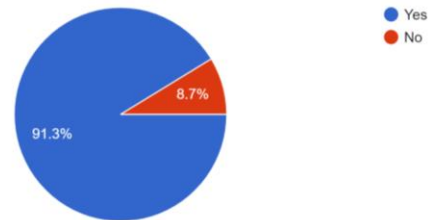
I have friends and positive relationships at South Kam.
794 responses



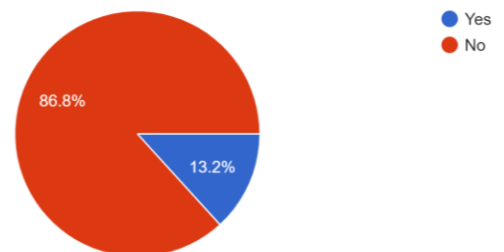
I have positive relationships with 2 or more staff at South Kam.
794 responses



I feel I am supported and respected in my school and classroom(s).
794 responses



As part of this student "belonging" survey, would you be willing to be interviewed to give more feedback?
794 responses



The summarized student feedback from the 794 responses is as follows:

Our school feels like a safe, supportive, and secure environment.

1. It's clear that many students feel a sense of safety, support, and inclusion at our school. Positive relationships with teachers, the presence of friends, and the overall atmosphere contribute to this feeling. It's also notable that some students appreciate the efforts made by the school in terms of security measures, support systems, and inclusive environments.

It seems like the overall sentiment from the responses is that the school is generally considered safe and supportive by many students. They appreciate the positive environment, helpful staff, and the availability of resources for support. However, there are also mentions of concerns, such as crowded buses, occasional unsafe feelings in bathrooms, and issues with certain students or behaviors.

I feel I am supported and respected in my school and classroom(s).

1. It seems like there is a range of experiences among the responses. Some students feel respected and supported by both teachers and peers, appreciating the positive environment, helpful teachers, and supportive classmates. On the other hand, some mention concerns about certain teachers not providing enough support, feeling ignored, or experiencing unkind behavior from peers.

It's great to see that many students feel supported and respected in their schools. Positive relationships with teachers, classmates, and a supportive environment contribute to a better learning experience. It's also important to acknowledge that some students may face challenges or feel unsupported, and addressing those concerns is crucial for creating a positive educational environment for everyone.

Our school has many clubs and activities that I am interested in participating in. If your answer was no, what obstacles have you faced in joining our South Kam clubs and groups?

1. The feedback we received shows various reasons why our students might not be interested in joining clubs. Some common themes include lack of interest, not finding them enjoyable, feeling too busy with other commitments, not having time, not feeling a connection with existing clubs, and sometimes experiencing social anxiety or a fear of judgment.

SCHOOL GOAL:

We will show an annual growth with students feeling safe, having a sense of belonging, and having 2 or more adults who care within our building.

Our systemic goal is to show positive growth that reflects an inclusive school that recognizes and supports all learners.

Our 2017-2022 SLP had a goal of increasing school pride and responsibility both within our school and community. Our approach with our new plan will be to scaffold that goal to a more specific one that embraces inclusivity, safety, well being and positive connections to adults in our building.

AREAS TO CELEBRATE:

- 23/24 *School Learning Survey* data highlights positive 5 year trend with Feeling safe
- 23/24 SLS data: consistent 5 year growth with Indigenous and Diverse Learners sense of Feeling Welcome
- 22/23 DEWR data reflects positive growth in all 6 Social Emotional Outcomes.
- DEWR's not done in **24/25**
- **23/24** results indicate growth in 5 out of 6 Social-Emotional Outcomes- 5% less than Cdn norm with Intellectual engagement
- **23/24** Principals Council "Belonging at South Kamloops Secondary" google surveys (**794 responses**) show very positive data indicators for: Child Feeling Safe- 90%, Importance of education- 95%, I have friends and positive relationships- 96%, I have positive relationships with 2 or more staff- 91%, I am supported and respected at SKSS- 91%, and My teachers help me to understand and be successful- 93%

25/26 School Year

- Strong graduation rates and successful post-secondary transitions.
- Success of students earning scholarships and bursaries.
- National recognition through MusicFest Canada with multiple ensembles receiving Gold standings.
- High levels of participation in band, jazz, theatre, photography, and visual arts programs.
- Strong tradition of Titan athletics with teams competing locally and provincially.
- High student participation rates in sports and extracurricular activities.
- Commitment to belonging, equity, and student well-being.
- Strong support systems for diverse learners.
- Positive relationships between staff and students.
- Integration of Secwépemc perspectives and local Indigenous knowledge.
- Growing understanding of Truth and Reconciliation among students and staff.
- Active LINK Crew, Junior City Council, and District Student Council participation.
- Student-led initiatives supporting school culture and community service.
- Strong French Immersion and international student programs.
- Dedicated staff are committed to continuous improvement.
- Cross-curricular collaboration and innovative teaching practices.
- Growing focus on equity-centred practices and responsive instruction.
- Strong relationships among staff, students, and families.
- Positive partnerships with parents, PAC, TRU, community agencies, and local businesses.
- Strong alumni connections and traditions dating back over a century.

UNESCO and Global Citizenship

- Commitment to human rights, sustainability, intercultural understanding, and peace education.
- Opportunities for students to engage in environmental stewardship and social justice initiatives.
- Cross-curricular projects aligned with the UN Sustainable Development Goals.
- Growing student awareness of local and global issues.

AREAS TO GROW:

- As per 22/23 Student Learning Survey results: continue with a focus on a Sense of Belonging and Adults Care. Strategies to include reducing the gap with results specific to Indigenous and Diverse learners (compared to all learners).
- 24/25 - Youth Mental Health will need to be a focus this year.

25/26 School Year

- Increase regular attendance and reduce chronic absenteeism.
- Strengthen student engagement, particularly in Grades 8 and 9.
- Continue to create meaningful learning experiences that connect to student interests and future goals.
- Improve literacy and numeracy outcomes for students performing below expectations.
- Use common assessment practices to monitor growth and target interventions.
- Further reduce achievement gaps for Indigenous learners and other students at the margins.
- Continue to strengthen culturally responsive and trauma-informed practices.
- Increase student voice and representation in decision-making.
- Expand proactive supports for anxiety, stress, and emotional regulation.
- Increase opportunities for connection, belonging, and peer support.
- Strengthen partnerships with families and community agencies to support student well-being.
- Deepen authentic integration of Secwépemc knowledge and perspectives across all subject areas.
- Develop greater consistency in assessment practices across departments.
- Expand the use of formative assessment and descriptive feedback.
- Provide more opportunities for students to co-design learning and school initiatives.

- Increase participation in leadership and service opportunities among underrepresented groups.
- Strengthen connections between student leadership and UNESCO initiatives.
- Continue to build collaborative structures that support staff learning and innovation.
- Strengthen transitions from feeder schools into Grade 8.
- Foster a school-wide culture where every student is known, valued, and supported.

SCHOOL STRATEGIES: 22/23, 23/24, 24/25 & 25/26

- Staff completed a collaborative exercise to identify strategies used throughout the school year to address school safety, well being, and connectedness to adults: Presentations of Learning, high fives recognition, positive comments and validated achievements, school wide spirit activities/events, passion projects in all curricular areas, student surveys to receive feedback for planning and student voice through Principal's Council, Link Crew, and our Leadership class.
- Implement strategies and principles of learning that reflect First Peoples perspectives as well as our Local Education and Aboriginal Education Enhancement Agreements.
- School wide planning/educational activities: Truth and Reconciliation Day, National Indigenous week, SKSS Language and Cultural days, and Day of Suwewtwew.
- We will implement Universal Design for Learning principles that will meet the Social/Emotional needs of all learners within all departments.
- To improve our Human and Social Development goal (feeling welcome/safe/sense of belonging/two or more adults who care), we will continue to act upon and implement the strategies aligned to the student and parent feedback suggestions we received through our surveys.
- Staff are dedicated to providing the most safe and connected learning environment that at its core is student centered and modeled with school wide healthy relationships and mentoring.
- Staff took part in professional development focussed on Trauma Informed Practice
- Implement common literacy and numeracy practices across departments.
- Provide targeted support blocks, tutorials, and peer tutoring opportunities.
- Engage departments in collaborative inquiry focused on student learning.
- Increase cross-curricular literacy and numeracy activities.
- Embed culturally responsive teaching practices in all classrooms.

- Incorporate Indigenous perspectives and local knowledge throughout the curriculum.
- Use "Street Data" approaches to understand barriers faced by students at the margins.
- Provide staff learning on anti-racism, inclusion, and trauma-informed practice.
- Identify attendance concerns early using data and regular monitoring.
- Develop personalized support plans for students with chronic absenteeism.
- Increase communication and partnerships with families.
- Connect students with clubs, teams, and leadership opportunities.
- Embed Indigenous perspectives across subject areas.
- Celebrate Indigenous cultures through school events and learning opportunities.
- Ensure Indigenous student voice informs school decisions.
- Create culturally safe spaces and mentorship opportunities.

Evidence and Next Steps

- SLP reviews with staff- 22/23, 23/24 & 24/25: Staff meetings (September, October, December)
- SLP reviews with staff- 22/23, 23/24 & 24/25: Instructional Leaders meetings (October, December, March)
- SLP reviews with students- 22/23 & 23/24: September, October/Nov. with Principals Council. (December 2023 survey to students- 794 responses)
- SLP reviews with PAC/parents- 22/23, 23/24 & 24/25: September, December, January, and April.
- SLP reviews via parent survey- 22/23: September, January, and June (Personal Digital Device Parent/Staff Survey- June 2024.
- 24/25 school year) - Followed up with staff, students (through Principal's Council), and PAC - Finalized and released in October 2025.
- 25/26 school year - SLP reviewed with staff at staff meetings, students (through Principal's Council), and PAC. The Mid-Year presentation of our SLP was also presented to all stakeholders mentioned above with positive feedback.

22/23 events:

- School Spirit and Culture: Welcome back bar-b-q, Link Crew/Leadership theme weeks, 20+ SKSS Clubs, Principals Council International Student recognitions, annual Lahal tournament, Pep Rally and inaugural Gym Riot, Xmas assembly and Grad Variety Show, and the ongoing commitment for our grade 7 school visits and orientations with our Link Crew.
- Specific opportunities for school staff, parents/caregivers, and students to increase their understanding of mental health literacy and school-based Inclusivity supports. Examples include:
 - o Mental health workshops
 - o Inclusivity workshop
 - o 2SLGBTQ+ history workshop
 - o Anti-racism workshop
 - o Black history workshop
 - o National/Cultural acknowledgements/events/recognitions: Truth and Reconciliation Day, Remembrance Day, Day of Suwentwecw, International Student Day, Black History month, MMIWG week, and National Indigenous Peoples Day.
- We are committed to the PHED pro-d and full implementation of the new Sexual Health Education Curriculum in all grade 8 and 9 Physical & Health Education classes- aligned to our social/emotional goal.
- We committed to two parent/guardian surveys to consult with students, staff and community: focus on our well-being goal and to review feedback to address student safety, well-being, connectedness to adults, potential inequities experienced on the basis of race, physical, mental, or intellectual ability, sex, sexual orientation, gender identity or expression and others to support meaningful and positive changes and growth at South Kam.

23/24 events: Wellbeing/Feeling Safe/Belonging/Connections to adults

- September start-up & fall actions: Welcome back bar-b-q and Link Crew Grade 7 orientations (Aug.30th)
- 33 SKSS Clubs, increase of 8 from 22/23, offering school engagement & connections for all Titans (increased club communication and visuals on website, instagram, and school announcements)
- Terry Fox Run and community connections
- Multi Grade and Parent engagement/course selection meetings
- Student led creation of a South Kam "Belonging" logo that reflects all of the key attributes, values, and expectations of a Titan

- Student and club led Mental Health/Inclusivity workshops including: animals on campus to support anxiety awareness, Inclusivity workshops and subsequent feedback to support more inclusive school planning
- School wide student survey in December with a focus on: "Belonging at South Kamloops Secondary"- 794 responses. Data cited above. Will continue to assist and inform future planning
- National/Cultural acknowledgements/events/recognitions: Truth and Reconciliation Day, Remembrance Day, Day of Suwewtwecw, International Student Day, Black History month, MMIWG week, and National Indigenous Peoples Day
- On-going staff collaboration and sharing of best practice(s) as they pertain to a caring and welcoming classroom environment
- Student -led presentations of learning to our South Kam PAC- community connections

24/25 events: Wellbeing/Feeling Safe/Belonging/Connections to adults

- September start-up & fall actions: Link Crew Grade 7 orientations (Aug.29th)
- 37 SKSS Clubs, **increase of 3 from 23/24**, offering school engagement & connections for all Titans (increased club communication and visuals on website, instagram, and school announcements)
- Student led club fair in our gym in September
- Terry Fox Run and community connections
- Multi Grade and Parent engagement/course selection meetings
- National/Cultural acknowledgements/events/recognitions: Truth and Reconciliation Day, Remembrance Day, Day of Suwewtwecw, International Student Day, Black History month, MMIWG week, and National Indigenous Peoples Day
- Staff Professional development focused on Trauma Informed Practice
- Student -led presentation on Youth Mental Health - presented to Instructional Leaders and staff at staff meeting

25/26 events: Wellbeing/Feeling Safe/Belonging/Connections to adults

- September start-up & fall actions: Link Crew Grade 7 orientations (Aug.29th)
- Student led club fair in our gym in September
- Terry Fox Run and community connections
- Multi Grade and Parent engagement/course selection meetings
- National/Cultural acknowledgements/events/recognitions: Truth and Reconciliation Day, Remembrance Day, Day of Suwewtwecw, International

Student Day, Black History month, MMIWG week, and National Indigenous Peoples Day

- Professional Development focused on Rethinking Normal – Embracing Neurodiversity in schools.
- Professional Development focused on Teaching in a time of Climate Grief
- We have been accepted as a UNESCO school and need to hit some targets to get full membership. Some items we have already organized are as follows:
 - Create a **UNESCO Student Leadership Team** or Ambassador group.
 - Display the **UN Sustainable Development Goals (SDGs)** throughout the school.

Recognize important days:

- International Day of Peace (Sept. 21)
- Truth and Reconciliation (Sept. 30)
- Human Rights Day (Dec. 10)
- Earth Day (Apr. 22)
- International Women's Day (Mar. 8)
- Indigenous Peoples Day

- Implementing a second staff meeting each month to focus on our goals as well as UNESCO themes.

STREET DATA STRATEGY:

Provide your current equity-centered inquiry question:

- What specific barriers do students at the margin face in accessing learning?
How can we target support that ensures their lived experiences and cultural backgrounds are meaningfully acknowledged to achieve success?

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

- Students experiencing trauma, mental health challenges, or housing insecurity

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

- Engage in Trauma-Informed Professional Learning and Practice
- Build Consistent, Trust-Based Relationships Through Key Adult Connections

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

- integrating **student voice and lived experience** into school improvement planning, ensuring that the support we build is not just for students at the margins—but with them.

