



Valleyview Secondary School Annual School Learning Plan 2026-2027

June 29, 2026



Acknowledgement

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

Valleyview Secondary School 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](#) and the [Aboriginal Education Enhancement Agreement](#).

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CONTEXT

Valleyview Secondary is a supportive learning community focused on equity, inclusion and belonging for all students and staff. Together we are working hard to give students opportunities to develop the attitudes, knowledge and skills necessary for *ALL* students to cross the stage with dignity, purpose and options.

Located at the east end of Kamloops, Valleyview Secondary is a comprehensive high school of approximately 1174 students. Approximately 15% of our learners are of Indigenous ancestry and 13% are identified as Diverse learners. Just under half of our whole population takes part in some kind of extracurricular activities like athletics, drama productions, Band, Choir, or clubs like: Gender Sexuality Alliance, Chess, Cheer team, Strategic Gaming, Repair Café, Dungeons & Dragons, Rubik's Cube or The Environment Strikes Back. Close to 5% of VSS students are participating in District trades and transition programs and about the same number of students are enrolled in our Hockey Academy.

In the 2025-26 school year, Valleyview Secondary was home to 58 International students and our Digital Arts and Technology Academy (DATA) hosted 23 students from around SD #73. In addition, VSS proudly brought back our Junior Vikes Football team for the 2025 season. Our school culture is warm and inclusive with a strong sense of school spirit and student leadership.

There are six elementary schools that feed into VSS: Juniper Ridge, RLC, Marion Schilling, Westwold, Dallas and Ralph Bell Elementary. As a Family of Schools we meet monthly to discuss our school growth. As well, we will explore different ways in this upcoming school year to work in more meaningful ways with our Indigenous partners. More specifically, we will work to include an Aboriginal School and Family consultant in monthly meetings and see if we are able to include an elder to help guide the Téxemnem-kt group.

Learning Goal

INTELLECTUAL DEVELOPMENT: All students will meet or exceed skill development expectations on the Literacy 10 assessment and acquire the knowledge required to meet or exceed expectations on the Literacy 10 assessment.

To develop the ability of students to analyze critically, reason and think independently, and acquire basic literacy skills and bodies of knowledge.

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

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

[School Data Appendix 2025/26](#)

2025-26 NFRA Fall to Spring [data comparison](#)

NFRA 2022-2026 analysis: [Link to data.](#)

SCHOOL RESULTS ANALYSIS:

Upon review of our Literacy data, the following data was noted specific for the Lit. 10 and Lit. 12 provincial assessments.

2025-26 Update: Current (2024-25) Literacy 10 have increased by 2%

- Indigenous results showed 4% growth in meeting/exceeding standards
- Diverse learners showed a 14% increase although fluctuating trends exist within our 3 year analysis.

2025-26 Update: Current (2024-25) Literacy 12 scores overall increased by 8%

- Indigenous results showed a decrease of 3% in proficiency.
- Diverse learners' results showed an increase in proficiency with fluctuating trends over the past 3 years.

2025-2026 Update: Current NFRA data (see link above) comparing our 25/26 fall/spring assessment sessions show considerable improvements particularly within the Vocabulary assessment- school goal.

- 2022 to 2026 overall analysis shows very positive overall growth from Developing to Proficient within the following: Determining Importance,

AREAS TO CELEBRATE:

2025-26 Update:

- Literacy committee is composed of a variety of depts.
- Continued work from 24/25 guided by a “literate learner” within all curricular areas. Shared “literacy” ownership amongst all staff.
- Every other month staff meeting Literacy PLC guided by strategies and staff collaboration
- Parent & Student Literacy Survey focused on reading time and what subject areas were a struggle for vocabulary [Link to data](#)
- Continued teacher-driven conversation focused on literacy strategies over the full school year
- LART Literacy assessments and Literacy supports that started with our grade 7 students within our Family of Schools (site visits/assessments) and transitioned to Literacy interventions and supports on our campus for all identified learners requiring literacy support.

AREAS TO GROW:

- Data for our VSS Diverse learners are inconsistent and require targeted focus and aligned interventions/supports/pedagogy to close the overall achievement gap compared to all learners. We will continue with our literacy-based interventions with both grade 8 and grade 9 classes with enrolling students based on specific literacy needs/supports- as identified by staff/LART’s.

OBJECTIVES:

- Indigenous and diverse learners will meet or continue to develop skills to be academically successful specific to first time graduation rates compared to non-indigenous and non-diverse students.
- When compared to non-Indigenous and non-diverse learners, Indigenous and Diverse learners will meet or exceed literacy levels at the same rate.

SCHOOL STRATEGIES:

To improve in literacy, we will use the following classroom strategies:

- Staff and Administration led learning sessions at staff meetings
- School aligned Pro D including library resources/supports.
- Departments to plan and implement learning specific interventions and instructional strategies/tasks: vocabulary development, comprehension tasks, AI, word structure and making meaning/inference)

2025-26 Update

- A “Literate Learner” in all curricular areas- See [infographic](#)
- The Literacy Committee analyzed the 5-year NFRA data for Grade 8 and 9 to determine area of focus. Vocabulary was identified. [Link to data](#). Our most

recent NFRA data for 25/26 includes **ALL** grade 8 and 9 students writing in both the fall and the spring to assess growth and development within the one school year. Positive trends are noted particularly in vocabulary during that period of time.

- Parent & Student Literacy Survey focused on reading time and what subject areas were a struggle for vocabulary - used to target strategies and support Silent Reading Pilot [Link to data](#)
- Silent Reading time (20 mins. daily at the start of fourth block) to continue into the 26/27 school year.

To improve classroom practices, we will use the following professional learning strategies:

- Continue to Implement the structures introduced by Peter Bowers regarding word study, decoding, questioning strategies, inference etc.)
- Staff Pro D around MyEdu, EdPlan Insight, Attendance Data in order to access and utilize student data to help plan instruction and plan for students with complex neuro-diverse learning needs.
- Teachers with students who have students with a CBIEP will be provided a briefing booklet at the start of year with critical information to support students' learning plan and inform communication with parents, service agencies and the Student Learning Department.
- Teachers of Grade 8 students who have students with complex needs will have a debriefing meeting at the beginning and end of the school year with the LART's to discuss complex learning needs, behaviour support plans, Executive functioning, and addressing classroom learning environment dynamics and strategies.

To improve first time graduation rates for Indigenous and all students, we will use the following strategies:

- We will continue to implement English First Peoples 10 for all students
- We will continue to promote opportunities for Indigenous students and non-indigenous students to engage in relevant and culturally appropriate learning activities with Knowledge Keepers and Aboriginal Support Workers,
- Téxemnem-kt (paddling together) will be restructured/expanded to include a space for Indigenous student voices and culturally responsive planning for events.
- The Téxemnem-kt structure will also be utilized to provide a space and guidance for students to gather and work on individual projects designed at increasing awareness of First People's Principles of learning.
- We will include the Aboriginal School and Family Consultants, IEWs and appropriate counselors at our monthly intervention and planning meetings for students at risk (Tier 3 Interventions).
- All counseling, admin, and relevant IEW staff will continue to connect with parents to offer programming to support struggling learners and identify families who may benefit from additional supports (Feeding Futures, Day One, BGC Club etc.)
- IEW and Counsellor facilitated the Mind Medicine program for

Indigenous students

- We will review the strategies in the Local Education Agreements and Aboriginal Enhancement Agreements and include those strategies that staff agree will have the most impact.
- We will use our Indigenous support teacher to provide academic interventions and supports for all learners.

To address inequities in first time graduation rates for Diverse students we will:

- Develop communication and meeting structures to more effectively identify students who would benefit from access to Learning Assistance.
- Develop targeted interventions for Student Support Services

To improve classroom practices, teacher learning and student success for all at Valleyview we will:

- Incorporate literacy strategies into all classrooms as well as provide staff led Pro D sessions for all staff regarding writing strategies and decoding skills (LART).
- LART led Pro D regarding Executive Functioning and neuro-diverse teaching strategies.
- Identify students at risk from the FSA, NFRA, FBA, Provincial assessments and structure planned interventions utilizing elective blocks to minimize impact on academic classes.
- Plan with staff to effectively focus on a consistent theme of Literacy Development and Student Well-Being. Themes identified from this year are the impact of AI and how to effectively use data to impact planning, assessment and skill acquisition.
- The literacy theme selected was Vocabulary skill building strategies and interventions. Staff learned about etymology (using word origins and parts to determine meaning), collaborated to determine what made a proficient word definition, and examined the frequency with which they used Tier 2 words (words common across curriculum areas but not used in regular everyday speaking, such as “summarize”).

To improve teaching and learning, we will use the following targeted resources:

Curricular:

- Indigenous focused Pro-D & yearlong engagement opportunities for Indigenous youth (beading club, Mind Medicine Program with the YMCA, sage harvesting, smudging with Knowledge Keepers etc.)
- Allocated 1 block of time for Aboriginal academic support

Classroom support:

- Field trip transportation support for students/staff to make community connections (culturally, law courts, geographically/on the land, science, health and business orientated trips)

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

- Continue to pay close attention to our data. In 24/25, 99% of our students transitioned from grade 10 to 11 and 98% in grades 11 to 12.
 - Our sub populations of Indigenous and Diverse learners showed positive improvements from 23/24- see below.

2025-26 Update: (based on 24/25 data from the ministry)

- 99% of all students successfully transitioned from Grades 10 to 11 and 98% in Grades 11 to 12.
- 100% of Indigenous students successfully transition from Grades 10 to 11 and 100% from Grades 11 to 12
- 100% of diverse students successfully transition from Grades 10 to 11 and 98% from Grades 11 to 12.

Evidence and Next Steps:

The school learning plan was reviewed on a regular basis with PAC, at Staff meetings, and regularly at our weekly Administrative & Counseling meetings. As well I reviewed the goals with students involved in the Student Advisory committee, our Learning Assistant Resource Teachers, Counseling and Indigenous Support Workers.

- 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*.
- 25/26 strategies/interventions will be prioritized based on current data on: *Determining Importance, Extracting Information from Text, Vocabulary, Inferring, Personal Connections and Critical Analysis*.
- Continue to define, **“What does it mean to be a literate learner in your curricular area?”** Interactive process(s), throughout the 26/27 school year, with staff/student/parent consultations for planning/implementation. [infographic](#). This interactive process will continue to guide our specific school-wide literacy strategies/tasks/Questions/Interventions/Assessments throughout the 26/27 school year.
- 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 Indigenous 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.

2026-27 actions:

- We will continue to work through the above noted strategies and include the following:
 - Continued commitment to Silent Reading school-wide that is research and evidence based. Ongoing consultation and collaboration with staff to ensure adequate physical resources (reading materials, storage, etc) and instructional strategies to ensure there is structure, interventions, and productivity as it is school wide instructional time.
 - Building a connection between literacy and numeracy
 - Work collaboratively with feeder elementary schools to align literacy practices.

Wellbeing Goal

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

School Leaders: All students will meet or exceed District averages in the “School Belonging” category from the School Learning Survey.

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: Students will feel welcome, safe, and connected to their school, and have caring adults that are available to support them

SCHOOL RESULTS ANALYSIS: When looking at our four data sets related to human and social development, and the sense that students have of belonging to their school, the most disparity is seen when compared to district averages for Indigenous and diverse learners (2023-24).

[School Data Appendix 2025/26](#)

VSS Safety & Well-Being Survey Data [Staff Data](#) and [Student Data](#)

2025-26 Update

- SLS Feeling welcome: 3-year averages holding stable with a noted decrease

- of 6% within our Diverse learners.
- SLS School Belonging: 3-year averages showing slight growth overall with all learners. Noted 2% decrease with Indigenous learners and 3% decrease with Diverse learners.
- SLS Feeling Safe: Slight decrease on 3-year average.
- SLS Adults Care: 3-year averages showing growth with noted improvements of 3% with our Indigenous learners and 5% with our Diverse learners.

AREAS TO CELEBRATE:

- Results within our annual VSS Safety and Well-Being student surveys 2024 & 2025 [Staff data link](#) and [Student data link](#) show excellent gains with “Feeling Safe” amongst 861 grade 8-12 students improving from 79% in 2024 to 87% in 2025. “Positive relationships” with staff are at 87% and “Positive relationships” with fellow students at 97%.

When reviewing SLS sense of school belonging and adults care data, trends continue to show positive growth up but are still below district averages (24/25 data). Growth in our Indigenous and diverse students show positive growth within the school.

- Current data review shows some positive 3-year trends but also decreases within Indigenous and Diverse subgroups will require further follow up and subsequent action planning.
- All data shows that both staff and students generally feel safe and connected within our school, particularly within our VSS student survey data which is reflective of all five grades.

AREAS TO GROW: Diverse student populations are below district averages. Our school team looks for opportunities to create safe and caring spaces for students to interact with others with similar interests. Our school hosts many clubs and activities for students which are well subscribed to.

- Continue to provide student voice and student action planning. Focus on student well-being, belonging, and connectedness to adults. Planning in place to implement Link Crew and Peer Tutoring to support our social-emotional and academic student needs.
- Based on student belonging survey data, we will look into what clubs are offered, how well they are attended, and potential future offerings.

SCHOOL STRATEGIES:

- Staff meeting allocated time will be focused on accessing resources through ARC BC in order to support assessment in relation to the Reporting Order, Assessment of students with neuro diverse challenges, the development of Competency Based IEPs, and an overall SLP data review.

- Continuing to support the school-wide coffee cart program with the District Life Skills program.
- Continue to run the Student Advisory Group, SD73 Student Advisory Council, and City of Kamloops Junior Council
- Our IEWs will be hosting a meet and greet with our Indigenous students. We are looking at doing this for each grade as a check-in and then may explore if this is something we can structure as a monthly support to gather data about strengths, challenges and areas for growth. This is also a structure that our LART teachers will be exploring with our Diverse learners.
- We are working with our District Resource Room teacher and students to have them put food hampers together for families in need. We will work with our IEW and counseling departments to identify students and families. A grant will be submitted to Feeding Futures to launch this for a second year.
- Our counseling department and IEW will partner to work with the YMCA Mind Medicine Program. This program supports students of Indigenous ancestry regarding, healthy choices and relationships, substance awareness, and access to counseling services. This will be year 3 at VSS. Our school is partnering with the BGC club and has secured a Food Fridge, which will be stocked by the BGC club on Mondays, located in our IEW offices and accessible to all students. We will track student use and demographics in order to gather data to identify students and families who may benefit from further school and community assistance. The intent is to increase the number of students familiar with our IEWs, identify students in need and support a sense of belonging.
- Work with Department Leads and staff to identify Professional Learning Resources of interest and support of our SLP.
- Promote broader involvement for Indigenous students in Téxemnem-kt as well as meeting more frequently.
- Will continue to offer and identify groups and activities for diverse and Indigenous students.
- We will track field trips as related to Indigenous connections.
- Consultation with staff, PAC and student groups to solicit their voice and ideas to guide our schools' priorities.

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

- Continue to pay close attention to our data. Currently, 99% of our students transitioned from grade 10 to 11 as well as 11 to 12. Even our subpopulations are transitioning at the same rate. This data will be reviewed in the fall, 2024.
- 99% of all students successfully transitioned from Grades 10 to 11 and 98% in Grades 11 to 12.
- 100% of Indigenous students successfully transition from Grades 10 to 11 and 100% from Grades 11 to 12
- 100% of diverse students successfully transition from Grades 10 to 11 and 98% from Grades 11 to 12.

We have completed an audit of students who received learning assistance blocks of time this year and those who received alternate program delivery to better understand the needs of these learners and whether our current approach is meeting their needs. This has resulted in...

- An increase in CASS time (Counseling, Admin, and Student Support)
- A restructure of the LART portfolios to support a behaviour based intervention/ reset room to help students transitioning into VSS
- A restructure of Counseling, Admin Student Support meetings.
- Continued use of Departments and to support PRO D.
- Additional Alternative Blocks and LAC support.
- A restructure of Career 8 and 9 literacy interventions
- Continued use of Téxemnem-kt club to increase accessibility of the group to a broader range of students.

Evidence and Next Steps:

As noted by the VSS Belonging surveys completed with both students and staff in 2024/25 & 2025/26, the data is very positive and provides us with a context for 26/27 planning. The summarized points below reflect the themes shared by students/staff:

- 1. Many students feel the school environment is positive, safe, and supportive.**
- 2. Some students mention they don't face any specific issues and generally feel secure at school.**
- 3. Teachers and staff are highlighted as approachable and caring by several students.**
- 4. A small number of responses express concerns about specific negative interactions or feeling excluded.**
- 5. Students value the friendly atmosphere and positive relationships they have developed.**
- 6. School activities and the overall structure seem to foster a sense of belonging for many.**
- 7. Suggestions for improvement include more inclusive activities or better handling of specific challenges.**
- 8. Peer relationships are frequently noted as a key reason for feeling safe and supported.**
- 9. Some students mention enjoying their classes or specific programs (e.g., sports, clubs) as contributors to their positive experience.**

Guided by these above noted points, including the SLS data for grades 10 & 12, it is clear that the positive growth within our VSS Well-Being goal is evident over the past 2 years. We can attribute this to a student-centered approach that is mentored and modelled by all of our staff. Two very important "student-centered" supports that will continue with more targeted staff supports for the 26/27 school year will include our VSS Link Crew to support transitions for our new grade 8 students and our Peer Tutoring program to support educational needs for all students in grades 8-12. These initiatives will further enhance the safety, well-being

and connectedness of students and staff on our campus and continue to provide our students with a voice to ensure that our action planning reflects the needs of all of our Vikes.

The following events/programs have been scheduled into the 26/27 school calendar that align to our on-going commitment to safety, well-being, and connectedness:

- Grade 8's with Link Crew on September 3rd, 2026
- Welcome back bar-b-q
- Grade meetings
- Vikes & Viddles
- Vikes Day (fall & spring)
- All Indigenous/cultural days of acknowledgement/celebration
- Indigenous drummers/welcomes to formal school events
- Student/staff theme days
- Social/emotional support clubs (Mind Health Matters) & programs
- Peer tutoring program
- Food grants/supports
- Student recognitions/celebrations (academics/fine arts/athletics/ADST/citizenship)
- Student/staff/parent-caregiver VSS surveys specific to safety/well-being/connectedness
- Community connections to share learning both on/off of our campus

I would also like to acknowledge our VSS Parent's Advisory Committee and their contributions as they continued to provide tremendous support throughout the year and sponsored multiple student/staff events.