



*Westsyde Secondary School*  
*UNESCO Designated School*

Annual School Learning Plan 2022-2025



*UNESCO Flag Raising Ceremony May 2025*



## ACKNOWLEDGMENT

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 Whispering Pines/Clinton Indian Band through our Local Education Agreement [LEA](#) and the Aboriginal Education Enhancement Agreement [AEEA](#)

## INTRODUCTION

Established in 1973 and proudly situated on the unceded territory of the Secwépemc People, Westsyde Secondary School is a deeply rooted educational community serving generations of learners. With approximately 748 students — including 114 who identify as Indigenous and 36 international students — our school is home to a diverse and vibrant population. We are supported by a dedicated team of 50 teachers, 8 Certified Education Assistants, 5 custodians, 3 clerical staff, two counsellors, and three administrators who work together to foster an inclusive, caring, and high-expectation learning environment.

The 2024–2025 school year marked a period of powerful renewal and collaborative growth at Westsyde. At the heart of this progress was a school-wide re-visioning process — one that engaged students, staff, families, and the broader community in meaningful dialogue about who we are, what we stand for, and where we are going. Together, we revisited and renewed our school’s mission, vision, and core values. These conversations culminated in the creation of a new school logo — a bold visual representation of **Westsyde PRIDE: *Pride in Self, Pride in Others, Pride in Community***. Designed by student Ally Hawkings and refined by a diverse committee, this logo is a daily reminder of our renewed commitment to Indigenous education, reconciliation, and the kind of graduates we hope to shape.

We are also especially proud of Westsyde’s designation as a UNESCO Associated School. **This has been a 3 year journey that aligns our work to increase our students' sense of belonging through the values of sustainability, equity, peace, and global citizenship.** Through this designation, we have joined a worldwide network of schools working to make our school and community a better place to live, learn, work and play. At WSS, this has translated into real action: from school-wide events and international days to student-led initiatives and deeply embedded classroom practices. Our UNESCO work is coordinated by a passionate team of educators and students, and has garnered widespread school support.

# OUR LEARNING PLAN IS...

A REFLECTION OF WHAT WE BELIEVE

## **Mission:**

- Westsyde Secondary learners are compassionate, confident, and global citizens who embrace responsibility, contribute positively to all of our communities, and strive to reach our full potential.

## **Vision:**

- To prepare students for success by being compassionate, responsible, and confident global citizens in a rapidly changing world.

## **School Goals:**

- To increase literacy in all subject areas through a focused effort on reading, comprehension and vocabulary.
- To increase a sense of community and belonging by demonstrating empathy for others

**Our School's main focus for the 2024/2025 school year was on our sense of belonging goal.**

## Learning Goal

**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 GOAL:** To **increase literacy** in all subject areas through a focused effort on reading, comprehension, and vocabulary.

### **SCHOOL RESULTS ANALYSIS:**

[Graduation Literacy Assessment Grade 10/12 LitNum Trends one-pager 2019-2024.docx](#)

Upon review of our Graduation Assessment for both Literacy 10 and 12 scores for WSS we have revealed the following information.

- Literacy 10 data:
  - 2021 - 2024, There is stagnant growth overall for all WSS students achieving proficiency on the literacy assessment over the past 3 years.
  - 2021-2024, an increasing number of Indigenous students are achieving proficiency on the literacy assessment.
  - During the 2023/24 school year we saw a decrease in the number of students achieving proficiency on the literacy assessment.
  
- Literacy 12 data:
  - 2021-2024, There is a downward trend for all WSS students achieving proficiency on the literacy assessment over the past 3 years.
  - 2021-2024, an increasing number of Indigenous students were achieving proficiency on the literacy assessment 2022-2023, but we saw a significant dip in those results for the 2023 school year.

- 2021-2024, an increasing number of WSS diverse learners were achieving proficiency on the literacy assessment 2022-2023, but we saw a significant dip in those results for the 2023 school year.

### [NFRA Data grade 8/9 2025](#)

- NFRA Data grade 8/9
  - To do... Use this data to see what areas students are excelling with and what areas students are struggling with.

### **AREAS TO CELEBRATE:**

An increasing number of Indigenous students are achieving proficiency on the Grade 10 literacy assessment. Especially in the 2023 school year where our Indigenous students outperformed our district and provincial counterparts significantly.

- 27% positive gap compared to the province
- 17% positive gap compared to SD73

Our Indigenous students outperformed our Non-Indigenous students on the Literacy Assessment for both grade 10 and 12... exceeding literacy expectations.

### **AREAS TO GROW:**

Literacy results have been stagnant over the past few years. The implementation of the literacy block (reading block) has not had a significant impact on our learners.

We have seen a significant dip in the literacy results for grade 12 students during the 2023/24 school year for both our Diverse and Indigenous learners.

Concerning is the fact that we are still below district and provincial averages for the Literacy Assessment, and in the case of district averages, the gap is widening. As well, Indigenous and diverse learners will meet or exceed literacy expectations compared to non-Indigenous and non-diverse learners.

### **OBJECTIVES:**

Indigenous and diverse learners will meet or exceed literacy expectations compared to non-Indigenous and non-diverse learners.

We have seen literacy expectations for our Indigenous learners exceed that of non-Indigenous learners and now we must continue the work to hold onto these gains.

## **SCHOOL STRATEGIES:**

### **Guest presenter**

- Lezra Martin spoke to our students - Importance of Literacy
- Mike Carson spoke to staff - went over the NFRA results and suggested our students greatest challenge is understanding

### **Vocabulary.**

- So, how do we use this information and develop strategies to help our students?

**Celebrated Drop Everything and Read day, October 28** - school wide event attached to our House team competition!

**Aleasha Kachel** - Hosted the SD73 Battle of the books  
- Literacy Week (filled with events)

**Reading Bins project** - Each class was given a bin of books for students to read during the Literacy block.

**To improve in literacy across subject areas, we will use the following strategies:**

We need to revisit the literacy block and see if we can use this time better to move literacy forward - What can we do differently? What can we do better?.

- Focus Connections time on literacy skills
  - The administration will work closely with our Connections lead teacher Aleasha Kachel to help her and the team come up with strategies that will help build literacy skills with our students.
- Literacy block - 25 minutes per day
  - We need to revisit the Literacy block as we have invested a lot of time into a block to improve literacy skills and we have yet to see the results on our assessment scores.

- We have surveyed our students about the Literacy block and asked them a variety of questions that will help us understand their needs better to help improve this time and ultimately their literacy skills.
- We have formed a staff committee to review the survey results and staff ideas to come up with a plan on how we can best use the literacy block to support students.

Use Literacy Data to find specific means to support our learners:

- Administer NFRA assessments in the fall and spring to compare student growth
  - Use this data to see what areas students are excelling with and what areas students are struggling with.
- Look at our English 10 /12 school data closely to see if the results from this data set matches what we are seeing with the data set from the Graduation Literacy Assessments.

**To improve classroom practices, we will use the following PD strategies:**

- Our PD committee will focus their efforts on developing literacy across all subjects
- Focus on UDL and CB IEP training
- Instructional leaders will often work with departments to support literacy in their specific subject area.
- Key data will be collected and analyzed at the end of each semester.

**To improve in grade-to-grade transitions, we will use the following strategies:**

- Use Vocabulary.com to increase skills
- Target certain skills in each grade (vocabulary, reading, comprehension)
- Incorporate more word problems in science and math courses.
- Use proficiency-based and formative assessments to improve literacy interventions.
- Embed subject-specific reading and writing practices into every course.

- Give staff time to review the data each year and develop strategies to support and encourage student success.
- Use our CORE and Indigenous CORE meeting to review Indigenous and diverse learner success rates and find ways to support their literacy skills.
- Meet more often with our feeder schools to map out a plan for at risk learners to improve success from grade to grade.

**To improve first time graduation rates, we will use the following strategies:**

Our graduation rates continue to be consistently higher when compared to District averages and also when comparing our Indigenous and Diverse learners to District averages. However, to continue to close the achievement gap we use the following strategies:

- Ensure we stay focused on our Indigenous learners and continue to have conversations with staff to support the momentum created at WSS.

**To improve our Indigenous learner rates, we will:**

- Implement English First Peoples 12 and English First Peoples 10 for all Westsyde Secondary students next year.
- We will look to involve the Whispering Pines/Clinton Band in our learning journey.
- Incorporate more Indigenous learning in our Connections block and our staff meetings.
- Meet regularly (*every two weeks*) with our Indigenous Education Core team to support our Indigenous students.

**To improve learning at Westsyde Secondary we will look at the following areas:**

Curricular:

English First Peoples 10 and 12 resources  
 Professional Development focusing on Indigenous education  
 Purchase licenses for Vocabulary.com

Purchase Scholastic Magazines

Instructional Leaders:

Instructional leaders play a key role in moving our literacy across all subject areas forward. Losing Instructional leaders means more time will be spent during Connections to support literacy in our school. This will be done with more intentional topic meetings during this time.

**EVIDENCE and NEXT STEPS:**

The School Learning Plan will be reviewed each quarter in the following ways:

- The Principal Advisory Group (PAG - Principal and students) meets monthly and will review the plan on an ongoing basis.
- Parent Advisory Council (PAC). Each quarter we will report out on our goals and strategies to improve learning.

**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:** [2024/2025 School focus](#)

Increase a sense of community and belonging by demonstrating empathy for others.

## **SCHOOL RESULTS AND ANALYSIS**

### **STUDENT LEARNING SURVEY RESULTS**

**This year, we intentionally chose to focus our school goal on creating a welcoming, safe, and inclusive environment where all students feel a strong sense of belonging.** We began by analyzing our student survey data — specifically the results related to *belonging* and *adults who care* — as we believe these are foundational conditions for meaningful learning to occur. Simply put, students must feel seen, valued, and supported before they are ready to engage in the academic work we ask of them.

Attendance, participation, and ultimately achievement in literacy and numeracy are all deeply influenced by a student's sense of connection to their school community. Since 2021, when our principal first identified that our belonging data trailed behind district and provincial averages, our results have remained largely **stagnant**. This information prompted us to go deeper to find out the why, and eventually developed into our Equity Inquiry Question. See details below:

## **STREET DATA STRATEGY:**

### **Provide your current equity-centred inquiry question:**

- Who are the students that lack connection in our school?
- What supports do they need to feel connected (sense of belonging)

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

- Our goal is to identify those students that staff are not connected to.
- We generated a list of all the students in our school and asked staff to identify students that they do not feel they are connected to.
  - What defines connection to students?
    - Shows interest & knows about things in the students life outside of school.
    - Checks on the student's emotional and well being
    - Celebrates the student's progress and personal growth
- We took this list of students and highlighted those students that lacked connections with staff and further broke down the list to those students that were in Care, lived on Reserve, were Indigenous or diverse learners...
  - Knowing their background would help us identify more ways to support these students.
- Staff looked at the list and were asked to identify those students in their class that lacked connections.

### **State actions taken by staff to understand these learners' school experience:**

- Ask open-ended questions about their day, interests, or challenges

### **Share how you have used, this information to create positive change:**

- Developed activities for students through the support of UNESCO.
- Greet students at the door to observe mood and readiness
- Do regular check-ins with students
- Seek and value student's voice in the classroom
- Participate in extracurricular activities or school events to see students in different contexts

### **Next steps:**

- Follow up with 2025 SLS results to see if there has been improvement in student sense of belonging and adults care category. If there is improvement we know we are on the right track, and if there isn't improvement we know there is more work to be done.
- We need to hear from those students that are not feeling a sense of belonging and ask them what they need?
  - Students that demonstrate:
    - Emotional withdrawal or act out (isolation, defiance, irritability)
    - Low engagement in classes and school activities (disinterest, poor effort, skipping class, late to class)
    - Social disconnect (few friends, excluded by peers, avoids adults)
    - Negative self-talk or hopeless language ("I don't care," "I'm dumb")

### **AREAS TO CELEBRATE:**

- UNESCO Designated School 2024.
- We are very proud of the work we have done to support our Well Being goal at WSS through UNESCO. The following report, provided by UNESCO lead teacher Mr. Beads, details the work we have done this school year to build a sense of community and belonging.
  - [UNESCO Year End Report 2024/2025](#)
- This year marks our first year as a UNESCO designated school but it is year 3 since we have worked on becoming a UNESCO school with the idea to increase student sense of belonging, among other issues we were noticing including high levels of bullying, fighting, vandalism, disrespect... Our belief is that if students are feeling a sense of belonging then we will see improvement in conduct. The following data set demonstrates that conduct and behaviour have been getting better in the past 3 years since.
  - [Conduct Graph 2022-2025](#)

- 5.63% increase in attendance for chronic non attenders (10% or more classes missed) since last year. 3rd best improvement amongst all high schools in the district.
- Survey data shows a more than 20% increase in the number of Indigenous students who feel that adults at Westsyde care about them and feel welcome at school (2023-2024)

### **AREAS TO GROW:**

Both Indigenous and diverse student learner subpopulations are below school averages for all four [data sets](#) (2022-2023) related to human and social development.

Of concern is a 23% drop between 2023 and 2024 school year in the number of Diverse learners who feel that adults at Westsyde care about them. We will focus on this area to see if this is a blip in data or a downward trend.

### **SCHOOL STRATEGIES:**

- The start of our WIT (Whatever it Takes) program will support some of our diverse learners in a more flexible learning environment. More one on one caring support should allow us to make better connections with some of our more challenging learners.
- An upcoming ProD will focus on Universal design for learning and Competency Based IEP's.
- We will continue to talk with PAC and student groups on how we can increase a sense of community.
- Celebrating WSS 50th Anniversary in various ways.
- UNESCO - using school-wide themes to prompt inquiry, exploration, and dialogue encouraging learners to reimagine the world through a lens of empathy.
- Promote our renewed Mission, Vision and Core values statements
  - Ensure staff and students are guided by these statements
- This year we began to celebrate students who demonstrate pride in self, others and community. We want to continue to celebrate these students monthly, and at our recognition rallies, 3x per year.

## **EVIDENCE AND NEXT STEPS**

We will see improvement in our next SLS results if what we are doing is making a difference.

We will see continued improvement on major conduct incidents per school year.

We will make inclusive leadership a priority to increase a sense of community and belonging. This will be done by engaging with student groups, putting Instructional leaders in a position to succeed, working closely with staff, PAC and other community groups.

UNESCO will be a big part of our next year plans. The staff is already focusing on the 17 Sustainable Development Goals and drafting plans to involve our school community.

We will continue to promote and celebrate our House Team activities.

## **CULTURAL & IDENTITY GOAL**

**We will continue to look at this specific area to determine if we would like to identify a cultural and 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 RESULTS AND ANALYSIS:**

#### **[Conduct Graph 2022-2025](#)**

- Analysis of our data shows we are trending in the right direction on major student conduct issues at our school. However, we do see a spike in disrespectful behaviour - We will have to dig deeper to find out what is the root cause for this situation.

### **AREAS TO CELEBRATE:**

Our data shows that we have made marked improvement in bullying, and racism and are on the right track to make our school safe and a place where students feel they belong.

### **AREAS TO GROW:**

The goal is to continue this work until our school is free of racism, discrimination, sexism, harassment and homophobia.

**SCHOOL STRATEGIES:** Using a UNESCO lens, we have implemented a range of strategies that promote anti-racism, anti-bullying, and cultural inclusion across classrooms, common spaces, and student-led activities.

The primary goal of this plan is not only to address discrimination when it arises, but to actively foster a school culture where every student feels seen, heard, and valued.

### **EVIDENCE and NEXT STEPS:**

To ensure our efforts are measurable and impactful, we have built the following evidence-gathering strategies into our ongoing reflection and planning:

- **Student Voice & Survey Data:** We are closely monitoring responses on the Student Learning Survey and our work with the Principal's Council, with a focus on indicators related to belonging, adult care, and cultural identity. Data is disaggregated where possible to help us identify trends and gaps.
- **Incident Reporting & Response:** We are tracking incidents related to racism and discrimination, and reviewing how these incidents are addressed through restorative practices, student support, and follow-up learning.
- **Classroom & Curriculum Integration:** Staff are embedding anti-racism education into their subject areas. Feedback is gathered through staff surveys, team reflections, and documentation of school-wide events.
- **Staff Learning:** Professional development and collaborative learning time (e.g., Connections) are being used to support staff in their confidence and capacity to teach through a culturally responsive and anti-oppressive lens.
- **Student Involvement:** The UNESCO Club and other student groups have taken on leadership roles in promoting inclusion through campaigns, displays, and event planning that reflect the values of equity, peace, and global citizenship
- **Celebrate and share successes,** both internally and publicly, through newsletters, and Principal's Messages that highlight student voices and progress toward our inclusion goals.