



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 45 teachers, 7 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.

During the 2025/2026 school year, Westsyde Secondary experienced a meaningful year of growth as we worked to strengthen the structures, supports, and school-wide initiatives that help students feel connected,

supported, and ready to learn. Our focus included implementing and supporting our new Support Services Hub, building learning resiliency to improve attendance and achievement, becoming more trauma-informed in our practice, developing strategies to strengthen student belonging, and supporting literacy through the implementation of Literacy Block. We worked hard to live out WSS PRIDE and uphold the responsibilities we carry as a UNESCO school through initiatives such as our 4th annual Empty Bowls event, winning the SD73 Food Drive, and hosting our second annual Lahal Tournament on National Indigenous Peoples Day. We also saw the impact of our Support Services Hub and WIT program, with 10 students graduating through this model of flexible, relational, and wraparound support. These successes remind us that when students feel known, supported, and believed in, they can grow through challenges and find their path forward.

One area where we did not see the level of success I had hoped for was the implementation of Literacy Block. While literacy remains a key priority at Westsyde, our implementation produced mixed results. Some staff consistently used the time for reading and meaningful literacy tasks, while others continued with regular course instruction, which did not align with the purpose of the block. Although expectations were revisited and conversations took place, we did not achieve the collective consistency needed for the initiative to have the impact we had hoped for.

As we move into the 2026/2027 school year, our work will be to build from what we learned. We will continue strengthening resiliency, attendance, belonging, trauma-informed practice, literacy, and reconciliation. This past year showed us what is possible when we move together with clarity, care, and purpose. Our students lived out WSS PRIDE, and as we look ahead, we will continue working to make Westsyde a place where every student feels they belong, and every learner is supported to succeed.

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 focus for the 2025/26 school year included:

1. Implementing and supporting our Support Services Hub.
2. Building learning resiliency, with the intent to improve attendance and achievement.
3. Becoming trauma informed to support our learners.
4. Develop strategies and activities to support our student's sense of belonging.
5. Supporting Literacy through the implementation of the Literacy Block.

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:
 - 2021-2025, The trend for all WSS students achieving Proficient or better on the Literacy Assessment over the past 4 years has been relatively stagnant.
 - During the 2025/26 school year we saw a decrease of 1% in the number of students achieving proficiency on the literacy assessment. --- 64% (2023/24) - 63% (2024/25) ---
 - Concerning is the fact that our Indigenous students are trending in a negative direction (-17%) over the past 4 years and 42% of our Indigenous students achieved a proficient or better score on the exam compared to 79% last year.
 - On a positive note, 32% of our Diverse students achieved a proficient or better score on the exam compared to 21% last year.

- Literacy 12 data:
 - 2021-2025, The trend for all WSS students achieving Proficient or better on the Literacy Assessment over the past 4 years has been positive, with an average increase of 6%.
 - There is a drastic increase in this year's grade 12 students achieving Proficient or better on the literacy assessment --- 58% (2023/24) - 73% (2024/25) ---

- Concerning is the fact that our Indigenous students are trending in a negative direction (-2%) over the past 4 years and 58% of our Indigenous students achieved a proficient or better score on the exam compared to 61% last year.
- On a positive note, 57% of our Diverse students achieved a proficient or better score on the exam compared to 31% last year.

NFRA Data grade 8/9 2025/26

- NFRA Data grade 8/9
 - NFRA Data grade 8/9 scores was encouraging to see that a strong number of our students are achieving Proficient or better on the NFRA scores.
 - There is a marketable improvement (+30%) in the students achieving Proficient or better on the NFRA scores from grade 8 to nine. This suggests that the Literacy work we are doing in grade 8 and 9 is impacting their NFRA scores.
 - Breaking down the data further tells us about the areas in the NFRA that we need to improve, including vocabulary and inferring.

AREAS TO CELEBRATE:

An increasing number of our WSS students are achieving Proficient or better on the Grade 12 literacy assessment. Achieving Proficient or better was significantly higher than last year, and we even outperformed our district counterparts.

- 15% positive improvement over last year's scores.
- 1% higher than district scores. First time in 4 years we outperformed the district scores.

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.

Although we have seen a significant increase in the literacy results for grade 12 students during the 2024/25 school year for both our Diverse and Indigenous learners.

Concerning is the fact that we are still below district (except in Lit 12) and provincial averages for the Literacy Assessment.

OBJECTIVES:

Our goal is that all Literacy learners will exceed district and provincial Literacy Assessment levels.

Our goal is that Indigenous and diverse learners will meet or exceed literacy expectations compared to non-Indigenous and non-diverse learners.

SCHOOL STRATEGIES:

Pro D – Identifying what a literate learner looks like. We looked at the strategies we are using in the classroom and how we can implement new strategies.

Celebrated Drop Everything and Read day, April 12, 2026 - school wide event attached to our House team competition!

Celebrated International Day of Literacy by hosting a school wide Literacy challenge.

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

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

We implemented a renewed Literacy block this year to give staff the flexibility to offer a greater variety of literacy strategies to support student learning.

- 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 - 20 minutes per day

- Unfortunately, the use of this time has not been as impactful as I thought. Staff have not been consistent enough to use this time to support literacy. We need a renewed focus to effectively support literacy during this time.

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 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:

- In 2025/26 we have developed a new course to support our grade 8 students with numeracy and literacy skills. The course is a 6 week mosaic and focuses on Literacy and Numeracy under the umbrella of Careers. Our goal is to support learners to become better at literacy

and numeracy and to identify those that need extra support. For those students identified, we will use targeted interventions in our LAC to support their learning.

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

Professional Learning Communities / 2nd Staff meeting:

- We will be spending time during our Connections and 2nd Staff meeting to support literacy in our school. This will be done with more intentional learning 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 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:

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

SCHOOL RESULTS AND ANALYSIS

[Student Learning Survey Results](#)

Our Well Being goal is connected heavily to our Equity Centered question we developed in 2024/2025. See below...

Our work in 2024/25 looked at our students meaningful connections with the adults in our building — 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")

WHAT DO THE 2024/25 SLS RESULTS TELL US?

The work we have been doing the last couple of years is working! Generally, the results from our schools SLS tell us we are trending in a positive direction in students feeling welcome, sense of belonging, feel safe and adults care categories. We have seen a marketable improvement in all areas from the previous year.

We saw a 4% increase in Indigenous students who felt a senses of belonging in 2024/25 vs the 2023/24 school year. Unfortunately, Our SLS results demonstrated a decline for our Indigenous students feeling welcome and that adults care.

AREAS TO CELEBRATE:

UNESCO Designated School since 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. Beeds, details the work we have done this school year to build a sense of community and belonging.

- [UNESCO Year End Report - 2025/2026](#)

This year marks our second year as a UNESCO designated school but it is year 4 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 4 years.

AREAS TO GROW:

Our SLS results show a concerning decline in Indigenous students feeling welcome at WSS, dropping from 74% in 2023/24 to 54% in 2024/25. Students feeling that adults at WSS care about them also declined from 89% to 80%.

While there are likely several reasons for this decline, the lack of consistency in our Indigenous Education staffing, with five different IEWs over the past two years, may have impacted student connection and belonging.

With two consistent IEWs now in place, we have an opportunity to rebuild relationships, strengthen support, and work alongside them to develop clear strategies for our Indigenous learners. However, we also need to be honest with ourselves and better understand the reasons behind the data, and take meaningful action to ensure Indigenous students feel known, cared for, and connected at WSS.

SCHOOL STRATEGIES:

- Our WIT (Whatever it Takes) program has supported 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.

- Have our WIT program and Welcome room stay more connected and work together to support our learners better.
- Develop more opportunities for our Indigenous Learners in our Welcome room and throughout our School.
- An upcoming ProD will focus on Universal design for learning
- We will continue to talk with PAC and student groups on how we can increase a sense of community.
- 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 continued improvement in our next SLS results if what we are doing is making a difference. Our goal is to meet and exceed District and Provincial averages in all areas of the SLS.

We will see continued improvements 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 plans for next year. 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 2022-2026

- Analysis of our data shows we are trending in the right direction on major student conduct issues at our behaviour.

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.