

Revised September 12, 2025



Norkam Secondary School Annual School Learning Plan 2025-2026



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 Band
- Neskonlith Indian Band

Our school partners with Tk'emlups te Secwepemc through our Local
Education Agreement [LEA](#) and the Aboriginal Education Enhancement
Agreement [AEEA](#).

CONTEXT

In September of 2024, NorKam Secondary opened its doors as a full grade 8-12 Secondary School and 442 students in grades 8-10 became new NorKam Saints. NorKam shifted from being School District #73's most comprehensive grade 10-12 high school to a full 8-12 secondary school. Within the district we continue to offer a great range of programs and courses. For senior students striving to challenge the rigor of a university preparation program, we offer the Interior of British Columbia's only International Baccalaureate Diploma program; we successfully added a grade 8 cohort to the IB Middle Years Program and will continue adding grade level cohorts over the next two years. In the MYP, students work as a cohort to dive deep into Inquiry. Senior students with the acumen for hands-on learning can apply and access SD#73's Trades Sampler program or Hairdressing program. NorKam is also the home to two District Resource rooms providing educational programs for students with cognitive challenges.

In addition to the district programs at NKSS, we also provide a regular program to over 900 students providing a full range of junior and senior academic offerings as well as many elective courses ranging from fine arts, practical arts, physical education, and business. Partner schools to NKSS are the following elementary schools: AE Perry Elementary, Arthur Hatton Elementary, Bert Edwards Science & Tech School and Raleigh Elementary. We work as a family of schools to support families and learning goals for our students.

NorKam is also home to more than 60 International students in School District #73 and as such, we have students attending from around the world. The indigenous population of NorKam Secondary is the largest of the secondary schools in Kamloops and continues to grow, as fifty percent more of our families self-identify as indigenous than Kamloops as a whole. We continue to strive to support indigenous learners and work on de-colonizing our school with strong focus on First Peoples Principles of Learning in all classes.

NorKam Secondary School supports an ethnic and socioeconomic diversity, as well as a significant number of transient students who spend only part of their secondary schooling with us. The instability faced by our North Kamloops students differs dramatically from the stability of the students from other areas of Kamloops; NKSS supports many children and families that face poverty, food insecurity and youth on independent living contracts.

In summary, NorKam Secondary faces challenges unlike those of the other secondary schools in Kamloops. We welcome these challenges and are firmly committed to

making a difference in our students' lives and supporting those learners in the manner outlined in [School District #73's Strategic 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:

Numeracy

NorKam continues to make positive strides in improving results on the numeracy assessment. In our most recent results, we were higher than both the district and the province in our numeracy 10 results. This has been the result of a concerted effort led by our math department to incorporate numeracy type tasks in regular math classes and to encourage teachers in other disciplines to incorporate numeracy tasks. As a result of these efforts, our latest school data on the numeracy assessment shows us as above district average by 4%. As well, our indigenous students have shown continued growth with an 8% average above district averages and 13% above provincial averages.

Our diverse learners have also shown improvement but continue to just lag district and provincial averages indicating that this is an ongoing challenge and area to improve.

Our grade 8 and 9 students wrote the District Numeracy Assessment this year which provides important benchmark information for our math department. 52% of students were proficient in this assessment overall, with highs in the "Interpret" strands. The "Analysis" strand was where many students struggled, which is good feedback for our staff.

Literacy

NorKam's literacy story requires an increase in our focus. Our literacy assessment scores at the grade 10 level last year were 12% below district average, but cohort data shows that students improved their literacy scores by 8% by the grade 12 literacy assessment. NKSS Indigenous learners as well improved in literacy by 11% between the grade 10 and 12 assessments.

NorKam diverse students continue to show struggles with their literacy skills with a large gap between their success and the success of the non-diverse students at the school. However, by the time diverse students are assessed in literacy at grade 12, there is a 23% improvement in cohort skills, and they have reduced the gap from a 30pt gap to a 20pt gap in achievement. These improvements are encouraging of the support we have in place for our senior students; however, we need to make sure that we add focus on the literacy skills of diverse learners in grade 8 and 9.

Grade 8 and 9 students wrote the Non-Fiction Reading Assessment this year. 30% of grade 8's were assessed as proficient, and grade 9's had a 40% proficiency level. The strongest strand for students in both grades was "Critical Thinking", and the strand they struggled the most with was "Vocabulary". The information from this assessment has guided learning in the staff PLC groups and has given the English Department a focus for the year to improve student vocabulary learning.

SCHOOL GOAL:

Through an emphasis on teaching for conceptual understanding and transfer, students will attain proficiency or better on the literacy assessments.

AREAS TO CELEBRATE:

- Last 2 years there has been steady improvement demonstrated across all learners.
- The literacy gap between NKSS indigenous and non-indigenous students is closing; currently a 2% difference by the time students reach grade 12.
- Numeracy data continues to be comparable to district, or above district average
- Indigenous students continue to show improvement in Numeracy scores, scoring ahead of district and provincial benchmarks by 8% and 13% respectively.
- 90% of IB cohort students completed the IB exams and diploma program.
- The IB Middle Years Program has been implemented with teachers receiving professional development. The first grade 8 cohort had a successful year, with almost all students continuing on with MYP for grade 9 in September.

AREAS TO GROW:

- Continued gap regarding intellectual development success regarding our Aboriginal and Diverse learners compared to Non-Aboriginal and Non-Diverse students.
- 45% of students still below proficient in the Literacy Assessment

OBJECTIVES:

- To improve students' intellectual engagement.
- To reduce the equity gap in achievement.

SCHOOL STRATEGIES:

To improve in literacy/numeracy, we will:

- Continue with a structured WISE period to allow for the following:
 - Direct teaching of literacy and numeracy
 - Development of cross curricular activities in numeracy
 - Academic Intervention opportunities
 - Literacy support - development of pull-out literacy skill teaching for some of our diverse learners who demonstrate literacy struggles.
 - Extra-curricular activities
 - Well-being activities
 - Formative assessment opportunities with the DNA and NFRA assessments.
 - Continued Professional Learning community discussions to support teaching students with diverse learning needs.

To improve classroom practices, we will:

- Continue our professional development focusing on supporting diverse learners and creating differentiated learning opportunities.
- Continue our learning about Artificial Intelligence and how we can use these platforms to support learners.
- Continue to follow the Response to Intervention plans for student support as shown in the NKSS [RTI Document](#)
- WISE block academic intervention support in core classes

To improve school completion, we will:

- Support students in Credit Recovery Programs through the LAC
- Focus professional development on supporting inclusive education students within regular core courses.
- Implement a literacy support program for students in grades 8 & 9 by using selected WISE blocks for pull out guided practice.
- Creation of FLEX learning program to support students in a variety of ways through their graduation plan.

To improve Indigenous student learning, we will:

- Support indigenous students in FLEX learning programming
- Engage in indigenous focused literacy activities in WISE block as well as all English classes.
- Focus on adding Indigenous culture throughout NKSS with the support of our Indigenous Education team at the school and community.
- Provide specific cultural activities that connect and support our indigenous students

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

- Food scarcity is supported through Feed the Future funds.
- Flexible LAC support and Aboriginal Outreach support.
- Household and living supplies supported through our Dignity Room program

Evidence and Next Steps

- Reviewed data concerning literacy, numeracy, and well-being with staff recommending two revised goals linked to the goals in our previous learning plan
 - Hypotheses regarding intellectual development data:
 - Continue to utilize district assessments in literacy and numeracy (Non-Fiction Reading Assessment and the District Numeracy Assessment) for grade 8s and 9s. This allows for a parallel exposure to the graduation level assessments and provides an opportunity for formative assessment in those areas for departments.
 - Students require focused literacy instruction in classes to improve results
 - Posters were created and displayed in department classrooms to demonstrate key terms and concepts across all departments.
 - Literacy terms and vocabulary building in all departments

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:

Students have indicated in the school learning survey that they have high levels of feeling that they belong to our school community and that they are supported here. Students indicated that they feel that adults care about their futures and they can go to them for support. Also, many students indicated that NorKam and the adults in the building were able to support them more than the support they receive in their home environment. This speaks to the vulnerable nature of the NorKam community catchment as a whole.

SCHOOL GOAL: Through an emphasis on providing opportunities for student voice, student choice, and supporting student agency we will improve the numbers of students feeling welcome, safe, and connected to the school.

AREAS TO CELEBRATE:

- Continuation of the Principal's student advisory council
- Development of a Leadership class to support an intramurals program
- Continuation of the breakfast, lunch and snack programs
- Continued support for the Dignity Room which provides essential life supplies
- Increases in participation in athletic programs, including Volleyball, Basketball, Rugby, Ultimate Frisbee and Wrestling
- Increases in extracurricular participation and the development of new student groups such as Battle of the Books team, Ethics bowl teams A & B, Robotics Tech group
- Development of an intramural program.

AREAS TO GROW:

- NKSS students are still behind in areas of feeling welcome and cared for compared to district averages. Although we are closing the gap, it still exists and is an area for us to continue to focus on.

SCHOOL STRATEGIES:

We will work on improving our sense of ownership and belonging, the following will occur:

- Deeper dive and professional development into supporting a growth mindset in students and utilizing the concept of the learning pit to support student development of an academic mindset and feeling comfortable with productive struggle.
- Proficiency reporting and assessment professional development for staff throughout the year as we welcome grade 8 & 9 students to NKSS
- Professional development regarding assessment practices. How proficiency reporting and the use of rubrics help support student engagement and learning.
- Continued learning regarding Artificial Intelligence and its role in education

Evidence and Next Steps

- Staff Meetings - reviewed data concerning well-being with staff recommending a learning goal linked to the goals in our previous learning plan
- Instructional Leaders - reviewed collaborative team responses to the recommended next steps to support this goal.
- Data reviewed yearly by the NKSS Parent Advisory Council in June
- Principal's Advisory Students review the NKSS SLP in September and June.
- Deep dive into Connectedness data: Who do we know and are connected to? Staff engaged in a year-long process studying how student/teacher connectedness is linked to attendance and success rates. NKSS staff will continue with this work in 2025-26

STREET DATA STRATEGY:

Provide your current equity-centered inquiry question:

- How do we provide support to increase the learning opportunities for our struggling learners so they can attend and engage in the learning of the classroom?

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

- Our focus was on the group of learners that staff indicated that they did not know or were connected to.

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

- As staff indicated those students who were not well connected, they made plans to meet and get to know and be purposeful in engaging in conversation with the student
- Admin teams checked these students' attendance and learning struggles to provide a bigger picture regarding the success of these students.

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

- This information provides us with a baseline regarding students who are disengaged from our learning community
- Plans are to repeat this project in the fall of 2025 so we can see if an impact has been made
- As we study the data created, we can use this information to support our literacy development program and to diversify learning in classrooms.
- We can use the gathered information to lead us to empathy interviews of a few students and drill down to specific needs and gaps in support.