School Community Student Learning Plan

District Overview

Vision:

Together We Learn.

Purpose:

To educate students in a safe, inclusive, equitable, and inspirational learning environment where each learner develops the attributes and competencies to flourish in a global community.
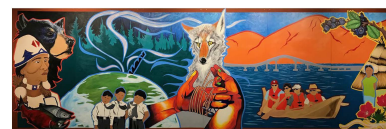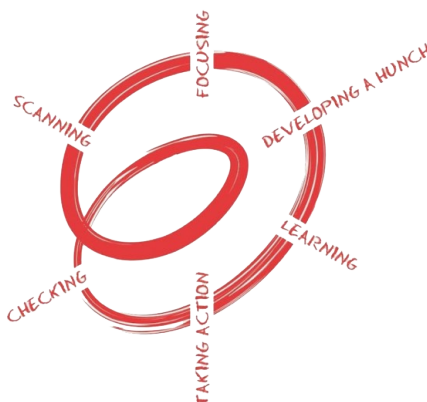
Overarching Goal:

Our learners will develop foundational skills and core curricular competencies so that they can be empowered to follow their passions and strengths and thrive holistically as resilient and engaged global citizens.

Resources:

[District Strategic Plan](#)
[Spirals of Inquiry Playbook](#)
[Equity in Action Agreement](#)

School Overview

School: Kelowna Secondary
School Year: 2023-2024
School Level: Secondary School
School Type: Dual Track French Immersion
Family of Schools: Central Family of Schools
Overall School Population: 1843
Student Population Indigenous: 187
Student Population, SPED: 268

Principal: Scott Parker
Vice Principal: Christey Hughes
Vice Principal: Mike Kormany
Vice Principal: Jeff Prasad
Grade:
☑ Gr. 10
☑ Gr. 11
☑ Gr. 12
Number of Administrators: 4
Number of School-Based Teachers: 100
Number of School-Based Support Staff: 72

School Learning Story

Background:

Kelowna Secondary School is one of five Secondary Schools in the Central Okanagan School District. KSS is located in the central heart of the city and our campus borders with the Okanagan College Campus. Unique in character, Kelowna Secondary School offers two distinct programs – English and French Immersion. The approximately 1850 students who attend Kelowna Secondary School come from both the immediate neighbourhood and beyond the school's regular catchment boundaries. As such, it is a diverse and active community of learners.

In terms of staffing, KSS currently has 100 FTE educators, including 4 administrator, serving the needs of over 1843 students. In addition, we have a support staff of 75 people working in a variety of capacities, including Certified Education Assistants, Custodial and Clerical staff. Additional, we have two (3.4 FTE) District Resource teachers who help to coordinate and provide educational programs for our identified special needs students in our population.

Kelowna Secondary School has focused on offering a wide variety of educational opportunities that appeals to our student population. Because of our diversity of programs and support networks that we have available for our students at Kelowna Secondary School, we had a very successful 2022 Eligible Grade 12 Graduation rate of 99%.

School Scan

Describe how you (and your team) will gather and analyze a variety of evidence to understand the current state of student learning in your school.

*Be sure to consider how you will gather and analyze evidence to understand the current learning experience of your Indigenous learners, your learners with diverse needs, your learners in care, and any other priority group of learners within your school community.

We have team of teachers working with Shane Safir's book "Street Data: A Next Generation Model for Equity, Pedagogy and School Transformation", and are gathering evidence to build a set of questions to scan our school community, with emphasis on student voice. We will use that data to better inform our practice and drive the pedagogy in our classrooms.

Breakdown of Student Learning Evidence Collected During the School Student Learning Scan:

Type of Student Learning Evidence	Short Description	Further Details
Empathy Interviews	Student empathy interviews to gather student voice in the state and direction of our school community.	In progress
Student achievement data	Looking at achievement data through report cards to find trends in success at school	In progress

Student Learning Priority 1

Focusing

Student Learning Goal 1:

Each student at Kelowna Secondary School will graduate with a Dogwood or Evergreen certificate and demonstrate a work ethic that enables them to achieve individual success as a 21st Century Learner.

Connections to BC Curriculum and our District's Overarching Goal:

Core Competencies

- ☑ Communication
  - ☑ Connect and engage with others
  - ☑ Aquire interpret, and present information
  - ☑ Collaborate to plane, carryout, and review constructions and activites
  - ☑ Explain/recount and reflect on experience and accomplishments
- ☑ Creative Thinking
  - ☑ Novelty and value
  - ☑ Generating ideas
  - ☑ Developing ideas
- ☑ Critical Thinking
  - ☑ Analyse and critique
  - ☑ Question and investigate
  - ☑ Develop and design
- ☑ Positive and Personal Cultural Identity
  - ☑ Relationship and cultural contexts
- ☑ Personal Awareness and Responsibility
  - ☑ Self-determination
  - ☑ Self-regulation
  - ☑ Well-being
  - ☑ Explain/recount and reflect on experience and accomplishments

Communication
1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

Creative Thinking
1. Novelty and value
2. Generating ideas
3. Developing ideas

Critical Thinking
1. Analyze and critique
2. Question and investigate
3. Develop and design

Positive Personal & Cultural Identity
1. Relationship and cultural contexts
2. Personal values and choice
3. Personal strengths and abilities

Personal Awareness & Responsibility
1. Self-determination
2. Self-regulation
3. Well-being

Social Responsibility
1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Valuing diversity
4. Building Relationships

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

Still working on collecting data for the 2023-2024 school year.
Will consider:
- YDI data
- satisfaction survey
- graduation data
- course completion
- post secondary transition

Recommendations for next steps for this School Student Learning Priority:

Participate in the YDI this year and compare those results with our student scans and academic/work habit results.

Start staff inquiry on building innovative learning environments.

Student Learning Priority 2

Focusing

Student Learning Goal 2:

To continuously support the development of positive relationships between all staff and students by establishing an environment that encourages approachability, caring, effective communication and a sense of belonging.

Core Competencies

☑ Positive and Personal Cultural Identity

    ☑ Relationship and cultural contexts

    ☑ Personal values and choice

    ☑ Personal strengths and abilities

☑ Personal Awareness and Responsibility

    ☑ Self-determination

    ☑ Self-regulation

    ☑ Well-being

    ☑ Explain/recount and reflect on experience and accomplishments

☑ Social Awareness and Responsibility

    ☑ Contributing to community and caring for the environment

    ☑ Solving problems in peaceful ways

    ☑ Valuing diversity

    ☑ Building Relationships

Communication
1. Connect and engage with others
2. Acquire, interpret, and present information
3. Collaborate to plan, carry out, and review constructions and activities
4. Explain/recount and reflect on experiences and accomplishments

Creative Thinking
1. Novelty and value
2. Generating ideas
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Critical Thinking
1. Analyze and critique
2. Question and investigate
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Positive Personal & Cultural Identity
1. Relationship and cultural contexts
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Personal Awareness & Responsibility
1. Self-determination
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Social Responsibility
1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
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Taking Action and Learning

Leading Professional Learning:

Staff and student led inquiry on Indigenizing our school, anti-racism, equity, mental health and inclusion.

School Level Strategies and Structures:

Staff Meetings restructured to include small group discussion. Feedback is collated and debriefed by Department Heads and trends are presented back to staff.

Classroom-level Instructional Strategies:

Staff Meeting strategies to increase engagement and best manage the changing and challenging social emotional needs that are playing a more prominent role in our learning community

Checking for Impact

Reflection on our collected evidence on our impact for this School Student Learning Priority:

We are working on creating a more equitable learning environment for all learners in our school.
We collect Student Profile Sheets for every student, in every class so that they can indicate to us how they identify. We will continue to use and reflect upon these sheets.
We have changed staff meeting structures to include regular small group discussion lead by Department Heads and Curricular Leads.
Evidence from these discussions in debriefed at Department Head Meetings where trends are identified that are presented back to staff.

Recommendations for next steps for this School Student Learning Priority:

Continue our work at staff meetings supporting anti-racism, anti-prejudice and anti-bias.
Start a staff inquiry into anti-racism, anti-bias and anti prejudice. At this point, it is called our Anti-Racism and Anti-Bias Working Group.
Continue our work on digital equity.
Continue to have student groups present staff their work on sustainability, SOGI, Truth and Reconciliation, neurodivergence and SEL.