

School Community Student Learning Plan

School: KSS



**Central Okanagan
Public Schools**
Together We Learn

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

- Central Okanagan Public Schools Strategic Plan 2021 - 2026
- Spirals of Inquiry Playbook (Halbert & Kaser, 2017)
- SD23 Equity in Action Agreement for Truth & Reconciliation 2020 - 2025

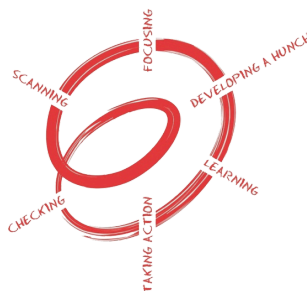


Illustration: Stephen Kooker
Shiloh Lantz / KSS Art Students / Timothy Hogg, Art Teacher
KSS Board Project

Fostering Indigenous student success through the lens of equity



School Overview

School Information

School*

Kelowna Secondary

School Year

2024-2025

School Level

Secondary School

School Type

Dual Track French Immersion

Family of Schools*

Central Family of Schools

Overall Student Population

1,877

Student Population Indigenous

177

Student Population, Children in Care

Student Population, SPED

289

Student Population, ELL

106

Principal

Scott Parker

Vice Principal

Vice Principal

Julie Loveridge-Marks

Vice Principal

Mike Kormany

Vice Principal

Jeff Prasad

Grade

- ☐ K
- ☐ Gr.1
- ☐ Gr.2
- ☐ Gr.3
- ☐ Gr.4
- ☐ Gr.5
- ☐ Gr.6
- ☐ Gr.7
- ☐ Gr.8
- ☐ Gr.9
- ☒ Gr.10
- ☒ Gr.11
- ☒ Gr.12

Number of Administrators

4

Number of School-Based Teachers

100

Number of School-Based Support Staff

72

Additional Staff

Staff	#
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Additional School Information

School Learning Story

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 1900 students who attend Kelowna Secondary School come from 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 1877 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 98%.

Supporting Documents and Media

Online Resources

Please ensure each URL has "https://" at the beginning

Title	URL
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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	Description of Evidence	Describe Trends and Patterns
Empathy Interviews	Student empathy interviews to gather student voice in the state and direction of our school community.	In progress
	Indigenous Student scan led to the development of an Indigenous Teacher Assistant program.	Indigenous Teacher Assistants brought cultural and cultural activities to KSS classrooms. The success of this model was that the learning was supported by student peers.
	ELL student scan led to the development of an ELL Teacher Assistant Program for 2025/2026 where peers will support ELL learners	In progress
Student Achievement Data	Looking at achievement data through report cards to find trends in success at school	In progress.
		Graduation rate has climber 2.5% in three years to 97.8%

Student Learning Surveys

Student Learning Surveys show increased connection to school.

97% of students feel like KSS is a place where they belong.

97% of students report feeling safe at school.

99% of students report feeling welcomed at school.

4% of students report experiencing discrimination based on sexual orientation, and 2% report experiencing discrimination based on race.

Focusing

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

Patterns and Trends from the School Scan (what is the current state of student learning at your school based on your scan?)

Our school is becoming increasingly diverse, and this trend will continue as two of our elementary feeder schools are 33% English Language Learners (ELL) and another is 25% ELL.

School Learning Priority 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.

Our graduation rate has climbed 2.5% in three years to 97.8%.

SMART Goal Criteria (ensure your School Student Learning Goal meets all the criteria below)

- ☐ Strength-Based - stretches ALL learners (all learners can see themselves within the goal)
- ☐ Meaningful - is a key area of priority for student learning connected to the district's overarching goal
- ☐ Authentic - addresses the holistic development of the learner and includes intellectual (e.g. foundational skills) and/or competency development
- ☐ Responsive - is responsive to the needs of our learners and involves community, school, and classroom level evidence-based strategies and pedagogies
- ☐ Triangulated - involves collecting a variety of evidence to inform our progress

Connection to BC Curriculum and our Central Okanagan Public Schools Strategic Plan 2021 - 2026

Foundational Skills

Curricular Competencies

Core Competencies

☒ Communication

- ☒ Connect and engage with others
- ☒ Acquire 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

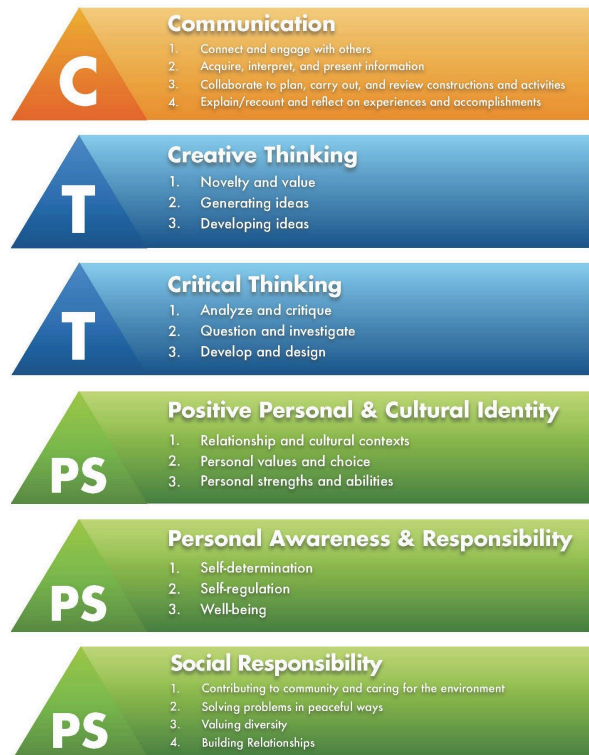
☒ Positive and Personal Cultural Identity

- ☒ Relationship and cultural contexts
- ☐ Personal 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



Evidence of Impact

Learning Priority 1

Learning Priority 2

Learning Priority 3

Learning Priority 4

Learning Priority 5

Learning Priority 6

School Student Learning Priority 1

School Learning Priority 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.

Our graduation rate has climber 2.5% in three years to 97.8%.

What evidence will we collect?

Type of Evidence (?)	Short Description of Evidence	Describe the Pattern and Trends in the Evidence (?)
1 Quantitative	Increased grad rate	Our graduation rate has climber 2.5% in three years to 97.8%.
2		
3		
4		
5		

Taking Action and Learning

- Learning Priority 1
- Learning Priority 2
- Learning Priority 3
- Learning Priority 4
- Learning Priority 5
- Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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Leading Professional Learning (?)

Department Heads and Curricular Leads are using the Organization for Economic Co-operation and Development's (OECD) 7 Core Principles of Learning to lead learning in our school.

1. Learners at the Centre:
Education should be tailored to the individual needs and characteristics of each learner.
2. The Social Nature of Learning:
Learning is inherently a social activity, influenced by interactions with others and the learning environment.
3. Emotions are Integral to Learning:
Emotions play a crucial role in learning, influencing motivation, engagement, and how information is processed.
4. Recognizing Individual Differences:
Educators should acknowledge and accommodate the diverse learning styles, backgrounds, and abilities of their students.
5. Stretching all Students:
Learning experiences should challenge all students to reach their full potential, promoting growth and development.
6. Assessment for Learning:
Assessment should be an ongoing process that informs and improves teaching and learning, rather than just a measure of performance.
7. Building Horizontal Connections:
Learning should connect different concepts and subjects, fostering a holistic understanding and application of knowledge.

School Level Strategies and Structures (?)

Department Head and Curricular Leader meetings are structured around the OECD 7 Principles, and staff meetings have been reorganized to accommodate staff learning time, led by the Department Heads and Curricular Leads.

Classroom-level Instructional Strategies (?)

Intervention plans are built with school, family and student to support success at school.

Connections to the priorities in the [District Strategic Plan](#) and/or [Equity in Action Agreement](#)

District Strategic Plan - Priorities	Description
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Resource Type	Resource Description	Estimated Budget
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Resource Type	Resource Description	Estimated Budget
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Checking for Impact

- Learning Priority 1
- Learning Priority 2
- Learning Priority 3
- Learning Priority 4
- Learning Priority 5
- Learning Priority 6

School Student Learning Priority 1

School Learning Priority 1 (?)

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Reflection on our collected evidence on our impact for this School Student Learning Priority (?)

Still working on collecting data for the 2025-2026 school year.

Will consider:

- satisfaction survey
- graduation data
- course completion
- post secondary transition

Recommendations for next steps for this School Student Learning Priority (?)

Participate in the Student Learning Surveys and compare those results with our student scans and academic/work habit results.

Start staff inquiry on building innovative learning environments.

Plan Reflection

Date

7/17/2024

Assistant Superintendent's Reflection and Next Steps

At École Kelowna Secondary School, efforts have been focused on fostering an environment that promotes approachability, care, effective communication, and a strong sense of belonging. The pandemic significantly impacted the culture of secondary schools, but KSS deserves commendation for providing numerous additional activities that contribute to a vibrant sense of community. Concerts, plays, sporting events, and charity fundraisers offer opportunities for both staff and students to engage and feel welcome. KSS has also taken a leadership role in facilitating challenging conversations around anti-racism, anti-prejudice, and anti-bias. The ongoing commitment to ensuring each student graduates with dignity and purpose is evident as the school begins analyzing various data sources. Congratulations to KSS for their remarkable work and continuous improvement strategies

Date

6/17/2025

Principal Reflection

KSS continues to be a school rich in history and spirit. We have worked hard over the last 3 years to build connection to place, and the result has been increased participation in many school activities, both staff and student, from clubs, teams, performances to large school events. In turn, we have seen grad rates rise as the people in the school community feel more connected to school.

Submit

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☐ Archive Form